Department of Education
Carmen Fariña, Chancellor

June 24, 2015

To Whom It May Concern:

The New York City Department of Education (NYCDOE) intends to submit applications for the School Improvement Grant (SIG) Cohort 6 to the New York State Department of Education (NYSED).

The NYCDOE currently intends to submit applications for the following six (6) schools with the following intervention models:

DBN	School Name	BEDS Code	Intervention Model
30Q111	PS 111 JACOB BLACKWELL	343000010111	Innovation Framework
07X520	FOREIGN LANG ACAD OF GLOBAL STUDIES	320700011520	Innovation Framework
14K322	FOUNDATIONS ACADEMY	331400011322	Innovation Framework
16K455	BOYS AND GIRLS HIGH SCHOOL	331600011455	Innovation Framework
25Q460	FLUSHING HIGH SCHOOL	342500011460	Innovation Framework
09X313	IS 313 SCHOOL OF LEADERSHIP DEV	320900010313	Innovation Framework

We may also submit additional applications; we are currently finalizing the selection of any other schools and intervention models. Please feel free to contact us with questions. Thank you for this opportunity to support our schools.

Sincerely,

Mary Doyle
Executive Director
State School Improvement & Innovation Grants
Office of State/Federal Education Policy & School Improvement Programs
MDoyle5@schools.nyc.gov

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

343000010000 NYC GEOG DIST #30 - QUEENS

Select School Name:

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

343000010111 PS 111 JACOB BLACKWELL

Lead Contact (First Name, Last name):

Mary Doyle

Title (for Lead Contact)

Executive Director

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Mdoyle5@schools.nyc.gov

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

prek-8

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

460

School Address (Street, City, Zip Code):

37-15 13 STREET, Queens, NY 11101

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

Title	Telephone	Fax Number	E-mail Address
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Legal School Name for the Priority School Identified in this Application	School Beds Code
PS 111 JACOB BLACKWELL	343000010111
Grade Levels Served by the Priority School Identified in this Application	**School NCES #**
Prek -8	
Total Number of Students Served by the Priority School Identified in this Application	**School Address *(Street, City, Zip Code)***
460	37-15 13 STREET, Queens, NY 11101

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

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[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*

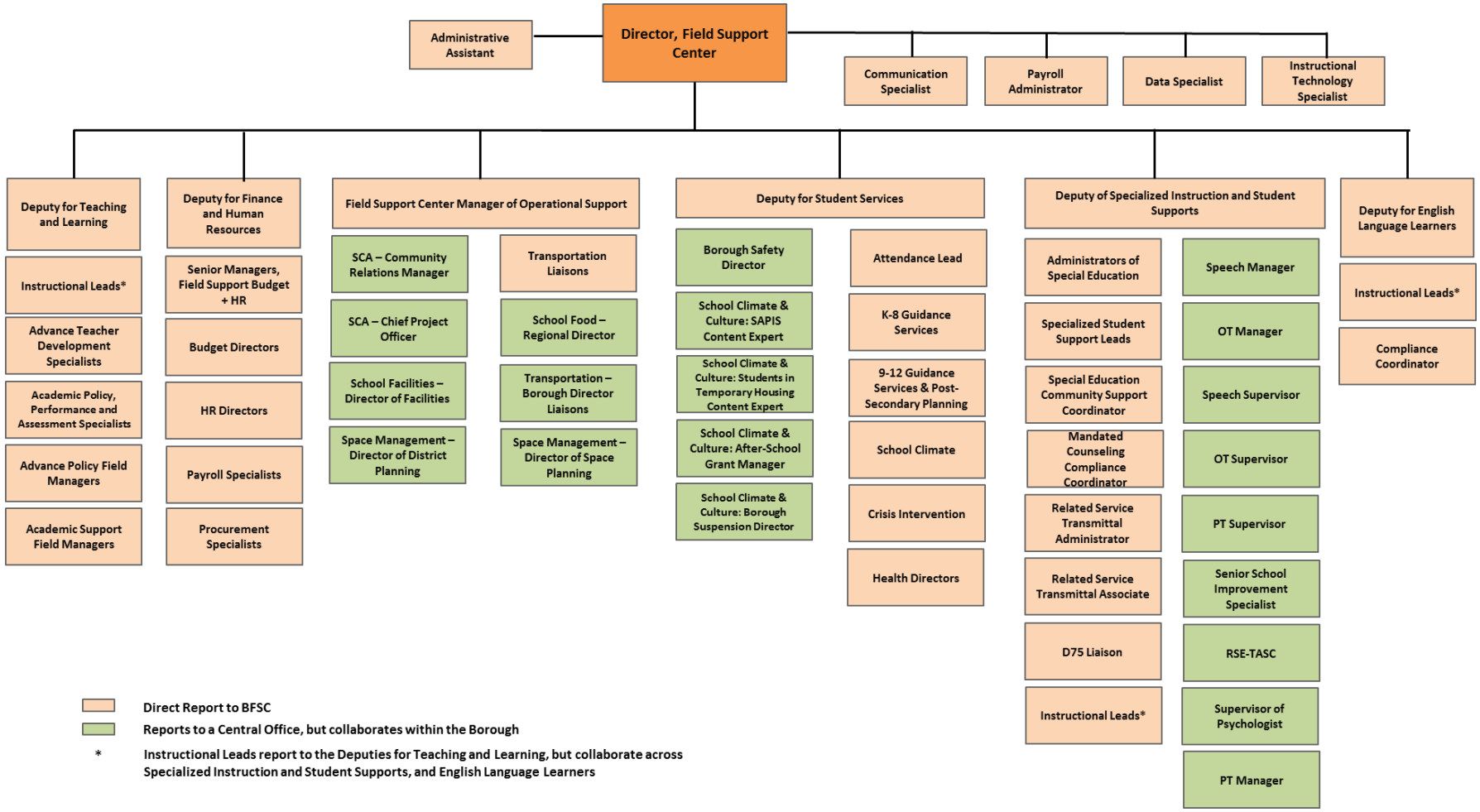
Staten Island (District 31): Kevin Moran (KMoran2@schools.nyc.gov) – *Petrides Complex, 715 Ocean Terrace Staten Island, NY 10301*

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.

30Q111

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)		
Type or print name		

i.

P.S. /I.S. 111Q The Magnet School for Communication and Arts, is located between the Ravenswood and Queensbridge public housing developments and is an elementary/middle school with 329 students from Pre-Kindergarten through Grade 8. The school population is 38.91% Black, 47.42% Hispanic, 6.69% White, 5.47% Asian and 1.51% other students. The student body includes 17.33% English Language Learners and 12.16% special education students. Boys account for 52.89% of the students enrolled and girls account for 47.11%. The average attendance rate for the school year 2014 - 2015 was 89.2% (as of June 18, 2015). Additionally, 89% of students are entitled to free lunch and another 2% receive reduced price lunch.

The P.S./I.S. 111Q Mission Statement:

Our mission at PS/IS 111Q, The Magnet School of Communication & Arts, is to facilitate an atmosphere that creates a home away from home, because we know the influential home and school connection empowers our students to grow from good to great. We have taken on this challenge and hold ourselves accountable for the progress made by our students. We value the expertise of the parents, teachers, community members and the students themselves to be partners in this endeavor.

The P.S./I.S. 111Q Vision Statement:

We are a diverse, collaborative school community dedicated to raising the standards of academic achievement for all our students. Through rigorous standard driven instruction, differentiated learning, and high expectations, it is our purpose to create a community of socially conscious, computer literate, life-long learners, who are prepared to participate in and contribute to a global society.

ii.

During the 2014-15 school year PS/IS 1111 was identified as a Renewal School by the NYC DOE. As a result of this designation, *The District & School Improvement Center at the American Institute for Research* (AIR) conducted an assessment of the school. The goal of the review was for a visiting consultant and a school team to co-develop and prioritize a set of key findings grounded in the data collected at the school in order to inform the renewal planning process. A full-day Co-Interpretation for School Renewal Assessment took place on May 13, 2015 in order for the constituents to debrief, share key findings and discuss next steps.

A full-day School Quality Review (SQR) was conducted on May 4, 2015 by the Superintendent, Dr. Philip A. Composto. The SQR is a citywide diagnostic review conducted by a trained reviewer and includes formal meetings with the principal, the Instructional Cabinet, parents, the UFT and teacher teams, community based partners and students. Additionally classroom visits, discussions with teachers, an additional review of curricula and other school documentation takes place. The review concludes with a formal debrief with the administration and the school support network. A rubric is used to evaluate overall school performance and practices in place or in development to support student progress and achievement, as evidenced during the visit. The reviewer uses the data and information collected during the site visit to determine the school's level of performance in three major categories 1) instruction that prepares students for college and careers; 2) school organization; and 3) the quality of the learning environment. At the conclusion of the site visit, the school receives verbal feedback as well as an evaluation of five indicators including on area of celebration and one area of focus. A written report is published within two months, on the NYCDOE website for public knowledge. This report provides the entire school community with

evidence based information about the quality of instruction and management at the school and is a source of recommendations and feedback for school leaders to use to develop programs and plans for school improvement.

A DTSDE Review was held on January 29 – 30, 2014 by the State Education Department's Integrated Intervention Team (IIT) and followed a similar format to the School Quality Review including meetings with the school's core constituents, classroom observations and a review of curricula. The focus of the review is to collect and assess low-inference data, from what is observed and heard during the visit.

Both the AIR and the SQR provide feedback and ratings based on the NYCDOE's Framework for Great Schools which contains six transformative elements that together drive school improvement. The six elements are Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties and Trust. Similarly, the DTSDE Review provides feedback and ratings based on six tenets, District Leadership and Capacity, School Leader Practices and Decisions, Curriculum Development and Support, Teacher Practices and Decisions, Student Social and Emotional Developmental Health and Family and Community Engagement.

iii.

The results of the AIR, SQR and the DTSDE reports were similar in many areas.

Rigorous Instruction

The AIR Report, SQR and the DTSDE reports evidenced a need for change in school-wide pedagogical practices in order to provide instruction to boost student achievement. It was noted that the principal communicates high expectations to staff through use of the Danielson Framework for Effective Teaching and by providing professional learning sessions facilitated by internal staff, at off-site workshops and through intra-visitations. This work has had a positive impact on the community as the entire school community is aware of the high expectations set by school leaders resulting in a system of accountability for the expectations and support for students as they reach towards their academic aspirations, however, to date this has not resulted in gains in student achievement.

Supportive Environment

The DTSDE report evidenced a need for additional programs to support students' social and emotional development. The principal prioritized these needs during the spring of 2014 and during the 2014 – 2015 school year as the SQR report noted dramatic changes in these areas. The principal supported these needs through planned programming for students, and targeted professional development for teachers, and workshops for parents in order to maximize support for students. The principal made modifications and revisions to the social and emotional framework with the Positive Learning Collaborative (PLC) Team that regularly analyzed the incident management reports to implement positive behavior lessons, rewards and incentives that lowered the incident rate in grades K-5 by 32% and grades 6-8 by 67%. Additionally, according to the AIR Review teachers recommended the implementation of Overcoming Obstacles, a social and emotional curriculum that was developed for middle and high school students.

Collaborative Teachers
While teachers had time allocated within their regular schedules for inquiry work the results of the time spent had not been seen in student achievement. According to the AIR Review the teachers reported that the school-wide use of instructional portfolios had increased rigor and positively impacted planning using the CCLS. It was also noted that portfolio use had resulted in student work that demonstrating measurable results. These practices were solid in some classrooms. It is believed that the NYSED testing results for 2014-15 would show evidence of this work.

Effective School Leadership
According to the SQR, the principal implemented distributed leadership practices that the community embraced which led the majority of teachers to engage in inquiry-based collaborations. This work resulted in the teacher's development of higher order questions, and the use of experience charts and formative assessments. The principal used the DTSDE reported findings as the focus tool to implement systems and structures for professional learning, aligning the Danielson Framework for assessments and data collection.

Strong Family-Community Ties
The DTSDE report evidenced a need for additional programs to support and further engage the family and community. As a Renewal School, in collaboration with Zone 126 the school explored and created additional opportunities to engage families and the community at large.
Trust:
The SCEP written collaboratively through the SLT for the 2014-15 school year outlines efforts to build trust between families and the school.

iv.
In collaboration with the Chancellor's School Renewal team, the PS/IS 111 school leadership will prioritize the areas for need that have been illuminated in the diagnostic reviews as referenced above. The SIG Planning Committee utilized feedback from all of the referenced in-depth diagnostic school reviews, demographic information on PS/IS 111's unique student population and the community at large, a study of school improvement literature, as well as feedback from parents, teachers and community members in order to develop this SIG proposal.

Rigorous Instruction:
The principal has prioritized high quality and comprehensive professional development focused on the instructional shifts for literacy and mathematics in order to move teachers' practice along the Danielson Framework and build instructional rigor to effectively impact instruction and student achievement. The prioritized needs, as identified through the state and city reports, are to further develop the CCLS curriculum across grades and content areas while implementing the instructional shifts; to improve teacher pedagogy so that curricula is accessible to all students and will impact student achievement. Literacy instruction will focus on incorporating monthly genre writing in grades K-8 and thirty (30) minutes dedicated to independent reading. Using the SIG resources the school will hire curriculum development consultants for all teachers to implement the Teacher's College writing curriculum to ensure that the Common Core State Standards are being addressed. The consultants will support teachers to implement instructional best practices such as the Acquire, Make Meaning and Transfer (AMT) process and project based learning. To support English Language Learners and students with disabilities teachers will learn to

differentiate through the use of graphic organizers, technology, small group instruction and language acquisition through pictures, flash cards, number fluency and computation strategies.

Supportive Environment:
The social and emotional needs of students and their families will be strengthened through active engagement between all stakeholders within the PS/IS 111 community. To prioritize this need, through SIG funding, in partnership with the UFT, PS/IS 111 will join the Positive Learning Collaborative, (PLC). The PLC provides a proactive approach to create a positive school environment as they equip educators with the skills, knowledge and confidence necessary to safely and effectively anticipate behavior challenges in order to prevent crises and help students succeed.

In addition, Overcoming Obstacles, a social and emotional curriculum that was developed for middle and high school students will be utilized with middle school students. The curriculum supports the building of character and self-esteem with the goal for students to develop the necessary skills and self-awareness to set academic expectations for themselves. SIG funds will be used to purchase the curriculum and compensate the guidance and instructional staff to facilitate the Overcoming Obstacles lessons during 0 period. SIG funds will also support the hiring of an additional school-aide to begin breakfast at 7:00 am each day to allow for the middle school students to eat breakfast prior to attending the Overcoming Obstacles program at 7:30 am.

Collaborative Teachers:
The establishment of the Faculty Senate Advisory Committee, outlined in detail in Section G, Organizational Plan, will provide teachers with an additional forum in which to collaborate and have a voice in all school decision making. In addition, SIG funding will provide the funding for expert consultants to meet with teacher teams to improve inquiry practices and strengthen the ability of all teachers to plan instruction that is effective and provides multiple entry points, thus allowing access to all of the unique learners at the school. This prioritized need is further outlined in Section K, the Project Plan.

SIG funding will also provide the funds necessary for teachers to be covered to attend professional development opportunities during the regular school day. They will bring the knowledge gained during these sessions back to school to share with colleagues so that capacity is built.

Effective School Leadership
The principal, as evidenced by the most recent SQR, during her first year at PS/IS 111 has demonstrated effective leadership skills. The planned establishment of the Faculty Senate Advisory Committee demonstrates the priority that the principal has placed on the further development of distributed leadership at PS/IS 111.

Strong Family-Community Ties
Through the Renewal School designation, in partnership with Zone 126, the school will further develop and support family and community ties in order to enrich the lives of students and their families. In addition, with SIG funding the implementation of the PLC and use of the Overcoming Obstacles program will further strengthen family and community ties.

Trust

The principal has prioritized trust through the planned implementation of the Faculty Senate Advisory Committee. This committee as well as the subcommittees will further build trust as all stakeholders will have a voice in the decision making at the school in order to facilitate comprehensive school improvement.

The principal will continue to actively engage the SLT in all school decision making, including revisiting the SCEP as needed throughout the year.

i.

The Innovation Framework Community Oriented Schools model was selected as the model for school improvement at PS/IS 111. During the middle of the 2014 – 2015 school year PS/IS 111 was identified by the NYC DOE as a Renewal School. At that time the process of becoming a community school began. The essential elements of the school renewal program are transforming renewal schools into community schools, creating extended learning time for all students and supplying resources and supports to ensure effective school leadership and rigorous instruction through collaborative teacher teams. To this end, each renewal school partnered with a community based organization, (CBO). PS/IS 111 partnered with Zone 126 whose mission is to drive community transformation for children and families in Astoria and Long Island City's concentrated pockets of poverty. In partnership with Zone 126, PS/IS 111 will provide the necessary supports to students and families so that the effects of poverty do not adversely affect the educational outcomes for students.

The parallels between the SIG Innovation Community Oriented Schools model and the Renewal School program will support the PS/IS 111 community in the process of becoming a community oriented school, ensuring that every child graduates on the path to college and career readiness with the skills needed to thrive in the 21st century workplace.

ii.

The staff and community were engaged in the process of developing this SIG proposal and in planning to further transform the school community into an Innovation Framework Community Oriented School through parent workshops, staff meetings, School Leadership Team meetings, community events and other school events. The principal communicates that being a Renewal School is a positive determination that will afford the school many necessary resources that will support academics, social and emotional learning and medical provisions so that the school will be better able to serve the entire community. The school is in the process of becoming a Community School which will enable the school to be a learning and community oriented hub. The staff and parents are part of the process and their voices are shared through the creation of teacher and parent teams, Renewal School Teams and Community Teams. Each team will work collaboratively for measurable progress for the whole child in academic and social and emotional learning. The community will also support the school by providing mental health, medical and dental services. Through these community partnerships, students will perform community service and enter academic and artistic contests that are sponsored by the community. The Renewal Team will impact the school in all academic areas, including the visual and performing arts.

i.

Rigorous Instruction Goal (ELA): Throughout the SIG implementation period our school will show consistent and sustainable growth in the percentage of students on grade level in ELA resulting in steady growth each year as evidenced by formative and summative assessments and the NYS ELA exams administered each spring.

Objectives:
By June 2016 90% of teachers will consistently utilize formative and summative assessment data to plan lessons that address the small group and individual needs of students resulting in 90% of students demonstrating positive growth in reading level from September to June as evidenced by DRA running record data.
This objective will be measured during each year of SIG implementation.

By June 2016 90% of all students will complete ten (10) genre writing portfolio pieces. Growth will be measured 3x/year through the use of the TC writing continuum for Informational, Narrative and Opinion writing.
This objective will be measured during each year of SIG implementation. Students' writing will be assessed using CCLS aligned rubrics, with the expectation that each year 90% of students show growth across the continuum from year to year.

By June 2016, at least 75% of teachers will be rated effective on measures of the Danielson Framework for Effective Teaching related to ELA teaching, including:

Knowledge of content and pedagogy (1A)	Designing coherent instruction (1E)
Using questioning and discussion techniques (3B)	Engaging students in learning (3C)
Using assessment in instruction (3D)	Reflecting on teaching (4A)

There will also be measureable gains in student achievement as articulated in Attachment B.
This objective will be measured during each year of SIG implementation. Teachers' growth will be assessed using the Danielson Framework for Effective Teaching with the expectation that each year 90% of teachers maintain effective ratings and/or demonstrate growth year to year.

ii.

Rigorous Instruction Goal (Math): Throughout the SIG implementation period our school will show consistent and sustainable growth in the percentage of students on grade level in mathematics resulting in steady growth each year as evidenced by formative and summative assessments and the NYS mathematics exams administered each spring.

Objectives:
By June 2016 90% of teachers will consistently utilize Go Math formative and summative assessment data to plan lessons that address the small group and individual needs of students resulting in 90% of students demonstrating growth in math computation from September to June as evidenced by math performance levels on the Measure of Student Learning (MOSL) Exam.
This objective will be measured during each year of SIG implementation.

By June 2016 90% of all students will complete ten (10) math problem solving portfolio pieces demonstrating growth in levels of computation and the use of math language to explain their

computation process and problem solving strategies resulting in 100% of students showing gains in their attainment of grade level Common Core Learning Standards.
This objective will be measured during each year of SIG implementation. Students' conceptual understanding of mathematics will be assessed using CCLS aligned rubrics, with the expectation that each year 90% of students show growth.

By June 2016, 75% of teachers will be rated effective on measures of the Danielson Framework for Effective Teaching related to mathematic teaching, including:

Knowledge of content and pedagogy (1A)	Designing coherent instruction (1E)
Using questioning and discussion techniques (3B)	Engaging students in learning (3C)
Using assessment in instruction (3D)	Reflecting on teaching (4A)

There will also be measureable gains in student achievement as articulated in Attachment B.
This objective will be measured during each year of SIG implementation. Teachers' growth will be assessed using the Danielson Framework for Effective Teaching with the expectation that each year 90% of teachers maintain effective ratings and/or demonstrate growth year to year.

iii.

Supportive Environment Goal: Throughout the SIG implementation period PS/IS 111 will create and foster a safe and supportive environment, in collaboration with the UFT, through full school-wide implementation of the Positive Learning Collaborative (PLC), as demonstrated by all teachers, staff members, parents and the community. PLC provides a proactive approach for creating positive school environments.

Objectives:
Beginning during the 2014-15 school year the school will implement the PLC. By January 2016, the principal and the UFT Chapter Leader will have attended the 4-day Therapeutic Crisis Intervention training.
By June 2016, at least 10 teachers and paraprofessionals will have attended the 4-day Therapeutic Crisis Intervention training.
By June 2016, in collaboration with the assigned school Behavior Specialist liaison a school based PLC team will be established and will create a schedule to meet regularly.
By June 2016, as a result of PLC 80% of students will ascertain the ability to problem solve, resolve conflicts amicably and make choices that sustain the school's safe and supportive environment resulting in a 20% decrease in OORS incidents.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016, our school will benefit from the signage, behavior matrix and other PLC incentive materials being posted around the school that serve to reinforce positive behavior and encourage a positive school environment resulting in a 2% increase in student attendance.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016 our school will have identified and hired a teacher who will establish a SAVE room which will be fully functioning, resulting in a 20% decrease in OORS incidents and a decrease in student repeat offenders.

This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

Collaborative Teachers Goal: Throughout the SIG implementation period our teachers will meet on a regular basis to plan lessons using the Backward Design Model, incorporate the CCLS, plan for instructional resources that allow for multiple entry points and monitor student achievement data to ensure that all students' academic needs are being met and that they are making measurable progress. Throughout the SIG implementation period teachers will meet regularly on their grade specific Data Inquiry Teams to focus on our priority subgroups; ELL's and SWD.

Objectives:
By June 2016, all collaborative teacher teams will design units of study and lesson plans, analyze student work through a Looking at Student Work protocol, conduct inquiry utilizing data with a focus on ELLs and SWDs to see measurable progress as evidenced in student work portfolios in ELA and Math.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016 all teachers will regularly utilize the school's DropBox account in order to share units of study and lesson plans to further build the CCLS curriculum within and across grades resulting in
75% of teachers being rated effective or higher on Danielson 1e, Designing Coherent Instruction.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016, 90% of all teachers will create lessons with multiple instructional entry points using portfolio tiered activities that incorporate technology, complex literature, problem solving and critical thinking to address the Common Core Learning Standards and meet individual student needs as evidenced by regular reviews of lesson plans.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

The principal will monitor the lessons using the Danielson Framework to enhance professional practice during the observation and feedback cycle resulting in an 8 point rating increase on the NYS ELA Exam and 10 point rating increase on the NYS Math Exam scores as measured by student achievement in the instructional performance index for ELA and math.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016 teachers will create ELA genre specific rubrics and math content rubrics for each of the ten (10) portfolio entries in ELA and Math resulting in 100% of the students using the rubrics to provide peer-assessment and to self-assess in order to edit their work, resulting in increased levels of performance on at least seven portfolio pieces.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

Strong Family and Community Ties Goal: Throughout the SIG implementation period the PS/IS administration and faculty will re-engage with families, parents and the community at large in order to foster a strong home and school connection to foster all scholar's academic, social and emotional well-being.

By June 2016, the school will collaborate with community partners through Zone 126 in order to provide additional programs to scholars and their families resulting in a 25% increase in programs and resources offered compared to the 2014-15 school year, as evidenced by an increase in attendance.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016 all teachers will have had direct contact with the parents and/or families of scholars in their care at least twice.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

By June 2016 there will be a 25% increase in parent attendance at conferences as compared with the 2014-15 school year, as evidenced by attendance.
This objective will be measured during each year of SIG implementation and adjusted to meet the needs of the school.

Trust:
Trust amongst all stakeholders within the PS/IS 111 community is embedded in each of the above mentioned goals through the collaboration between stakeholders.

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	100	99	100	100	99	95	95	95	95	95
c. Student participation in State Math assessment	%	99	100	98	100	100	98	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%	91.0%	89.0%	91.0%	89.0%	87.7%	88.7%	89.7%	90.7%	91.7%	92.7%
g. Student completion of advanced coursework	92.7%	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	13.0	8.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
i. Number of discipline referrals *(baseline based on SY13)*	num	81.7	120.0	169.0	146.0	201.0	201.0	177.1	153.3	129.4	105.6	81.7
j. Truancy rate	%	1.4%	2.1%	2.9%	1.4%	2.3%	5.5%	5.3%	5.1%	4.9%	4.7%	4.5%
k. Teacher attendance rate	%	96.0%	94.6%	95.2%	94.4%	95.3%	95.2%	95.3%	95.4%	95.5%	95.6%	95.7%
l. Teachers rated as “effective” and “highly effective”	%	91.6%	N/A	N/A	N/A	N/A	82.4%	84.1%	85.8%	87.5%	89.3%	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	99.3	144.0	92.0	103.0	46.0	50.0	55.1	60.3	65.4	70.5	75.7
q. EMS - Math performance index	PI	106.5	158.0	114.0	126.0	45.0	48.0	54.4	60.7	67.1	73.5	79.8
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%	19.6%	19.5%	23.0%	6.8%	7.9%	9.4%	10.9%	12.4%	13.9%	15.4%
s. Students scoring “proficient” or higher on Math assessment	%	34.2%	25.0%	31.6%	38.8%	8.6%	8.3%	10.4%	12.5%	14.6%	16.7%	18.8%
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

i.

The school principal, Dionne A. Jaggon, fosters a culture of excellence and collaboration at PS/IS 111. She has cultivated an atmosphere of high expectations for students and staff and has created systems and structures to hold everyone in the school accountable in the educational process. Mrs. Jaggon models the analysis and utilization of data in order to make strategic decisions to move the school forward and increase student achievement. After examining trends in student data, groups of students are targeted for extra academic support. The principal strategically plans professional development based on teacher goals generated after reviewing areas for improvement noted on teacher observations, teacher reflection, and student data. In order to meet the needs of the school and improve student outcomes, Mrs. Jaggon is developing her staff to share leadership. She has created an Instructional Leadership Team comprised of lead teachers that support daily teacher teams. As the school leader, Mrs. Jaggon has structured the school program to facilitate that teacher teams meet daily in structured teams; either by department or by grade. Protocols have been put in place so that the teams use various forms of data to leverage improved student outcomes by working on specific strategies to help groups of students or to improve the school's curricula. She has worked closely with the network to assess school needs and find creative ways to ensure resources and support is available for the entire school community despite budgetary constraints; she is advocating for a music and visual arts teachers. She has ensured that teachers attend professional learning sessions and can work with the Renewal School and Community School teacher leaders. As a school leader, she purposefully involves staff, parents, and students in providing feedback in aspects of school-decision making, so that stake-holders can contribute and be empowered as a means of gaining support within the community at large. Mrs. Jaggon believes that all students can learn and is passionate about ensuring that all students at PS/IS 111 receive the quality education they deserve.

ii.

See attachment, "Jaggon, Dionne A. Resume."

Biography

Dionne A. Jaggon accepted the position as the principal of P.S. 111Q in July of 2014. Mrs. Jaggon has developed and strengthened many partnerships as the principal of P.S. 111Q. The scholars participate with the Champs Basketball League through collaborations with Mr. Connors, Mr. Garnes, Mr. Klein and Ms. Parsons. The Bell Foundation thrives at the school through the collaboration of Mrs. Kimberley Brown. Councilman Jimmy VanBramer agreed to continue the Alvin Ailey Dance Project. Councilman VanBramer recently donated school supplies and granted the school an additional $75,000 for technology for the 2014-2015 school year. Councilman VanBramer has a loving history with the school which has been further strengthened under Mrs. Jaggon's leadership. New partnerships have been made with the LOVE projects and Arts Connections that bring visual arts and Hip Hop Dance to the school through the support of Ms. Navia.

Mrs. Jaggon holds a Bachelor's of Science in Criminal Justice from St. John's University. Mrs. Jaggon graduated from St. John's University cum laude in 1999 and is a member of the St. John's University Alpha Phi Sigma National Criminal Justice Honor Society. Beginning in 2000, Mrs. Jaggon taught 4th grade for six (6) years and was previously an Assistant Principal for three

(3) years at Public School 65K, the Cesiah Toro Mullane School in Brooklyn. As the Assistant Principal she supervised the upper grades and was collaboratively responsible for the scores soaring to 83% in English Language Arts and to 94% in Mathematics. After the NYSED testing changes in 2010 Public School 65 maintained an "A" in Performance, Progress and School Environment. Mrs. Jaggon attributes the success to the collaboration of the entire school team and the ability to take strategic risks with curriculum and instruction. Prior to joining the PS/IS 111 community Mrs. Jaggon was the principal of a middle school for three (3) years.

Mrs. Jaggon holds a Master of Science in Education, Guidance and Counseling from Brooklyn College which was earned in 2004 and Mrs. Jaggon earned a degree in Advanced Study in School Administration and Supervision at the College of Saint Rose in 2006 and School District Supervision in 2013. Additionally, she is a member of a focus group with the Global City Research Group, who is currently studying school principals under age 40. Mrs. Jaggon gained their attention at her previous school where as a principal her school earned a "B" on the 2012 Progress Report after only one year of Collaborative Leadership raising the scores from the 24th percentile to the 56th percentile which calculated to over a 100% increase. Mrs. Jaggon has a documented history of measurable progress and providing the students of New York City with a broad curriculum, including access to the arts.

Dionne A. Jaggon joined Beginning with Children Charter School from Middle School 216, the George J. Ryan Middle School in Fresh Meadows, Queens, where she was an Aspiring Principal with the New York City Leadership Academy. Mrs. Jaggon graduated from the New York City Leadership Academy in 2011; an influential organization that helps educators develop and builds the skills they need to take charge in School Leadership. Mrs. Jaggon believes that all children are destined for success. She is committed to providing an authentic educational experience for all students with exposure to complex literature and mathematical scenarios with lessons that include opportunities for critical thinking and problem solving. Mrs. Jaggon celebrates teamwork and will be working strategically with the Faculty Senate Advisory Committee, Leadership Team, Instructional Team and the Operations Team to employ forward-thinking within the PS/IS 111 community. The goal is to bring standards-based excellence to all scholars. Mrs. Jaggon credits the New York City Leadership Academy with their innovative approach to leadership development. She learned by being able to participate in hands-on job embedded learning, practical skills, instructional programs and ongoing self-reflection that enabled her to master that knowledge and hone her leadership skills. One in every ten (10) principals is a graduate of the New York City Leadership Academy. Mrs. Jaggon is proud to be part of such a nationwide movement that impacts over 1.2 million students across the country. Currently, Mrs. Jaggon will focus on teamwork and developing rigorous experiences that prepare all scholars for the real-world challenges they will face in high school, college and beyond.

Mrs. Jaggon stands for the resolve and the commitment of the children, teachers, parents, PTA, and the Long Island City Community to collaborate tirelessly and selflessly as she will for the success of all scholars.

iii. Not applicable

iv.

The principal is the only administration in the building. There is an instructional coach that supports the principal through direct work with teachers.

The instructional coach is responsible for scheduling and facilitating inter-visitations, conducting demonstration lessons and will be responsible for supporting the teachers in grades 3-5 with the designated grade 3-5 Teacher Leader. In conjunction with the principal, the coach will review feedback from observations and provide customized professional learning sessions to teachers based on the recommendations. The instructional coach will also be responsible for analyzing the data for grades 3-5 in ELA and Math and will be part of the grade 5 Data Inquiry Team to examine student for the priority sub group of ELL's.

The School Implementation Manager (SIM)
The 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 partnerships.
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.

v.

Current Supporting Leadership Profile:

PS/IS 111 is currently a Renewal School. Due to low enrollment the school does not currently have an assistant principal, with SIG funding the plan is to hire and fund a part time assistant principal in year one and expand that position to full time in year two with a blend of SIG and school based funding.

School leadership Strategies: There is a shared vision among the school community and a sense of urgency regarding the achievement of the school wide goals. These goals were articulated to the staff and parents at the beginning of the school year, detailing all expectations with entire staff, student assemblies to introduce staff and discuss expectations, Parent/Family Orientations, Professional Development on expectations and strengthening of teacher teams, staff & students generate goals supporting the schools overarching goals and vision. The principal instituted a newly constructed Renewal Instructional Leadership Team charged with the responsibility of reviewing school-wide data to strategically prioritize areas for improvement and shared the data and plans with the school staff.

The principal has also created opportunities for staff to collaborate in professional learning communities in which teachers create CCLS-aligned tasks and assessments, analyze the various forms of data, and determine progress towards goals and make adjustments to school-wide practices, pedagogy, curriculum, etc. This process ensures quality Teacher Teams which are supported by the Renewal Team who provide guidance to the teams as well as monitor the work of the teams. This information is brought back to the principal to be discussed during the Renewal Team Meetings.

The school leader has made strategic decisions in several areas and maximized the school's budget. The school budget is reviewed periodically to reallocate funds as necessary to support progress towards the achievement of school-wide goals as determined by examining school/student data.

Human Resources: Strategic hires have been made; highly qualified teachers, teachers strategically chosen for extended learning programs. There have been Changes in Staff (excesses and ATR assignments) and the development of their instructional practices has been a priority.

Programmatic changes include:

As a Renewal School, the students are entitled to additional hour of the instructional day; Expanded Learning Time (ELT). Strategically collaborations of staff will ensure that most of the staff will participate in the mandatory Expanded Learning Time (ELT). In order to maximize the time the transition will be seamless and part of the school schedule to build in an additional hour of literacy on Monday, Wednesdays and Fridays and Math on Tuesdays and Thursdays. Students will also spend time in supplemental programs after the instructional day. For example, through

partnerships and vendors the students will take part in Lincoln Center Arts Program, Alvin Ailey Dance Company, and a Theater Teaching Artist.

Ensuring Buy-In and Support

The strategies employed by the principal will ensure buy-in and support from the entire leadership team by maintaining an atmosphere of transparency. The team will analyze data from multiple sources to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement. Through effective communication, the principal will continue to strengthen a school culture that relies on data to inform adult learning, professional development, and decision making. Teacher teams and the Instructional Leadership Team along with the School Leadership Team will engage in goal setting to implement a plan that builds strong sustainable teams, develops leadership capacity among staff, and shares responsibilities appropriately.

A clearly defined system of supports will be in place to develop all teachers to improve classroom teaching by establishing a culture for learning with clear expectations for academic success. This will be achieved through short frequent cycles of observation, feedback, coaching, and evaluating teachers and staff. Teachers will engage in self-reflection around the Danielson framework to challenge their thinking about what improved teaching practice looks like. The purpose is to establish systems that promote learning, collaboration, and communication throughout the school. Through the SIG grant plan the school will proactively ensure buy-in and support by engaging the school community in a process of assessing/anticipating needs and by taking actions to meet school goals.

Barriers or Obstacles to Obtaining Support as well as Strategies for Overcoming Them:

The school requires an assistant principal with a driving force in curriculum development and instruction. The school is now positioned for upward trends, however; in order to maintain this ground, the school will require an assistant principal with content knowledge who can accelerate progress, close the achievement gap and implement CCLS with continuity and fidelity. Additionally, the assistant principal will play an essential role in maintaining close supervision through short frequent cycles of observation followed by timely and effective feedback in order to improve teaching practice. Without this additional supervisor, all of the progress made thus far will be seriously jeopardized. Additionally, due to the severe shortage in budget, providing necessary resources, supplies, PD, etc., would inhibit the school from moving forward and slow their progress which is why acquiring this grant is crucial.

Dionne A. Jaggon

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Certifications and Licenses:

- School District Leader/SDL — Effective Date: October 2014
- Certificate: Sheltered Instruction Observation Protocol (SIOP) — Effective Date: June 14, 2011
- New York City Principal Candidate Pool — Effective Date: September 1, 2009
- School Administrator/Supervision SAS-Permanent — Effective Date: September 1, 2006
- School Counselor — Effective Date: September 1, 2004
- Public School Teacher Pre-Kindergarten-Sixth Grade — Effective Date: September 1, 2004
- Licensed Notary Public No. O1ST60334197 — Qualified in New York State

Education:

- **The College of Saint Rose**
  Albany, New York
  Advanced Study: School District Leader
  December 2013 4.0/4.0
- **New York City Leadership Academy**
  Long Island City, New York
  Aspiring Principal
  August 2011
- **The College of Saint Rose**
  Albany, New York
  Advanced Study: School Administration & Supervision
  May 2006 3.6/4.0
- **Brooklyn College**
  Brooklyn, New York
  Masters of Science in Education, Guidance & Counseling
  June 2004 3.4/4.0
- **Saint John's University**
  Jamaica, New York
  Bachelors of Science, Criminal Justice
  May 1999 3.2/4.0

Professional Experience:

Principal, I.A. Pre-K-8 ***August 2014-Present***
P.S./I.S. 111Q Jacob Blackwell
Magnet School for MultiMedia, Communication Arts & Journalism

Principal Middle School ***August 2011-August 2014***
Beginning with Children Charter School

Curricular, Data Driven and Instructional Leadership

- Collaboratively raised New York City Progress Report Score from 25th percentile to 56th percentile; 124% increase.
- Progress Report Grades; 2011-2012: B, 2012-2013: B with an A in Student Progress.
- Define instructional approach and adopt school curriculum that is aligned to the Common Core State standards.
- Create structure whereby the entire instructional staff creates goals using the Leadership Competencies and the Danielson's Domains with a systematic plan to meet goals.
- Support School Leadership Team and teachers in creating coherency in instructional practice and routines.
- Work with School Leadership Team and the Director of Data & Research to interpret data and create action plans for school improvement.
- Create a school-wide culture focused on assessment and the constant use of data to drive student performance.
- Assist School Leadership Team in planning and training for data-driven instruction.
- Administer benchmark, interim, and predictive assessments to set instructional goals, gauge teacher added value and to support data chats and feedback sessions.
- Engage staff in an evaluative monthly portfolio model of instruction in ELA, mathematics, science, social studies, art and Spanish utilizing the Common Core State Standards and the New York State Standards.

Supervision, Management, and Development

- Create and execute a school-wide schedule that maximizes time aligned to academic priorities and teacher collaboration.

- Comprise School Leadership Team that consists of an Assistant Principal, Instructional Coach and me that meet weekly to reflect on teacher practice, scholar work, performance tasks, community building, grant writing and other systems and structures with the goal of scholar progress.
- Manage members of the School Leadership Team against annual performance and qualitative goals.
- Monitor teacher lesson plans and instruction to ensure effectiveness and alignment with school wide achievement priorities.
- Ensure effective creation and implementation of support services to meet individual students' academic needs.
- Utilize Leverage Leadership model to conduct over 100 formal and informal observations with feedback sessions during the school year.
- Facilitate weekly RTI meetings to support scholars that score in the lowest 1/3.
- Facilitate monthly Data Inquiry Team meetings during which the instructional team analyzes scholar work with a specific instructional lens, conditions of the assignment and the rubric to set goals for the focus group of scholars. Interventions are identified with the goal of impacting the focus scholar, focus group and the entire goal.
- Guide teachers in setting annual professional goals and in seeking on-going professional development opportunities.
- Evaluate staff using the New York State Danielson Teacher Performance 60/20/20 evaluative process.
- Implement school-wide A.R.M.O.R. procedures and policies to ensure student safety.
  Create and ensure enforcement of a school-wide discipline policy.
- Organize, Scholar Weekly Academy, Scholar Summer Academy and Saturday Academy.

School Culture

- Ensure and maintain a culture of high-achievement that is a positive, engaging culture of excellence.
- Support instructional staff with the "Teach Like a Champion" techniques which increase scholar engagement and participation while creating classroom systems and structures.
- Comprise comprehensive Professional Weekly to inform staff about on and off site professional development sessions, common planning meetings and special events at our school.
- Devise structures and incentives for students to internalize and celebrate achievement of academic goals.
- Annual Science Fair and Exit Project presentations which showcase the scholars' work mostly with the use of technology.
- Facilitate scholar campaigning and elections for each grade to provide the scholars with a voice in our school's vision and ensure their responsibility for fundraising and modeling academic and social excellence.
- Create the structure for weekly academic and social clubs including the Debate Team, Sports Club, Arts Club, Making HerStory, Heroes in Action, Robotics Club, Chorus and the Drama District. Each group responsible for culminating activities during the school year to present to BwCCS Community during special events.
- Designate instructional staff to facilitate monthly parent workshops in their designated subject area with the goal of creating a supportive alliance between home and school.
- Facilitate monthly Principal's Breakfast to create a forum for our parents to provide feedback to the Leadership Team.
- Utilize the Scholar Pledge to provide the scholars with a sense of purpose and knowledge that they are part of an academic team.
- Utilize instructional coach to enhance the instructional use of the iPads, Computer Lab, Smart Boards, blended learning, Glogster, Prezi, etc. in the classrooms on a daily basis.
- Manage school's website to keep the parents, scholars and the community aware of the accomplishments and on goings at P.S. 111Q; www.ps111q.org. The website consists of our "News," bell schedule, performance results, teacher pages with class work and homework assignments, photo albums, etc.

Budget and Finance

- Manage school budget and leverage resources to ensure that our scholars and staff members have the necessary materials and supplies to execute rigorous lessons.
- Expenditure of donations from organizations, student or parent groups.
- Providing written approval for all purchases of goods or services.
- Assuring that at least three (3) competitive bids are solicited and retained on file for all contracts, and for any purchase exceeding $5,000.

- Reviewing the monthly budget reconciliation prepared by the CFN 410 Network.
- Monitoring the progress of all activities by receiving and reviewing periodic reports (including budget vs. actual performance), from the activity sponsors.

Aspiring Principal-New York City Leadership Academy July 2010-August 2011
Middle School 216: George J. Ryan Middle School, Fresh Meadows, New York

- Completed several written projects and participated in leadership building role plays during Summer Intensive.
- Supervised Science Department to build capacity in teachers, utilized data to group students and differentiate instruction.
- Utilized planning meetings to share instructional best practices, create a risk free environment that welcomes the classroom walkthrough and inter-visitations.
- Conducted informal and formal observations, create classroom environments that are an accessible resource to students with the goal of student achievement and curriculum mapping that encompasses the Common Core State Standards (CCSS). Strong observation/evaluation skills and working knowledge of Charlotte Danielson's standards for teaching.

Assistant Principal March 2007-June 2010
Public School 65K: The Cesiah Toro Mullane School, Brooklyn, New York

- Collaborative member of an administrative team that maintained a school of rigorous instruction using the Reading First, Balanced Literacy, Everyday Mathematics, and Core Knowledge sequence, encompassing the consistent use of data to drive instruction.
- Analyzed and redesigned the 3rd, 4th, and 5th grade Balanced Literacy and Everyday Math curriculums for approximately 300 students which contributed to 70% of students making at least one year of progress in literacy and 66% in mathematics on the New York State standardized exams for the 2008-2009 academic year.
- Implemented science project learning curriculum for students in grades kindergarten through fifth grade which built the foundation to raise performance levels by our fourth grade students by 35%.
- Member of the Building Response Team (BRT); managed and evaluated safety procedures to ensure the key staff members are licensed with proper AED credentials and appropriate training.
- Data Inquiry Team Specialist and actively supported of the School Leadership Team (SLT) whereby the administrative staff created an arena for parents and staff members to discuss policies, educational activities, and students' learning and behavior modification techniques.

Math Coach September 2006-March 2007
Public School 65K: The Little Red Schoolhouse, Brooklyn, New York

- Worked within a staff development model with classroom teachers K-5 to develop strategies using the Everyday Mathematics curriculum to assist students in making progress by facilitating workshops, grade conferences, and study groups to support professional development for teachers and parents.

Fourth (4th) Grade Teacher September 2000-June 2006
Public School 108K: The Sal Abbracciamento School, Brooklyn, New York

- Prepared differentiated and extensive lesson plans that educated students considering their needs and ability through the use of projects, games, and cooperative learning activities in all content areas.

Honors and Awards

- BwCCS Award of Excellence and Appreciation; Distinguished Recognition and Commitment to Excellence
- Association of Black Educators of New York, Inc. ABENY-Exemplary Leadership in Education
- Young Audiences-Bringing Arts Education to the School Community
- Saint John's University-Member of the National Criminal Justice Honor Society
- Saint John's University -Dean's List Honoree
- Public School 65 Parent-Teacher Association, Dedicated Service as the Assistant Principal
- Public School 108 Parent-Teacher Association, Dedicated Service for Diligence in Academic and Artistic Success.

i.

The number of instructional staff in our building is 32.
The school wide HEDI ratings for our staff were as follows for the 2013-14 school year:
Highly Effective: 3%
Effective: 82%
Developing: 12%
Ineffective: 3%
We will receive 2014-15 HEDI ratings prior to the start of the 2015-16 school year.

ii.

As evidenced in section A, the majority of our students are performing below grade level in ELA and Math. The student body includes 18% ELL's and 29% SWD's. The identified ELL's and SWD's perform significantly lower than the general education students on the New York State exams. The instructional coach supports the principal in facilitating professional learning sessions for the instructional staff, leading teacher team meetings, planning sessions and analyzing student work. Currently the school does not have enough instructional coaches to support the needs of the instructional staff. With the SIG grant, we plan to hire additional coaches to support grades K-2 and 3-5. The current coach will continue to support grades 6-8. The additional coaches must demonstrate knowledge and deep understanding of the Common Core Learning Standards and the Framework for Effective Teaching which will allow them to provide support to teachers in order to facilitate professional development to the entire learning community (whole school, by grade, content area, small group, individual) as needed.

iii.

In order to build capacity within the existing staff there are several key positions that will be necessary within the Instructional Leadership Team, including dedicated coaches to support the grade bands in both ELA and Mathematics to provide comprehensive instructional coaching. They will directly collaborate with teachers and provide specific strategies for improved instructional delivery. They will serve as a direct resource in identifying appropriate research-based instructional strategies and interventions to improve achievement in literacy and mathematics. Specific emphasis will be placed on appropriate strategies for improvement in the academic achievement of English Language Learners, Students with Disabilities, and struggling readers. Coaches will not carry a teaching load, but will spend the majority of their time modeling and conducting demonstration lessons for classroom teachers, collaborating with Teacher Leaders and the principal in determining appropriate resources and support for teachers.
Teacher Leaders will have classrooms that will serve as a model for utilizing best practices and demonstrating new and effective teaching strategies and curriculum. They will also support the professional development of other teachers by assisting them with setting goals in order to improve teacher practice, facilitating regular grade level or subject area planning meetings, and building trust and collegiality among teachers. Instructional leads have been identified in each grade level and content area. These leads will support the Renewal Team in moving the instructional agenda.

To support instruction, the coaches and Teacher Leaders will work closely with one another with the goal of developing leadership and expertise. The coaches will meet with each teacher leader twice a week in order to help examine assessment results, plan model lessons, and develop artifacts

to be used as resources by the rest of the school. Model lessons, activities, and resources will all be memorialized and made available for later use through their addition to an online wiki space.

To develop capacity, the coaches will co-plan and co-deliver professional development sessions with each teacher leader, and will co-facilitate Teacher Team meetings with each one on a rotating basis. This will help ensure that the school retains a core group of leaders to depend upon in future years. Teacher team meetings will include curriculum assessment and refinement, and lesson planning using component 1e of the Danielson Framework for enhancing teacher practice, and examination of assessments such as summative curriculum assessments, math portfolios and student writing portfolios and Common Core-aligned end of unit tasks completed by students. As the tasks are assessed and discussed, the teams will add commentary and use select pieces as benchmarks for unit plans. Teacher Teams review student work and discuss strategies for implementing CCLS and collaborate to include supports for struggling students, ELLs and SWDs in the curricula as well as make modification to the curricula driven by the analysis of student work. The instructional strategies and revisions support students with the rigors associated with CCLS and support students in making progress to achieve their goals. Lessons are CCLS aligned.

The coaches will work with teacher leaders and the entire instructional staff. As teacher and student needs are identified through both observations and formal assessment results, the coaches will be asked to meet with teachers in need of support. Expectations for their work include records of topics discussed, mutually agreed-upon next steps for both coach and teacher and plans to measure the impact of their work together. The coaches will operate with the goal of transforming teacher need into teacher expertise. As with the teacher leaders, model work will be memorialized.

Identified Instructional Leads will turnkey and support CCLS expectations and implementation. Instructional Leads will facilitate Professional Development and take advantage of Professional Development opportunities (including visiting exemplary schools).

iv.

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. Schools are also supported by human resource directors on budgeting, recruiting and hiring procedures. 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.

i.

As a renewal school we have an existing partnership with the CBO Zone 126. Zone 126 is a local nonprofit driving community transformation for children and families living in Astoria/Long Island City's concentrated pockets of poverty The partnership between PS/IS 111Q and Zone 126 emerged in August 2013, and has flourished since then. It was a natural selection for the school to select Zone 126 as its lead Renewal Schools partner because of its backbone coordination skills, and its ability to leverage resources that help to support the school in ensuring students are college and career ready. Zone 126 will partner with the school to coordinate all programs and services within the school to drive academic achievement and socio-emotional growth.

Zone 126 through its partner collaborative has, and will continue to build relationships with PS/IS 111 and the following partners:

- Camp Wilbur Herrlich a sleepaway camp in upstate New York in which scholars have the opportunity to learn team building skills, science exploration, and much more
- The Child Center of NY is a long-term mental health provider supporting the work in schools through their on-site clinics that service individual and family needs
- City Growers an urban farm institution that connects scholars and their families to their food and the understanding around space and nutrition
- CUNY QCC (The City University of New York Queensborough Community College) helps to support the college and career readiness aspect of the cradle to career work in providing tours of what the college campus looks like, access to students from the community that we are working with that are attending school to create the reality that college is attainable regardless of zip code
- Jacob A. Riis Neighborhood Settlement House is a long-term community organization providing out of school time activities that support the day schools mission and vision around academic success; Riis' program is around
- Legal Outreach serves youth who are least likely to have the opportunity to attend college, they work with rising 9th graders to provide them with a five-week intensive summer program that is filled with law related activities that culminate in a mock trial performance at the end of the summer
- NYC DOE OACE (New York City Department of Education Office of Adult and Continuing Education) provides adult education classes to families of students attending NYC public schools; families have the opportunity to take part in ESL (English as a Second Language), TASC (Test Assessing Secondary Completion) and Digital Literacy (basic computer education classes) in order to engage in their own learning process
- NYU Langone Medical Center's NYU ParentCorps program is a 14-week parenting program that supports parents in their understanding around self-regulation, eating habits, time management, the rewards system and many other things. Pre-K students also have the same 14-week curriculum as their parents but within the classroom setting. This program is of dual reinforcement for students whose parents attend the parenting class. It's the bridge between home, school, and community.
- The Parent-Child Home Program is an in-home based that supports parent and child in developing healthy play habits, and literacy habits from 18 months to 36 months

The CBO will responsible for coordinating with the NYC DYCD COMPASS and SONYC contractor Jacob A. Riis Neighborhood Settlement house around the whole school support around Extended Learning Time. Riis' staffers along with day school staff who are employed by the program will follow the school wide strategy around the PLC.

As evidenced in section A, our needs assessment, our students' performance levels are extremely low, in particular our ELL's and SWD's. The majority of our students live in poverty and lack many of the necessary social service supports that help to breakdown and eliminate the barriers that impede them from reaching academic success. In partnering with Zone 126, we are able to provide the necessary support services for our students and the community at large. This partnership has already assisted our school in transforming into a Community Oriented School model. Through the expanded implementation of this model with SIG funding we will be able to provide additional learning time for our students and much needed additional social services allowing our students to reach their maximum potential.

In collaboration with the principal and teachers the CBO will be responsible for organizing instruction for the students during the Extended Learning Time through the collaboration with Riis Settlement House. The teachers and director of the programs will follow the same rules and PLC structure during the Extended Learning Time.

In addition to the partners we will work with through Zone 126 we will also partner with Goldmansour Consultation to support the unique needs of our students with disabilities. Goldmansour consultants maintain the vision that all classrooms should function as inclusive classrooms. Goldmansour consultants believe that no instructional professional is as successful alone as he or she can be when collaborating with colleagues. Goldmansour Consultants 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.

Our partnership with the UFT and implementation of the Positive Learning Collaborative is all aligned, sharing the same philosophy. This partnership and support will support the social and emotional needs of all of our students and lead to the achievement gains that we are striving to attain.

ii. See attached.

iii.

All partner organizations working with PS/IS 111 will be held accountable for their performance. The Faculty Senate Advisory Committee will be aware of all partners. As applicable partners will attend appropriate sub-committee meetings in order to further collaborate in the overall mission of the school, to fully engage scholars and build student achievement. The principal will meet with each partner in August and September 2015 and establish goals, including a timeline with dates for meetings to review data including student achievement data. Logs of support will be collected on a regular basis. In addition, the school's DROPBOX account will be utilized for open and shared communication.

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.)
Camp Wilbur Herrlich Jessica Vanacoro-Program Director JVanacoro@comcast.net Supports the Innovative Community Oriented model through supporting the school community at large.	1. PS 17Q	1. Rebecca Heyward, Principal 718.278.1220
	2. PS 76Q	2. Mary Schafenberg, Principal 718.361.7464
	3. PS 112Q	3. Rafael Campos Gatjens, Principal 718.784.5250
	4. PS 171Q	4. Anne Bussel, Principal 718.932.0909
	5. PS 234Q	5. Dora Danner, Principal 718.956.2760
	6. IS 126Q	6. Alexander Angueira, Principal 718.274.8316
	7. IS 204Q	7. Nancy Tomasuolo, Principal 718.236.2906
	8. Q 450 Long Island City High School	8. Vivian Selenikas, Principal 718.545.7095
	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.)
UFT Positive Learning Collaborative Ysmeli Rosa, yrosa@uft.org Supports the Innovative Community Oriented model through supporting the administration, teachers and students with a positive behavior plan for total school improvement.	1. P.S. 282K	1. Rashan Hoke, Principal, 718.622.
	2. Q 752, Secondary School	2. Fritzy Sannon Brown, Principal, 718.322.3500
	3. P.S. 055X	3. Luis Torres, Principal, 718.681.6227
	4. Mosaic Preparatory Academy, Manhattan	4. Lisette Caesar, Principal, 212.722.3109
	5. P.S. 329K	5. Salema Marbury, Principal, 212.996.3800
	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**	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional

	(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.)	validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Dancing Classrooms, Inc. Supports the Innovative Community Oriented model through supporting the teachers and students with confidence building to strengthen the social and emotional needs of children through a Ballroom Dance program.	11. P.S. 58K	11. Katie Dello Stritto, Principal, 718.330.9322
	12. P.S. 257K	12. Melvin Martinez, Assistant Principal, 718.384.7128
	13. P.S. 16K	13. Mary Renny, Principal, 718.782.5352
	14. P.S. 31Q	14. Terry Graybow, Principal, 718.423.8288
	15. P.S. 128M	15. Rosa Argel Arredondo, Principal, 212.927.0607
	16. P.S. 333M	16. Nellie Birnbaum, Arts Coordinator,
	17. P.S. 150Q	17. Carmen Parache, Principal, 718.784.2252
	18.	18.
	19.	19.
	20.	20.
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 Consultation Supports the Innovative Community Oriented model through supporting the school to best meet the needs of unique learners in particular student's with disabilities.	21. P.S. 169K	21. Jaela Kim, Principal, 718.853.3224
	22. P.S. 11K	22. Alonta Wrighton, Principal, 718.638.2661
	23. P.S. 94K	23. Janette Caban, Principal, 718.435.6034
	24. P.S. 9K	24. Sandra D'Avilar, Principal, 718.638.3260
	25. P.S. 17K	25. Robert Marchi, Principal, 718.387.2929
	26. P.S. 307K	26. Maria Guzman, Assistant Principal, 718.834.4748
	27. P.S. 131K	27. Ruth Quiles, Principal, 718.431.1960
	28.	28.
	29.	29.
	30.	30.

MEMORANDUM OF UNDERSTANDING
BETWEEN Zone 126
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 Zone 126 ("Zone 126") (a sponsored project of Tides Center) 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 Zone 126 provides services to PS 111 JACOB BLACKWELL 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 Zone 126**

Zone 126 is currently building Cradle to Career Community Schools in each of our ten partner public schools, including PS 111Q and Q450 Long Island City High School, both part of the Renewal Schools initiative. Our vision for a community school is to provide an environment that meets the full spectrum of needs encountered by a family of low-income, from mental and physical health, to early childhood support, to arts and STEM out-of-school time instruction, to adult education classes.

Zone 126 is unique, as it operates as a true backbone organization. A backbone organization is an integral component of driving a successful Collective Impact strategy, and acts as the facilitator, implementer, and evaluator of programs both individually and on an aggregate basis. Central to the Zone 126 model is our Family and Community Engagement strategy. Our Family and Community Engagement Coordinators work directly with principals, teachers, parents, students, and nonprofit partners to ensure that programs fit the unique needs of each school community and are assessed as part of the Zone 126 long-term evaluation strategy. We also solicit feedback from our school and program partners to evaluate the efficacy of Zone 126 as a backbone organization in order to facilitate continuous improvement as we work to build Cradle-to-Career Community Schools. In addition to our Theory of Change and Community Schools roadmap, Zone 126 is committed to a variety of resource development strategies in conjunction with our nonprofit and public partners. One way we work to develop resources is through a co-fundraising strategy wherein we work with our nonprofit partners to jointly approach private funders requesting a collaborative grant award. Typically, the proposed project will add or expand a program in a particular school, with Zone 126 providing recruitment, enrollment, evaluation, and quality assurance services. Another method is in pursuing public funding sources in direct collaboration with a partner either with Zone 126 as an evaluation sub-contractor, or as the lead agency in coordinating and implementing a broad cross-sector effort in our community schools. Also, as a result of the Zone 126 resource gap analysis we conduct as part of our school needs assessments, we have approached relevant organizations with existing services elsewhere and leveraged existing funding streams to be invested in the Zone.

Ultimately, our vision is for each community school in the Zone to provide a full spectrum of necessary programs and services that are tailored to meet the precise needs of each school community based on principal feedback, teacher needs, parent input, and student resources gaps.

In the event that PS 111 JACOB BLACKWELL is awarded a 1003(g) SCHOOL IMPROVEMENT GRANT (SIG) (RFP# TA-16), Zone 126 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, which agreement shall include provisions concerning confidentiality of personally identifiable pupil records, including Chancellor's Regulation A-820 and the Family Educational Rights and

Privacy Act (20 U.S.C. 1232g), and Zone 126 compliance with DOE's security clearance procedures for all Staff that will have direct contact with DOE students or personally identifiable student records.

Zone 126 will tailor existing products and services for implementation in PS 111 JACOB BLACKWELL. These products and services include:

To successfully implement Cradle to Career Community Schools, Zone 126 continuously collects data from families, community members, program staff, school administration, and other cross-sector partners, ensuring that a diverse set of voices are heard. Results facilitate continuous feedback loops, leading to a continuous incorporation of lessons learned and best practices into the Zone 126 strategy.
We have developed an evaluative framework for each Zone 126 backbone organization core function, containing a wide variety of metrics, methods, and reporting mechanisms to ensure quality and facilitate continuous improvement. Our core functions are:

1. Assess the needs of our Zone schools and families: Zone 126 routinely collects needs assessment data from students, principals, school administrators, and teachers to gauge each school's unique set of needs. Based on the data collected, Zone 126 identifies and responds to service provision gaps directly, creating a programmatic feedback loop. Indicators include Social, Emotional, and Behavioral Profiles of Students via surveys, Participant Feedback to assess each student's experience in each Zone 126 program, and Resource Gaps via surveys of principals, school administrators, and teachers, and Program Gaps to determine the programs and services each Zone 126 Community School needs to bolster academic achievement.

2. Recruit and enlist nonprofit partners to fill gaps and scale services within Cradle to Career Community Schools: The types of programs recruited and enlisted in each Cradle to Career Community School are based wholly on each school's social, emotional, and behavioral profile; resource gap analysis; and program gap analysis. To ensure that the partners provide quality services and fill gaps identified in the needs assessments conducted, Zone 126 conducts quality assurance analyses before and after each program is implemented. The data collected includes reports on the quality of service delivery, the quality of the program delivered, and the overall alignment with the Cradle to Career Community School.

3. Coordinate and Drive Family and Community Engagement: Parent/Guardian involvement is a stronger predictor of a student's academic achievement than socio-demographic characteristics, such as education, family size, marital status, and socio-economic level. To assess family and community engagement, we collect and analyze survey data from principals, school administration, teachers, and parents/guardians of children attending Zone schools.

4. Coordinate cross-sector communication between the community, business, government, and nonprofits to improve the exchange of information to create and implement solutions: To evaluate Zone 126 as a backbone organization, Zone 126 administers several surveys. Results inform Zone 126's core functions and focus areas; the structure and content of convening and committees; and capacity-building activities.

4. Projected Responsibilities for NYCDOE

- Provide adequate space for on-site meetings, workshops, coaching and professional development sessions.
- Process timely payments for all services rendered, in accordance to the mutually acceptable service agreement and to NYCDOE's standard operating procedures.
- Comply with all information and program evaluation requests of NYSED
- Comply with all financial management and reporting requirements of NYSED

5. **Joint projected Responsibilities for Zone 126 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 PS 111 JACOB BLACKWELL.
- Receipt of written notice from NYSED that NYCDOE has received a SIG grant award, **and** a final service agreement is negotiated between Zone 126 and NYCDOE.

Either Zone 126 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.

Zone 126 (a sponsored project of Tides Center)

Executive Director, 7/21/15

Signature Title Date

NYCDOE

Signature Title Date

i. See attached.

ii.

The school leader has established a collaborative distributive model for making key decisions. Beginning in September 2015 to further support this model the school will engage in the establishment of a Faculty Senate Advisory Committee which will meet monthly to promote shared school based governance in the interests of furthering the educational mission of the school. The purpose of this model is to enfranchise all staff members in decision making policies regarding the school. To support this model the school will use a modified version of *Robert's Rules of Order* to conduct meetings. The Faculty Senate will make recommendations for the Cabinet to discuss and make decisions regarding implementation. Every staff member will have an opportunity to serve as a voluntary member on at least one committee and/or subcommittee, as established by the Cabinet each year. Possible committees include, but are not limited to: Advisory, Academics (subcommittees by grade and/or content), Attendance and Supportive Environment, Positive Learning Collaborative, Youth Development and Professional Development. The Faculty Senate Advisory Committee will be comprised of members of the various committees and subcommittees as elected in the fall. The minutes of the Faculty Senate meetings will be shared publicly.

The administrative team, comprised of the principal, Director for School Renewal and instructional coach meet each morning to discuss key activities and goals for the day ahead. The entire instructional staff meets weekly. During these meetings a variety of data sources are monitored, reviewed and analyzed in order to make key decisions. Data includes, but is not limited to discipline, state exams, formative interim assessment data, summative assessment data, school survey data, NYC DOE data sources, etc. Data and decisions resulting from the data explorations are discussed at weekly grade meetings so that all instructional staff can share feedback. Decisions are communicated to all stakeholders (teachers, other staff members, parents) through emails, informational memos and newsletters.

iii.

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.

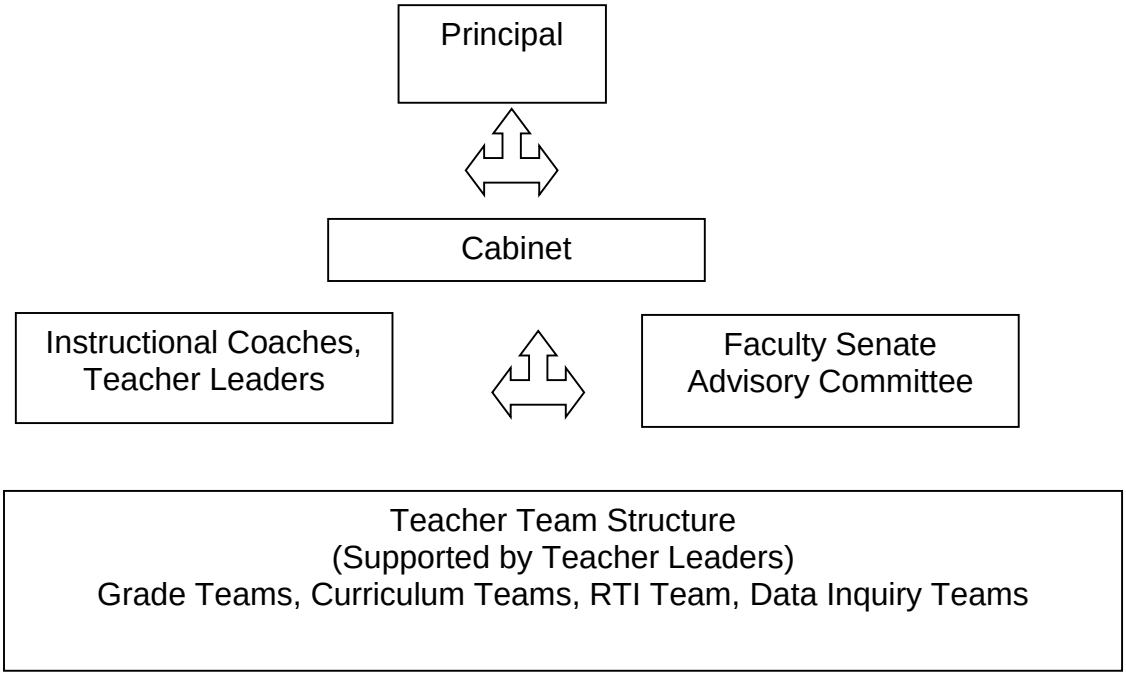
Advance helps teachers set goals for themselves and measure their progress over the course of the year. It also ensures that teachers receive meaningful feedback and support from principals, who are partners in their professional growth. At PS/IS 111 the principal will be the individual responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.to teachers.

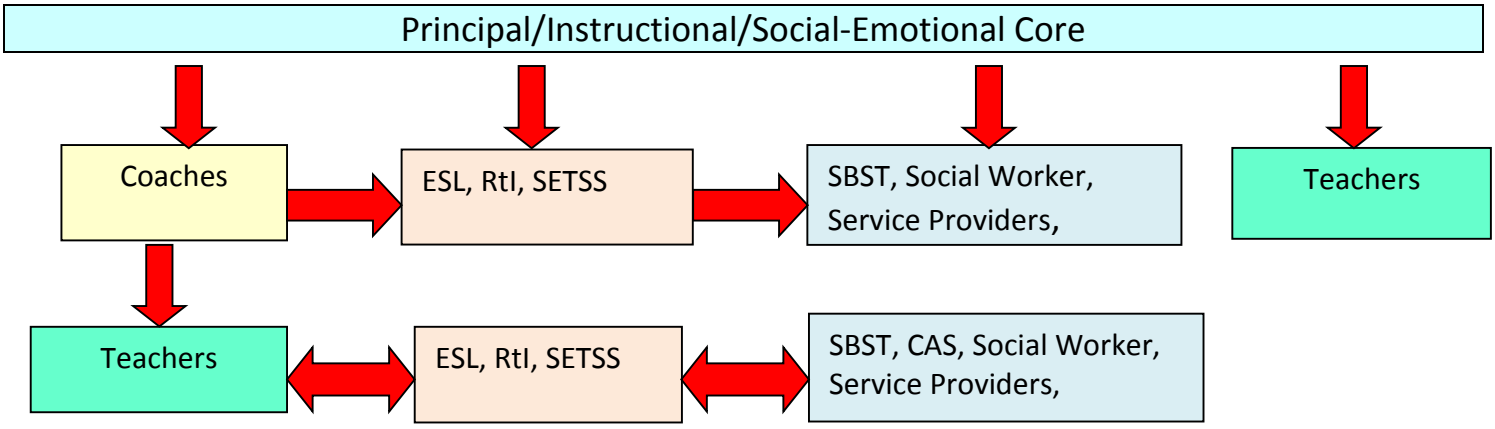
iv.

See attachment, “APPR Plan Year 1”

P.S./IS. 111Q
Jacob Blackwell School

Governance Structure





Principal				
Meet with teachers in cohorts and as a full staff to analyze school wide quantitative data to identify areas of improvement and areas that will need improvement.	Meet with Coaches to assess teacher progress and needs. Develop customized professional learning session for teachers.	Collaborate with SBST, Social Worker, Data Specialist and Academic and Culture Dean to track student interventions, strategies implemented, needs and progress of students.	Develop a schedule of informal and formal observations of teachers using Danielson Framework.	Collaborate with SLT, Parent Association, and community leaders and organizations.

Instructional Coach and Teacher Leaders				
Support and guide teachers in design and implementation of Unit/Thematic studies, literacy and math best practices. Create model classrooms for K-2, 3-5 and 6-8.	Model best practices alongside teachers in every classroom to increase teacher skills in developing best practices.	Assess teacher growth and progress in specific skill/content areas of instruction to continue to identify teacher strengths and needs.	Meet with teachers individually and in cohorts to identify individual teacher needs.	Meet with Principal daily/weekly to report teacher/student progress, issues and needs.

ESL ,Dean of Academics and Culture, RtI, SETSS, Data Specialist				
Collaborate and confer with teachers to target students who require additional support.	Implement appropriate assessment to clarify strengths and needs of students.	Provide support to small groups and individual children in every classroom	Implement appropriate assessment in their small groups or with individual children to inform on-going instruction and identify progress and needs.	Meet with Principal Weekly/ monthly to report teacher/student progress, issues and needs.

Teachers				
Collaborate in cohorts to design thematic studies that are CCLS aligned and developmentally each grade.	Implement qualitative and quantitative assessment for academic progress and to inform instruction.	Provide documentation and assessment of student social/emotional growth and progress	Collaborate in cohorts to analyze student data in order to identify trends, develop strategies to address needs, and inform and plan with other teaching partners. (Coaches, related service providers, and RtI teacher.)	Meet with Principal, teacher leaders and Coach as scheduled (weekly, monthly, pre/post observations conferences, etc.) Attend all staff meetings and professional learning sessions.

APPR Plan Year 1

Time-Frame	Activity
September 2015	Principal to conduct initial planning conferences with teachers (IPC's) and identify observation option selection
September – October 15, 2015	Conduct initial observations and professional development to ensure that teachers and principal share a norm-referenced understanding of the rubric
By October 30, 2015	Principal will have completed a time-bound schedule for observations based on the teacher's observation selections during IPC's
October 2015 – April 2016	Principal to complete all formal and informal observations
May – June 2016	Principal to conduct Final Evaluation Conferences with all teachers

i. *Curriculum.*

According to the Framework for Great Schools "A successful classroom requires a strong curriculum aligned to the Common Core that challenges students, scaffolds their experience and enlivened by teachers who are engaged in their craft." With a staff of thirty three (33) teachers, the majority of whom have less than 3 years teaching experience with the CCLS, the leadership team at P.S. /I.S. 111 has made a very strategic decision to select core curricula which have been adopted and recommended by the New York City Department of Education for use in elementary and middle schools throughout the city due to their high-quality and alignment to the Common Core Learning Standards. In ELA we selected Pearson's Ready Gen, Scholastic's CodeX and the Teacher's College Writing Curriculum. Go-Math K-8 for mathematics, Glencoe and Foss for science and Scholastic readers for social studies that are all aligned to the New York City Scope and Sequence for science and social studies.

All 2015 NY State Tax Levy funds will be used to purchase relevant Core Curriculum instructional materials to ensure teachers and students have access to instructionally aligned texts in the middle school's math, science, social studies and literacy courses. Additional SIG funds will be allocated to support the purchase of CCSS- aligned texts and resource for middle school students as they become available. SIG funds will also be used to support the development of classroom libraries which will be required to enable the introduction of an Independent reading program for all students and the necessary technology materials to support myON reading and additional materials needed to showcase the books and make the library books readily accessible to all students. SIG funds will also support the Mathletics supplemental technology curriculum and incorporate the provisions of necessary consultants to drive the proper use of the instructional curriculum for Pearson's Ready Gen, Scholastic's CodeX and Teacher's College Writing Curriculum. Go-Math K-8 for mathematics, Glencoe and Foss for science and Scholastic readers for social studies. Great Leaps intervention program will also be purchased. SIG funds will be used to purchase the program and train our fourteen (14) teacher assistants to use the program with our students at risk during small group instruction.

In addition to purchasing Core Curriculum resources for students and teachers, the SIG plan will allocate funds for significant teacher support and curriculum development to provide greater opportunities for teachers to be enlivened in their craft. Partnerships will offer teachers training and professional development and guidance as they align all instruction in the four core content areas – math, literacy, social studies and science to the CCSS for literacy and math. Not only will the SIG plan support the alignment to appropriate CCSS standards, assessment and instructional delivery it will also ensure effective supports for ELLs and students with disabilities.

In addition to the collaboration with the Positive Learning Collaborative and the use of the Obstacles curriculum, the school will partner with Dancing Classrooms in order to build confidence and self-esteem of students. Dancing Classrooms' mission is to cultivate essential life skills in children through the practice of social dance. Their vision is to meaningfully participate in the development of schools and communities where every child is connected, respected, and provided a safe environment in which to thrive.

Through a standards-based, in-school residency, consultants will use the vocabulary of ballroom dance to cultivate the positive feelings that are inherent in every child. The maturity necessary to dance together fosters respect, teamwork, confidence and a sense of joy and accomplishment.

The professional development and support that teachers receive in curriculum development by the consultants will lead to increase student achievement through the strategic examination of student work, alignment of resources and scaffolds necessary for all students as they work towards grade level mastery in the CCLS. Additionally it is expected that 100% of the curriculum maps will align to CCLS and include effective supports for students with disabilities and ELLs by the end of the 2015-2016 school year. The SIG funded partnership with Goldmansour Consultation will provide expert training in meeting the unique needs of these learners through both on-site professional development including coaching that takes place directly in classrooms as well as off-site professional development led by expert trainers. Goldmansour is committed to assisting school leaders and teachers as they support students with disabilities in general education and inclusive settings to achieve. Goldmansour consultants will provide training in differentiating instruction, utilizing Tier I and II strategies to both reduce initial referrals for special education services as well as consistently move students to the least restrictive setting in which they can achieve socially, emotionally and academically. Workshops will provide teachers with the necessary strategies that are based on the current needs of their students and current curricular demand. Strategies are classroom-based, student---centered and easy for teachers to replicate.
The administration, teacher leaders and coaches/ trainers from partner organizations will be held responsible for these shifts in teacher curriculum design. Regular meetings with these stakeholders will be conducted to assess the impact of the professional development and resource allocation to teachers on delivery of instruction, student learning and student achievement.

ii. *Instruction.*

As required by the Framework for Great Schools and the six instructional shifts - balancing informational and literary text, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources, and academic vocabulary for literacy; focus, coherence, fluency, deep understanding, application and dual intensity in math, SIG funding will provide professional development and coaching for teachers to assist students in deepening their understanding in math and literacy. Instructional coaches from Teacher's College, Pearson Houghton Mifflin Harcourt and Goldmansour Consultation will provide teachers with professional development as they align their instruction to CCLS literacy and math standards to prepare students on the path to being college and career ready. These coaches will focus teacher's attention on each of the six shifts in math and literacy. Literacy instruction across content areas has focused on student-centered, text and evidence-based reading and writing. Teachers will continue to build and revise units around grade-level tasks and reading passages while also creating time and space for students to practice and master the fundamentals. In mathematics teachers will align their planning and instruction to the CCLS and ensure that units of study deepen students understanding of core concepts and material. Balanced with these instructional practices will be routines, expectations, and procedures for memorizing and mastering fundamental of mathematics. In both subject areas, the coach, teacher leaders and teachers will develop units of study and culminating tiered tasks that require higher order thinking skills and the application of deep content understanding for success. These

tasks will be designed to challenge students to make choices about which skills are appropriate to apply within certain situations and with given prompts.

The SIG plan includes many supplements for rigorous instruction that are aligned to the Framework for Great Schools. As teachers plan learning activities to deepen student understanding they will need additional, engaging avenues and media for instruction. Among them are additions and upgrades to classroom technologies. While every classroom has a Smart Board, teachers would benefit from learning instructional strategies and methods to best utilize this technology. As teachers integrate more technology into their instruction, students will also require support and guidance with the acquisition of computer based skills.

We expect that SIG will positively impact instruction in our school directly and indirectly. We expect that these instructional upgrades and improvements, in concert with our collaboration with the Positive Learning Collaborative will improve attitudes and perception about school culture, increase the technological proficiency of teachers and students, accelerate student mastery and growth in math and literacy and ensure that all students are better prepared for high school, career and college readiness.

iii. *Use of Time*.

See attachment, "Class & 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. Some of the key features to this approach are as follows: Renewal Schools provide at least one hour of expanded learning time to every student, 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, for high schools the additional hour can be credit bearing unless being used for regents review, and staff from the CBOs can also provide support during this time as well as afterwards.

iv. *Data-Driven Instruction/Inquiry (DDI)*.

SIG will transform the use of data within the school. The three (3) teacher leaders will lead and support teachers in planning and delivery of instruction through inter-visitations and they will be responsible for the effective implementation of data-driven inquiry by which all teachers will use 'looking at student work' and 'looking at teacher work' protocols to assess the impact of instructional decisions on student achievement as part of their weekly meetings. In addition at the end of each marking period every teacher will prepare and present portfolios of student work and formative assessments to a team of peers to identify which students are on track to meet end of year goals and which students require additional support. SIG funds will also provide for more co-teacher collaboration and assessment of student work. The Data Inquiry Teams will have relevance in content areas across grade levels as the will also double as grade level teams. Each team will develop and build a keep a student portfolio for each content area. These portfolios will be repositories for evidence and provide an indication of the attempts to develop appropriate CCLS aligned tasks and will be used to set goals for individuals, and groups of students.

All teachers and Data Inquiry teams will improve on the school's use and analysis of data to drive instruction by formalizing the Data Inquiry cycle over the course of a school year. The following calendar (see attachment, "Inquiry DDI") outlines the anticipated dates, events and outcomes of each step of the cycles within this year-long plan.

To complete and support this work, SIG will provide for teachers to conduct inter-visitations. These inter-visitations will allow Data Inquiry Team members to help one another monitor the impact of instructional practices as they complete Inquiry cycles. Additionally, these funds will allow collaboration and co-teacher planning. The Instructional coach and partnerships will impact the Data Inquiry cycle by supporting teachers with recommendations for effective practices and interventions as teams meet. Time and funds to facilitate meetings with coaches will positively impact the effectiveness of the Data Inquiry Teams' recommended instructional supports and intervention, and therefore improve student achievement and engagements throughout the school.

v. Student Support.

Under SIG, the school will increase the range and extent of support and interventions available to students. The Principal, Dean of Academics and Culture and Guidance Counselor will customize an approach using advisory standards to help the school do the following:
1) Organize an advisory leadership team.
2) Collect, analyze, and communicate data to build understanding, commitment and ownership for the Overcoming Obstacles advisory program.
3) Identify advisory goals that are based on the mission/vision of the school and the school's/students' current realities as well as based in adolescent research.
4) Identify a grouping structure (size, mix, and continuity) that promotes social bonding and a positive peer culture, and supports the development of interpersonal and intrapersonal skills.
5) Identify an advisory schedule (length, time of day, frequency) that supports the advisory goals.
6) Identify rituals, routines, protocols, and key target skill lessons.
7) Create a professional development plan to build the knowledge, skills and competencies of advisors.
8) Implement a research and evaluation plan to assess program effectiveness.
9) Implement the PLC Initiative that links to the wider school context.

SIG will also enable the school to expand the number of enrichment programs to more effectively engage and motivate all students in activities which extended their learning, such as Student Leadership Counsel, Yearbook Committee, ARMOR Dance Troupe, Broadway Jr., Robotics Science Club, Art Club, Basketball Team with the Champs League and Modern Dance.

vi. *School Climate and Discipline.*

The social-emotional framework our school has selected is P.B.I.S for school climate, positive behavior and discipline. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Our Framework functions on a continuum of positive behavior support for all students within our school which

is implemented in areas including the classroom and non-classroom settings. For example, hallways, school buses, cafeteria, auditorium and restrooms. The students are explicitly taught how to behave in each setting using the ARMOR lessons. The students will be consistently rewarded with positive comments and Student Dollars. The student Dollars will incentivize the students to behave appropriately. The Student Dollars will be used to purchase items from the store. The store will be funded through our school, teacher donations and community donations. P.B.I.S. is an application of a behaviorally-based systems approach to enhance our instructional capacity and the capacity of our families, and communities to design effective environments that improve the link between home and school. We will focus our attention on creating and sustaining school-wide, classroom, and individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. The Academics and Culture Coordinator will support this work. The desired outcomes are positive behavior and measurable progress.

Promoting Improved Social and Emotional Skills & Counseling

We will collaborate with our CBO Zone 126 to promote social and emotional skills by providing youth development in 6th – 8th grader through the gender-based programs Dare to be King/Dare to be Queen. The curriculum for adolescent boys focuses on addressing anger, impulse control and decision making. The program will help develop the emotional literacy skills to understand realistic alternatives to violence and to respond effectively to aggression. It is designed to challenge males to confront the never ending journey of manhood and the responsibility of creating our lives by design, not by default. The curriculum for adolescent girls focuses on self-esteem, personal development and womanhood. It features over 24 weeks of research supported activities and counseling sessions that focus on healthy decision-making, body image, anger, and self-awareness to create positive change, invoke a more secure sense of self-worth, as well as foster unity and healthy camaraderie among girls.

Other existing programs, focused on the arts that will be implemented and coordinated include Alvin Ailey Dance, and Arts Connection Visual Arts and Hip Hop Residencies will target the students in grades K-8. Counseling sessions will be planned for all students.

Measuring Social Emotional Development

We will incorporate the Strive Model to measure social and emotional development. We will collaborate with our CBO to gear our students toward grit and perseverance, student achievement, growth mindset, academic self-efficacy and emotional competence. By end of June 2016, increase student socio-emotional development (academic self-efficacy, growth mindset, grit, emotional competence, and self-regulation) of at least 50% of the student population as measured by pre and post surveys. The objective is to have a progressive increase of parent participation in school activities, as measured by attendance metrics, by pre and post surveys and by focus groups. The CBO will sustain and support social and emotional growth by working with the guidance counselors to have ongoing programming, create student clubs and have culminating activities to be shared with the parents and community on self-esteem and character building.

Using Data to Respond to Student Social and Emotional Needs

The principal will meet with the Community School Director on a weekly basis, instructional cabinet, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Zone 126 has created evaluation tools that

will gather data on socio-emotional development and will be using the New York State Afterschool Network Program Quality Assessment tool. Zone 126 will share results with CST team to reinforce best practices and drive continuous improvement.

Improvement of Attendance and Chronic Absenteeism

The attendance rate will increase to 91.4% as measured by the Department of Education attendance data. We will offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation

We will 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. For example, the station (multiple entry point) tiered activities, sports teams, physical activity to begin the day, regular recess, etc.

Zone 126 has already been conducting five Cradle to Career convening meetings in the community. They will bring the format of those convening meeting to the community of PS/IS 111Q to create a forum for parents/guardians and community members to have a voice and to also be able to share community resources. The PS/IS 111Q convening meetings will be held monthly. Attendance will be monitored and outreach practices perfected to ensure progressive increases in attendance by the District Attendance Teacher, Family Worker and Attendance Team.

vii. *Parent and Community Engagement*.

Welcome Families into School Community

We will welcome all families into our school through Family-School-Community Partnerships Our school will be a Community School and family centered and will improve the school's overall relationship with families and the community in promoting student learning. PS/IS 111 will welcome parents and other family members as decision makers, collaborators, volunteers, communicators, instructors, and advocates in their children's learning. We will reach out to families in many ways to…

- Involve more families, especially families of diverse backgrounds
- Improve the academic achievement and behavior of more students
- Enjoy greater support from parents, staff members, and the community

School Safety Agents (SSA)

School Safety Agents (SSA) are trained to greet the parents and all guest sin our building and provide a welcoming atmosphere. Communication to the staff is ongoing. Teachers and staff members feel free to stop in and ask questions of the school leaders, coaches and teacher leaders periodically throughout the day. We also communicate to the SSA through the Special Events and Professional Learning Weekly. The Weekly provides for uninterrupted instructional time by eliminating the need for the use of the intercom system. The Weekly also creates a level of transparency throughout our school with our Safety Agents.

Teachers Learn About the Children They Teach

Teachers learn about the children they teach through monthly Parent Workshops, parents volunteering during the day and trip chaperones. Parenting. Build on parenting strengths and help families improve parenting skills. Facilitate support systems and networks to enable families to effectively nurture their children. Communicating. Promote clear two-way communication between schools and families regarding school programs and children's progress. Communication should be to families both individually and collectively. Schools should encourage and make it easy for families to communicate to the school about their

children. Volunteering. Recruit and organize family and community members as volunteers. A wide variety of volunteer opportunities should be available at different times and locations to make it possible for everyone to volunteer. Volunteers should have a clear understanding of their roles and the school should recognize volunteers. Learning at Home. Provide for families and school staff to work together to establish and communicate learning goals for students. Develop strategies to help families reinforce children's learning at home and in the community that support academic achievement. Decision making enables parents to participate in making decisions about the school and children's learning. Give families opportunities to offer opinions and ideas about school programs. Schools should develop the leadership skills of parents as decision makers and advocates in the community for the education of children.

Provide Support to Families

Collaborating with the Community. Establish partnerships with individuals and organizations in the community that a support learning. Connect parents to resources in the school and community that strengthen families and support children's learning and development. Provide opportunities for the school and students to contribute to the community. School Family Centers Support Partnerships Family centers send a strong message to families that they are an important part of the fabric of the school. The family center can support school efforts in all six types of partnerships. The center can be a "home base" for partnerships. The center can provide planning and storage space for the school's partnership efforts and offer families a friendly place to make contact with their school and community members. Each school must decide how its family center can be used to encourage family-school partnerships. For example, establish parent rooms as one of several initiatives that link homes with the school system. Our school has a developed SLT to offer parents many opportunities to be involved in the life of the school, from screening candidates for instructional volunteers, ESL Classes, volunteer teaching positions to reducing lateness and improve attendance.

Engage Community and Families/ Teachers Learn About Children From Families

In order to engage the community we will collaborate with families within the Community School Model we will improve our partnership in learning and awareness of the needs of our families. We will increase community awareness of academics, talents, health and wellness. We are partnering with community merchants to support and celebrate the studentship of our students through a school-wide incentives program. Students will be awarded incentives based on their academic achievement and school community service.

Partner with CBO to Support Student Success/Dedicated Space for Families

We will partner with the CBO to ensure that their staff has a handle of instructional and could also facilitate professional workshops. In addition, every Monday, teachers and teacher assistants were given a choice of 4-6 professional development opportunities to attend. This system provided choice and flexibility providing that all the sessions are attended by the end of 4-6 weeks respectively. School wide goals include increased rigorous writing assignments throughout the year. Writing is a major component of the Common Core learning standards. Teachers to identify areas of strength and weakness when it comes to their students writing. Data inquiry teams were set up to track this data, this way the teachers know the exact improvements needed.

Additional goals include cleanliness of the school and implementing guided reading as a daily activity. Implementation of PLC at a whole school level. The CBO will have a dedicated space.

Families Access and Understand Student Data

The adult education programs that will be provided are ESL classes, Immigration Support, Computer Classes, Resume and Parent Classes through Parent Corp.
The families will have access to the school and student data by the following…

- Curriculum Night Presentations- Orientation Meetings – at the onset of the school year, teachers met with parents to share the goals, expectations and curricula that will be utilized throughout the school year. New parents are given a tour of the building and given pertinent information about our school and important policies and procedures.
- School Website: Homework is emailed daily at approximately 5:30pm
- Monthly Parent Newsletters provided by our parent coordinator
- Monthly Parent Calendars
- Weekly Parent Emails via email; staff is copied
- Progress Reports are distributed to parents via mail and in person to update parents about student's progress.
- An additional marking period and report card was added to the calendar to provide additional opportunities for growth and for parents to progress monitor their children.
- Parent Teachers Conferences
- Breakfast with the Principal – families are invited once per month to meet with the principal to hear about school activities\initiatives. Additionally, families are encouraged to share their concerns and ideas for school improvement.
- Parent Book Club
- Letters, Announcements and Flyers
- The families will be able to access and understand student data and progress through the online tool.

Our school also provides support to families so that they understand and can take an active role in what their child is learning by ongoing communication to the students with the understanding that the message will be brought home.

i.

At P.S./I.S 111Q we are fostering a strong culture of collaboration. This will be further supported by the establishment of the Faculty Senate Advisory Committee and the subcommittees during the 201`5 – 2016 school year. As a result, the voices of the entire school community will be reflected in the creation of the school's Professional Development Plan. The development of our Professional Development Plan has been an ongoing process. Teachers, staff, parents and school leaders collaborate on a regular basis to identify the underpinning promising practices and concerns related to our school's instructional and social emotional programs and the supports needed to effectively facilitate the lessons associated with the programs. The Instructional Leadership Team (constitute of school principal, teacher leaders and the coach) used evidence gleaned from teacher and parent input, observations, walkthroughs, and formative and summative assessments to inform decisions concerning curriculum and pedagogy to complete the plan. Due to this ongoing process of self-evaluation, we are able to celebrate and purport what we are doing well, as well as make changes based upon the needs of our students and the instructional staff. Through transparent communication, all subgroups (teachers, parents, scholars, guidance, operational staff and our school community); our school as a community are invested and involved in enhancing instruction, performance, progress, and climate. Multiple perspectives were included in the development of our plan through teacher team meetings, School Leadership Team Meetings, Instructional Teacher Lead Meetings, parent meetings as well as observations and walkthroughs to observe teacher pedagogy.

ii.

See attachment, "Training, Support and Professional Development"

Rationales

- **Common Core Staircase of Complexity**: In order for students to achieve college and career readiness, they must be exposed to the standards specific to the grades they are in. Furthermore, standardized tests assess student progress towards corresponding grade-level standards. Currently, many lessons focus on skills that defined by the CCLS as the work of elementary and middle school grades. Teachers must ensure that their instruction is centered specifically on the standards for the grade. This work needs to take place during the summer prior to the academic year so that the standards are properly reflected on curriculum maps.
- **Great Leaps:** A Reading Program was designed to provide remedial reading practice to develop fluency for the emergent reader, concentrating on their prerequisite behaviors. The program has proven to be motivating for students due to its organization and increased opportunities for success.
- **Text Complexity**: The reading levels demanded by the Common Core represent a significant increase in complexity over previously demanded Lexile levels. State test passages reflect this increased rigor. The tenth standard for reading both informational and fictional texts requires that students read texts in the 6-8 grade bands. When determining the appropriateness of texts required for all literacy-related curriculum, planning teams need to be able to measure a text quantitatively and qualitatively. Doing so effectively and accurately will help ensure students have access to texts similar to those found on state exams.

- **Backwards Planning towards Performance Tasks**: If teachers are not teaching towards the performance tasks specified on curriculum maps, student scores are unlikely to reach the interim goals set for each unit. Teachers should understand how a performance tasks guides the lessons, vocabulary, and skills covered in the unit lesson, so that all work moves in a purposeful direction.
- **Foss Science:** FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.
- **Scholastic Social Studies:** Scholastic engages students through non-fiction texts, primary and secondary resources. The students are exposed to text features, text structures and information that accessed using the reading comprehension skills. The scholastic social studies curriculum supports literacy.
- **Effective Modeling**: Teacher lessons at the school have largely focused on *defining* terms, skills, and strategies for students, but without modeling for students *how to employ* skills and strategies. Teachers need to become comfortable with the modeling process so that they do more than simply defining the criteria for tasks; they will provide students with the tools necessary to succeed on their tasks.
- **Narrative/Argument/Informative/Explanatory Writing**: In order to maintain the high level of rigor and critical thinking required by the Common Core, curriculum maps and performance tasks need to contain opportunities for students to think argumentatively and write argumentatively, as opposed to persuasively. Adhering to the characteristics of argument writing will also help ensure that students are writing from sources and using text evidence, instead of relying on emotion and their own codes of morals and ethics. Teachers will also be developed on instructional resources and attributes of narratives, informative and explanatory written response.
- **Pearson Learning**: In an effort to improve upon the findings from the Tri-State Quality Review's Statement of Practice 4.2, (Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry), Pearson's job-embedded coaching offers intensive support for schools wishing to build capacity.
- **Pearson Learning November**: In an effort to improve upon the findings from the Tri-State Quality Review's Statement of Practice 4.4 (Teachers create a safe environment that is responsive to students varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry)
- **Pearson Learning September Implementation Essentials**: Building on its work over the past three school years to support teachers and school staff with the transition to the Common Core, the New York City Department of Education is recommending a set of ELA K-5 curriculum options and will spend the coming months supporting principals and teachers in becoming familiar with these new materials. One of these options for ELA in grades K-5 is the Pearson Ready Gen Curriculum.
- **Scholastic Code X**: Code X is a new comprehensive CCLS aligned reading curriculum for grades 6-8. Common Core Code X is the first new, authentic English Language Arts Curriculum that challenges students to read, think, analyze, question, cite evidence, debate, and write every day. Code X was built specifically to address the rigorous demands of the Common Core State Standards and to ensure students become deep

readers and measured writers who can translate these skills into success on the Next Generation Assessments.

- **Houghton Mifflin Harcourt-Go Math**: Participants experience model lessons using one unit from the K-8 Go-Math curriculum and strategize ways to engage students in all three parts of the instructional model. This workshop allows participants to focus on the mathematical content and experience various strategies for problem solving within the unit. Participants solve problems, discuss mathematical concepts, and work together to reflect on effective strategies for implementing Go-Math into their classrooms. At the end of this workshop, participants will be prepared to successfully implement the unit in their classrooms.
- **Overcoming Obstacles:** The Overcoming Obstacles Life Skills Program was created to bring life skills instruction to young people. The program gives all educators the tools they need to teach over 20 critical skills to our middle school students. Through it, students learn skills like communicating effectively, making sound decisions, setting and achieving goals, and resolving conflicts.
- **MyON and Mathletics:** MyON Reading and Mathletics are research-based program with proven outcomes for supporting ELLs, SWD's.
- **Positive Learning Collaborative (PLC)**: As the result of our high incident rates from last year, PS/IS 111 has been designated a Persistently Dangerous school. The student population needs support in demonstrating positive behavior and how to resolve conflict amicably to enhance the classroom learning environment.

iii.

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

PS/IS 111 will work with each external partner and we will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-bound. All parties will use the benchmarks to determine their respective responsibilities, create deadlines for the completion of responsibilities, and specify the individuals who will complete the necessary actions. Benchmarks and responsibilities, along with related details such as deadlines and the resources necessary, will be added to an action plan.

The action plan and progress toward benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly. Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made. If there is little or no progress is being made, the plan of action will be

revisited and revised as necessary, should there be no progress after adjustments are made barring extenuating circumstance that would impede progress towards the objective, the partnership would ultimately be dissolved.

Saturday Teacher Professional Leaning: Once per month on Saturday, departments will engage in a professional learning community provide PD around curriculum mapping, looking at student work to inform curricula decisions, Core Curriculum Overview, scaffolds, multiple entry points.

Summer Institute: August 24, 2015-September 5, 2015; various participants will engage in Great Leaps, Teach Like A Champion, Foss, Scholastic, Danielson and Overcoming Obstacles trainings.

Professional Learning Days: Veteran's Day, Brooklyn Queens Day. Requested Professional Development Days dedicated to curriculum mapping, November 25, 2015, December 23, 2015 and April 2015.

Monday Professional Learning: Departments will engage in Backwards Curriculum Planning in ELA math, Science and Social Studies, Danielson II, III and IV trainings.

Training, Support and Professional Development September 2015 – June 2015

PD Activity	Organization/ Agent Delivering PD	Measurable Outcome	How Outcomes will be Analyzed and Reported
Initial 4-day training for principal and UFT Chapter Leader in the therapeutic model utilized in PLC	Positive Learning Collaborative in collaboration with the UFT	Increased student achievement based on strengthening of social and emotional development	Achievement data, analysis of OORS reports, analysis of incidents overall
Initial 4-day training for 10 teachers and/or paraprofessionals in the therapeutic model utilized in PLC	Positive Learning Collaborative in collaboration with the UFT	Increased student achievement based on strengthening of social and emotional development	Achievement data, analysis of OORS reports, analysis of incidents overall
Common Core Staircase of Complexity PD – ELA	Teacher's College Teacher Leaders Instructional Coach Principal	Increased level of rigor aligned to CCLS	Teacher Surveys, Examination of Standards in Units
On-site PD for teachers to take place 3-4 times per month as planned in collaboration with PLC	Positive Learning Collaborative in collaboration with the UFT	Increased student achievement based on strengthening of social and emotional development	Achievement data, analysis of OORS reports, analysis of incidents overall
Great Leaps Training for Teacher Assistants	Great Leaps Consultants	Increased attainment of remedial reading goals	Reading Levels
Text Complexity PD – ELA	Teacher's College Teacher Leaders Instructional Coach Principal	Increased level of rigor aligned to CCLS	Lexile measures and grade bands indicated for all texts on curriculum maps
Backwards Planning – Using Performance Tasks to shape instruction – ELA, Math, Science and Social Studies	Teacher's College Teacher Leaders Instructional Coach Principal	Improved Units, Lesson Plans, and Instructional Tasks aligned to meet the CCLS	Curriculum, Unit and Lesson Plan reviews, teacher effectiveness evaluations
Foss Science Program	Foss Consultants	Maximize use of the instructional materials	Observations
Scholastic Social Studies	Scholastic Consultants	Maximize use of the instructional materials	Observations

Training, Support and Professional Development September 2015 – June 2015

Narrative/Argument/ Informative/Explanatory Writing - ELA	Teacher's College Teacher Leaders Instructional Coach Principal	Improvement in student work products	Examination of curriculum maps, unit activities, and performance tasks
Curriculum Mapping and Instruction – ELA, Math, Science and Social studies Include Scaffolds and Modifications for ELLs and SWDs –	Support Team 94Q Teacher Leaders Instructional Coach Principal	Increased differentiation of lessons and activities designed to address student need	Curriculum, Unit and Lesson Plan reviews, teacher effectiveness evaluations
Danielson Part I Introduction to Danielson	Danielson Group, Teacher Leaders Instructional Coach Principal	Increase teacher knowledge on the expectations from the Danielson Framework to Enhance Teacher Practice	Teacher Surveys
Danielson-Part II Effective Lesson Planning	Danielson Group, Teacher Leaders Instructional Coach Principal	Improvement in lesson designs and coherence	Teacher effectiveness evaluations
Danielson-Part III Questioning and Discussion Techniques	Danielson Group, Teacher Leaders Instructional Coach Principal	Increased frequency in questions and discussions that promote learning for understanding	Observations - Teacher effectiveness evaluations
Danielson-Part IV Using Assessment in Instruction	Danielson Group, Teacher Leaders Instructional Coach Principal	Increased assessment opportunities and strategies utilized conducting throughout lessons	Observations - Teacher effectiveness evaluations
Effective Modeling	Support Team 94Q Teacher Leaders Instructional Coach Principal	Utilization of models presented	Teacher Surveys
Mathematics – Monthly Professional Development Sessions based on NYCDOE Citywide Expectations	Support Team 94Q Teacher Leaders Instructional Coach Principal	Turn key information to faculty in the math department: Teacher team common planning period	Documented minutes of each session
Specific Teacher Team Meetings (2 days/week):	Principal Coach	Improved alignment and coherence in units and	Curriculum Review, Unit and Task Reviews,

Training, Support and Professional Development September 2015 – June 2015

Curriculum Development, Unit design, Task/Rubric design & student work evidence analysis to ensure CCLS alignment	Teacher Leaders	school-wide curriculum; Improved results in student work products	Documented minutes of each session
Inter-disciplinary Teacher Team Meetings (2 days / week)	Principal Coach Teacher Leaders	Improved curriculum coherence across content areas	Observations, curriculum and lesson reviews, Documented minutes of each session
School-wide Teacher Team Meetings Data Analysis (Student Data) (Weekly)	Principal Coach Teacher Leaders	Increased understanding of student data utilize to provide differentiated instruction and increase student achievement	Observations, Curriculum and lesson reviews, Data analysis of in-school exam results, Documented minutes of each session
Coaching and Modeling Ready Gen Literacy K-5	Pearson Learning	Collaborative Lesson Planning, modeling and teacher observation, delivery and consultant observation	Danielson Framework in formal and informal observations
Coaching and Modeling CodeX Literacy 6-8	Scholastic	Collaborative Lesson Planning, modeling and teacher observation, delivery and consultant observation	Danielson Framework in formal and informal observations
Go Math Part I Implementation Essentials K-8	Houghton Mifflin Harcourt Consultants	Deeper understanding CMP3 instructional philosophy, mathematical content, and lesson structure	Danielson Framework 1e
Go Math Part II Grade-Specific Unit Training-Go Math K-8	Houghton Mifflin Harcourt Consultants	Increased understanding of Go-Math program organization and concepts; increased collaborative planning with other teachers	Danielson 1e (Planning Coherent Instruction); 4d (Participating in a Professional Community)
Go Math Part III Improving Mathematics Instruction-Go Math K-8	Houghton Mifflin Harcourt Consultants	Increased question complexity and divergence; increased planning based on data; greater student engagement	Danielson Framework 3b (Questioning); 1e (Planning Coherent Discussion); 3c (Engaging Students in Learning)
Danielson Rubric Observers/Evaluators Training	Danielson Group	Decreased bias and inference in evidence collected during observations; more	Supervisor observation evidence; collective data on alignment norming

Training, Support and Professional Development September 2015 – June 2015

		accurate alignment to levels of performance indicated on component rubrics	
Train the Trainer Sessions	Danielson Group	Increased capacity of teacher leaders to train colleagues	Credentials provided by Danielson Group upon participants' completion of training
Designing a Successful Teacher Evaluation System	Danielson Group	Increased school capacity to create and structure and schedule for observations, implementation, and future training sessions.	Creation of an observation schedule that includes teachers observed, dates of observations, feedback conferences, and follow-up dates
Learning-Focused Conversations	Danielson Group	Increased quality of planning and reflecting conversations, including feedback and next steps	Teacher surveys regarding the quality of the feedback and next steps received in post-observation conferences
Monthly school-based instructional coaching and PD supports	Principal Coach Teacher Leaders	Increased attention, quality, and effectiveness of modifications and scaffolds for ELLs	Danielson Framework 1e (Planning Coherent Instruction)
Implementation Planning; Data Analysis & Action Planning; Reading Comprehension Across the Content Areas	Principal Coach Teacher Leaders	Increased access to, and comprehension of, complex text; decreased student achievement gap between ELLs and SWDs and general population	Student records of reading Lexile levels; periodic assessment results
Home-School Connections	Parent Coordinator Positive Learning Collaborative Team	Increased family engagement and involvement supporting ELLs and SWDs	Family surveys, NYC Learning Environment Survey results
MyON-Reading Mathletics-Mathematics	Consultants	Increased efficiency and ability of school staff to determine data trends and use trends to guide instruction	Danielson Framework 1e (Designing Coherent Instruction)
Support for SWDs	Support Team 94Q	Decreased students achievement gap between SWDs and general population	Periodic assessment results, unit summative assessments

Training, Support and Professional Development September 2015 – June 2015

Teach Like A Champion	Positive Learning Collaborative Team	Routinized classroom techniques, structures and expectations.	Maximize instructional time through the timely completion of portfolio tasks and classwork
Overcoming Obstacles	Consultant	Increased Self Esteem	Increased student contributions to the school by joining school clubs and teams Increased attendance rates
Helping Students Manage Feelings and Counter Aggressive Tendencies	Positive Learning Collaborative Team	Decreased incident rates; Increased trust between staff and students	OORS Incident Reports & SOHO Incident Reports; Learning Environment Surveys
High-Performance Leadership, Management, and Organization; Data-Driven Culture; High Achievement and Engagement; Sustainability for Continuing Improvement	Pearson	Increased communication between leadership and teachers; increased focus on data analysis to drive academic achievement	Learning Environment Survey

i.

P.S./I.S. 111 will continue to maintain a policy of transparent consultation and collaboration with key educational stakeholders such as administrators, teachers, parents and community based organizations. These constituencies were also informed of the SIG grant and were consulted regarding the implementation of the SIG plan. Key stakeholders who serve on various school committees will meet regularly to assess, plan, evaluate and suggest improvement strategies regarding the implementation of SIG programs.

P.S./I.S. 111 is a Priority School and a Renewal School. We have consulted and collaborated with education stakeholders about the school's Priority and Renewal status and will advise on the implementation of the SIG plan. Upon designation of the school as a Priority School and Renewal, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation and its progress to de-identification. Upon our Renewal designation, parents, students, staff and the community were also apprised.

The Priority and Renewal School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2015-16 school year and annually thereafter.

P.S./I.S. 111 will design and implement a SIG communications strategy which will ensure that parents, families, local community members and other stakeholders are kept abreast of the SIG plan and its implementation. This plan will utilize a multi-media approach to communications including: in-person SLT and PTA meetings, via monthly mailings, through update bulletin boards, email alerts and notifications of the school website. One strategy will include involving students act as reporters, producing articles, posters and vide–recordings of their personal experiences. At regularly scheduled events, the principal other administrators, staff and students will brief parents on SIG related activities, emerging initiatives and progress towards goals.

i.

The overarching goal for implementation during the first year is to establish buy-in by all stake holders beginning in September when the 2015-16 year begins. The roll out will begin when the principal announces that the school has been awarded the SIG grant and outlines the clear expectations for all stakeholders. The principal will outline the goals, strategies, and early wins, as they occur and will reinforce and update them throughout year one and the subsequent four years.

The goal for year one is to begin building teacher capacity through the staffing and PD for current staff, enhancing the curricula, and intensifying support for students' social-emotional development. The foundation for this work will begin this spring. Through the SIG funding we would hire an additional school aide, pupil personnel secretary, a Positive Behavior Room Teacher, a .5 Assistant Principal and an additional teacher assistant. Beginning in April, reviewing various data sources to determine needs. The principal in consultation with key-stakeholders determined the above to be key leverage points through which school improvement can occur. The foundation for the work that will begin in June with PD. Prior to the partnerships for PD, the network will provide PD to ensure that all teachers begin the school year with a common understanding and vision for the work ahead (chart one in section Iii).

P.S./I.S. 111 will work with external partners will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-bound. Benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly. Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made.

1. Through Executive Coaching and professional development, administration, the Faculty Senate Advisory Committee, the SBST, teacher leaders, Dean of Academics and Culture and the Positive Behavior Room Teacher will manage change and accelerate improvement planning, and build capacity within the school and facilitate a shared vision on the creation, maintenance, and sustainability of a school culture that supports improved student outcomes. This goal will be measured by a reduction in behavioral referrals to the dean and an increase in students' attendance.

2. Teachers will be routinely observed and given actionable feedback using *Danielson's Framework for Teaching*, and based on the data, school administration will collaborate with SIG partners to provide quality coaching and professional development based upon targeted pedagogical needs to have the greatest impact on students' achievement. This will translate into teachers gaining higher Danielson proficiency ratings and higher levels of achievement in ELA, math, social studies, and science.

3. Teachers will be provided with professional development and coaching around restorative school wide discipline and the implementation of an effective advisory model, resulting in fewer behavioral issues and students' adoption of college and career readiness skills.

ii.

Early wins that will serve as indicators of successful implementation is improvement in teacher lesson planning, improved trends during teacher observations, student progress in benchmark and interim assessments, as well as increased parent involvement. Additionally staff attendance at PDs would serve as evidence of increased by-in to the plan.

The 'early wins; that will indicate successful early implementation of the SIG plan will include:

1. Fully active and on-schedule work with partners.
2. Professional development in the summer which addresses the need to triangulate, curriculum, assessment and instruction.
3. Restructuring of the school's daily schedule to incorporate the introduction of an effective advisory program (Overcoming Obstacles) which enables the school to address students' social-emotional welfare as well as academic support programs
4. Coaching and support for school leaders as they develop and monitor to improve teacher abilities to realize their beliefs about learning in practice.
5. The creation of a comprehensive plan to foster an environment rich in family engagement and community partnerships

iii.

Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made. Improvement in teacher lesson planning, improved trends during teacher observations, student progress in benchmark and interim assessments as well as increased parent involvement would be monitored bimonthly by the principal and the instructional team.

A range of leading indicators will be agreed, examined and reported on at least quarterly. These will include:

1. Baseline performance analysis will be established using the *Framework for Effective Teaching* and 20% of teachers will show growth on key indicators by January 2016. Together, the principal and .5 Assistant Principal will conduct classroom observations to establish baseline performance levels for key indicators. This information will be tracked using written observation records. School leaders will aggregate, analyze and report their findings after each observation cycle, approximately every 8 weeks.
2. By December 1, 2015 suspension rates will be 20% below the 2014-2015 averages. Suspension rate is reported in Online Occurrence Reporting System. The school will conduct monthly safety meetings where suspension data will be shared and analyzed. A data specialist, funded by SIG, will monitor this data, report to administration, who will in-turn create monthly action plans with other key players – counselors, teachers, and school safety agents.

3. Interim surveys about school culture and tone will reveal the maintenance of over 90% satisfaction staff and student perceptions
4. Student performance on interim assessment and benchmarks, as measured by Inquiry teams will show growth and improvement in key standards for at least 50% of students.

iv.

The goal for years two and three is to continue building teacher capacity through the staffing and PD for current staff, enhancing the curricula, and intensifying support for students' social-emotional development. Using a gradual release model, the hope is that the foundation of improving teacher effectiveness, the curricula, and student support, will continue but need less outside support in years two and three in that staff will provide support to one another and serve as models for incoming staff.

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 - 30Q111: P.S. 111 Jacob Blackwell (Cohort 6)
Mailing Address:	52 Chambers Street, Room 213 (Street)
	New York (City) / NY (State) / 10007 (Zip Code)
Telephone #:	212-374-2762
County:	Queens
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.

30Q111

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher	1.00	83,499	83,499
Assistant Principal	1.00	91,821	91,821
Teacher Per Session (rate per hour)	1,025	44.12	45,225
		Subtotal - Code 15	***220,545***

Central

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
UFT Teacher Center Field Liaison	0.25	90,000	22,500
Analyst	0.11	85,000	8,925
		Subtotal - Code 15	***31,425***

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.

30Q111

Specific Position Title	Full-Time	Annualized	Project
Family Worker (DC37 Para E-Bank)	0.50	30,000	15,000
School Aide (E-Bank)	0.50	56,768	28,384
		Subtotal - Code 16	***43,384***

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.

30Q111

Description of Item	Provider of	Calculation	Proposed
685 - Educational Consultant	HOUGHTON MIFFLIN COMPANY; DANCING CLASSROOMS, INC.; GOLDMANSOUR CONSULTATION		62,190
686 - Professional Services Other	UFT Positive Learning Collaborative		10,000
		Subtotal - Code 40	***72,190***

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.

30Q111

Description of Item	Quantity	Unit Cost	Proposed
Educational Software			3,960
General and Instructional Supplies			8,154
		Subtotal - Code 45	***12,114***

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.

30Q111

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		101,766
FRINGE - Central		18,563
	Subtotal - Code 80	**120,329**

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)	$468,562	(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

30Q111

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	251,970
Support Staff Salaries	16	43,384
Purchased Services	40	72,190
Supplies and Materials	45	12,114
Travel Expenses	46	0
Employee Benefits	80	120,329
Indirect Cost	90	0
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
GRAND TOTAL		499,987

Agency Code: 3 4 3 0 0 0 | 0 1 | 0 1 1 1

Project #: (If pre-assigned)

Tracking/Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: NYCDOE - 30Q111: P.S. 111 Jacob Blackwell (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
30Q111: P.S. 111 Jacob Blackwell									
Code 15	Use of Time	1.0 FTE Assistant Principal - will support the teachers through the informal and formal observation process, facilitation of customized professional learning sessions and timely feedback sessions.	$91,821	$70,000	$70,000			$231,821	After the initial year of the grant, during which time the position will be F-status the school will hire a full time assistant principal; making the position sustainable. In years 2 and 3 part of the Assistant Principal's salary will be funded by SIG. During years 4 and 5 the school will fully fund the position.
Code 15	Student Support	1.0 FTE Teacher - The Positive Behavior Room Teacher will serve a student support person for the instructional staff and PBIS Team. The Positive Behavior Room Teacher will manage change in the school culture and accelerate improvement planning, and build capacity within the school and facilitate a shared vision on the creation, maintenance, and sustainability of a school culture that supports improved student outcomes. This goal will be measured by a reduction in behavioral referrals to the dean and an increase in students' attendance.	$83,499	$83,499	$83,499	$83,499	$83,499	$417,495	This teacher will be responsible for providing interventions to students that demonstrate the need for behavioral support during class time. The support will be in the form of instruction in an alternate location, eliciting positive behavior reflections and issuing certificates to the students. This teacher will be responsible for facilitating professional learning workshops to the teachers to enable each teacher to demonstrate the capacity to have positive and strategic interactions with the students at the time of behavioral support; thus sustainability of the role.
Code 15	Student Support	Teacher Per Session - The Overcoming Obstacles lessons will take place in the classrooms during Zero (0) Period from October-May. The teachers will be compensated by per-session for their facilitation of the lessons. 6 Teachers X .5 hours a day for 140 days X $44.00 per hour	$18,225	$18,225	$18,225			$54,675	The students in grades 6-8 will be provided with techniques and strategies to resolve conflict amicably, ways to overcome middle school obstacles and contribute to the school community by joining teams, clubs and a resolved dedication to academics. Their positive behavior will be demonstrated in the school on a consistent and palpable basis. The students in grades K-5 will be able to observe the behavior of the students in grades 6-8 and replicate their positive contributions to the school. Positive student behavior and their dedication to the school will be demonstrated in decreased incidents and increased attendance. The positive school culture will continue without the consistent need of the program making the initiative sustainable.
0	Use of Time	Teacher Per Session - Teachers will be compensated to meet on Saturdays and afterschool for planning, data analysis, preparing for professional learning workshops and teacher team meetings. Ten (10) teachers x 68 hours X $44.00per hour	$27,000	$27,000	$27,000	$10,000	$10,000	$101,000	Teachers will continue to see the value and meet without compensation.
		Subtotal Code 15	**220,545**	**198,724**	**198,724**	**93,499**	**93,499**	**804,991**	
Code 16	Parent and Community Engagement	1.0 FTE School Aide (E-Bank) - The school aide will responsible for Parent Outreach. The school aide will make phone calls, derive innovative ways and opportunities to garner parent involvement. For example, social media, school website, banners, posters, phone blasts.	$28,384	$28,384	$28,384			$85,152	Through parental involvement and all rebranding efforts to reshape the perception of the school in the community will increase student enrollment. The school will leverage the school budget to maintain this employee after the grant thus making this position sustainable.
Code 16	Use of Time	1.0 FTE Family Worker (DC37 Para E-Bank) - The Family Worker will responsible for creating a Family Room in our school for the parents and community. The Family Worker will be responsible for facilitating workshops on differentiation for ELL's and SWD's with techniques the parents can use at home, sponsoring events, fundraising and maintaining community partnerships.	$15,000	$15,000	$15,000	$28,000	$28,000	$101,000	Through parental involvement and all rebranding efforts to reshape the perception of the school in the community will increase student enrollment. The school will leverage the school budget to maintain this employee after the grant thus making this position sustainable.
		Subtotal Code 16	**43,384**	**43,384**	**43,384**	**28,000**	**28,000**	**186,152**	
Code 40	Curriculum	Vendor HOUGHTON MIFFLIN COMPANY - Houghton Mifflin Harcourt will provide professional learning to our teachers in grades K-8 on the instructional use of the GO Math Curriculum materials and technology, assessments, differentiated support for ELL's and SWD's.	$27,000	$27,000	$27,000			$81,000	The support will be provided for all of teachers in grades K-8 for the first three years of the grant. The principal, coach and teacher leaders will be present at each of the training sessions and use the provided materials and information and be able to provide all subsequent trainings.
Code 40	School Climate and Discipline	Vendor DANCING CLASSROOMS, INC. - will provide professional services surrounding Arts education through support of six (6) Teachers working 30 minutes each day for 135 days.	$12,983	$17,795	$17,795	$20,046	$20,046	$88,665	Improve the student's behavior and decrease the number of reported incidents. Appropriate behavior will become part of the culture of the school after five (5) years demonstrated by the student's ability to resolve conflict amicably, increased self-esteem and the students contributing positively to the school community.
Code 40	Curriculum	Vendor GOLDMANSOUR CONSULTATION - Goldmansour Consultants will provide hands-on and intensive coaching sessions directly with teachers building on their capacity to assess individual student and whole class needs, implement differentiated reader and writer workshops, create rigorous curriculum that includes modifications and scaffolds for SWDs, and develop behavioral supports and structures.	$22,207	$22,207	$22,207	$10,636	$10,636	$87,893	Lead teachers will be involved in this initiative to maximize the growth and performance of all teachers and students, including SWDs. Lead teachers will continue to train the entire instructional staff after the SIG grant making the training sustainable.
Code 40	School Climate and Discipline	Vendor UFT Positive Learning Collaborative (PLC) - UFT Positive Learning Initiative (PLC) is a team composed of experienced NYC educators committed to providing a proactive approach for creating positive school environments. PLC will provide PLC Behavior Specialist liaison who visits regularly and supports the team and individual teachers and equip educators with the skills, knowledge and confidence they need to safely and effectively anticipate behavior challenges in their schools in order to prevent crises and help students succeed. PLC's curriculum is designed to teach educators how to help students learn constructive and adaptive ways to deal with feelings such as frustration, failure, anger, rejection, hurt and depression. In addition, PLC will provide support to the school on engaging the entire school community, through sharing a common language around behavior, thus creating internal systems that support the adults as they are teaching and students as they are learning. All school community members (administrators, teachers, paraprofessionals, school aides, etc.) complete TCIS training over a period of time. Educators and school staff are guided in developing benchmarks of success and action plans each year, based on a 3-year commitment from the school. The starting fee for a school with a staff of 60 or less is $15,000	$10,000	$15,000	$15,000			$40,000	
		Subtotal Code 40	**72,190**	**82,002**	**82,002**	**30,682**	**30,682**	**297,558**	
Code 45	Curriculum	General and Instructional Supplies - Houghton Mifflin Harcourt will provide the consumable instructional materials for grades 6-8 each year of the grant to be used by the students during class time.				$5,188	$5,187	$10,375	The school will utilize budget resources to purchase instructional resources every instructional year thereafter. Since many of the materials will be in the building from the five years of the grant; to cost to the school each instructional year thereafter will be significantly less and thus sustainable to the school's budget.
Code 45	Curriculum	General and Instructional Supplies - Great Leaps is a Reading Program designed to provide remedial reading practice to develop fluency for the emergent reader, concentrating on their prerequisite behaviors. For example, phonics, blends, digraphs, comprehension, etc. The program has proven to be motivating for students due to its organization and increased opportunities for success	$5,499	$5,500	$5,500	$5,500	$5,500	$27,499	The school will utilize budget resources to purchase instructional resources every instructional year thereafter. Since many of the materials will be in the building from the five years of the grant; to cost to the school each instructional year thereafter will be significantly less and thus sustainable to the school's budget.
Code 45	School Climate and Discipline	General and Instructional Supplies - Overcoming Obstacles will provide the consumable instructional materials for grades 6-8 each year of the grant to be used by the students during class time.	$120	$120	$120	$110	$110	$580	The school will utilize budget resources to purchase instructional resources every instructional year thereafter. Since many of the materials will be in the building from the five years of the grant; to cost to the school each instructional year thereafter will be significantly less and thus sustainable to the school's budget.

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
Code 45	Data-Driven Instruction/Inquiry (DDI)	Educational Software - Pearson will provide each student with a year long subscription to the online DRA2 Reading Assessments. The DRA2 Benchmark Assessment measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. Teachers will periodically administer the Benchmark Assessment to identify an instructional plan that will meet the needs of each student.	$3,960	$3,960	$3,960	$3,960	$3,960	$19,800	The school will utilize budget resources to purchase instructional resources every instructional year thereafter. Since the DRA2 assessments will be able to accessed digitally from home by the parents and from school; there is great value in the student subscriptions. Parents will see the value of the communication. We will also use this this tool as a rebranding component to attract more families to the school and increase enrollment overtime which will increase the school's overall budget. The school will leverage the additional funds in the school's budget to maintain the innovation each year thereafter and thus sustainable to the school's budget.
Code 45	Curriculum	General and Instructional Supplies - Heinnemann will provide the mentor texts for the Teacher's College Writing Units. The texts will be from a variety of genres on all instructional levels. The texts will provide differentiated support for SWD's and ELL's.	$1,000	$600	$600			$2,200	The materials will remain in the school. The materials are sustainable beyond the grant.
Code 45	Instruction	Computer and Printers under $5,000 per unit - Apple Computers will supply the school with 64 iPads, 2 Mac Book Pros, 2 Apple TV's, cables, storage cards, 2 hours of VPP enrollment and 8 hours of onsite mentoring for four years which will enable each of our students in grades 2-8 to have their own iPad.		$22,458	$22,458	$7,742	$7,742	$60,400	The hardware will remain in the school for the life of the hardware. The teacher leaders will be part of the onsite mentoring; making them able to provide professional learning for any and all new middle school teachers. The materials and training are sustainable beyond the grant.
Code 45	Instruction	Durmax and Staples will provide flash drives for each student in grades 1-8 and easels for the middle school classrooms.	$1,535					$1,535	The materials will remain in the school. The materials are sustainable beyond the grant.
		Subtotal Code 45	**12,114**	**32,638**	**32,638**	**22,500**	**22,499**	**122,389**	
		Subtotal Code 46	**0**	**0**	**0**	**0**	**0**	**0**	
Code 80	All	Employee Fringe	$35,829	$27,314	$27,314			$90,457	
Code 80	All	Employee Fringe	$32,740	$32,740	$32,740	$32,740	$32,740	$163,700	
Code 80	All	Employee Fringe	$15,787	$15,787	$15,787			$47,362	
Code 80	All	Employee Fringe	$8,343	$8,343	$8,343	$15,574	$15,574	$56,176	
Code 80	All	Employee Fringe	$3,654	$3,654	$3,654			$10,962	
Code 80	All	Employee Fringe	$5,414	$5,414	$5,414	$2,005	$2,005	$20,251	
		Subtotal Code 80	**101,766**	**93,252**	**93,252**	**50,319**	**50,319**	**388,907**	
		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***	***224,999***	***1,799,997***	
CENTRAL									
Code 15		UFT Teacher Center Field liaison = 0.25 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	$22,500	$22,500	$22,500	$15,714	$15,714	$98,928	
Code 15		Analyst = 0.105 Yr 1 FTE. Will manage and assist with coordination of SIG school data. Will serve as the point of contact to collect, manage, and analyze data relevant to grant reporting to the State Education Department (SED).	$8,925	$8,925	$8,925			$26,775	
		Subtotal Code 15	**31,425**	**31,425**	**31,425**	**15,714**	**15,714**	**125,703**	
		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	$13,291	$13,291	$13,291	$9,282	$9,282	$58,437	
Code 80		Employee Fringe	$5,272	$5,272	$5,272			$15,816	
		Subtotal Code 80	**18,563**	**18,563**	**18,563**	**9,282**	**9,282**	**74,253**	
		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	***49,988***	***49,988***	***49,988***	***24,996***	***24,996***	***199,956***	
		TOTAL SIG	**499,987**	**499,987**	**499,987**	**249,996**	**249,995**	**1,999,953**	

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: P.S. 111 Jacob Blackwell (30Q111)

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		$ 1,999,953
2	Professional Salaries	$ 930,694	
3	Support Staff Salaries	$ 186,152	
4	Fringe Benefits	$ 463,160	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 1,580,006
8	Line 1 minus Line 7		$ 419,947
9	M/WBE Goal percentage (20%)		20%
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 83,989.40

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: P.S. 111 Jacob Blackwell (30Q111)

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:

- [x] 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
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. Th 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: P.S. 111 Jacob Blackwell (30Q111)
Address: 37-15 13 STREET
City, State, Zip: QUEENS, NY 11101

Telephone/Email: 718-786-2073 / DJaggon2@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 - Goldmansour Consultants will provide hands-on and intensive coaching sessions directly with teachers building on their capacity to assess individual student and whole class needs, implement differentiated reader and writer workshops, create rigorous curriculum that includes modifications and scaffolds for SWDs, and develop behavioral supports and structures.	Year 1 $ 22,207 Year 2 $ 22,207 Year 3 $ 22,207 Year 4 $ 10,636 Year 5 $ 10,636 **TOTAL** $ 87,893

PREPARED BY (Signature) Mary Doyle (MW) 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: P.S. 111 Jacob Blackwell (30Q111)

Address : 37-15 13 STREET

City, State, Zip: QUEENS, NY 11101

Federal ID No.: 13-6400434

Phone No.: 718-786-2073

E-mail: DJaggon2@schools.nyc.gov

Mary Doyle
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 - Goldmansour Consultants will provide hands-on and intensive coaching sessions directly with teachers building on their capacity to assess individual student and whole class needs, implement differentiated reader and writer workshops, create rigorous curriculum that includes modifications and scaffolds for SWDs, and develop behavioral supports and structures.

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:	$ 87,893

Date: 07/21/2015

Signature of Authorized Representative of M/WBE Firm

Sharde Zahn, Director of Operations
Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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)

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
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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*		
				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****
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
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****
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***

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****
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***

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					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*			
			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****
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.

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)		
Type or print name		
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.
Liam P Cleary	6/24/15	
Signature (in blue ink)		
Type or print name Liam P Cleary		
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.
Desha Richardson	6/24/15	
Signature (in blue ink)		
Desha Richardson 6/24/15		
Type or print name		

transferring students to higher achieving options; and providing support to higher performing schools who will receive students transferring from the closing school.

iii. For each specific action/outcomes, identify the specific person or group that will be accountable for its completion.

G. Budget Narrative and Budget Forms

The LEA/school must provide appropriate and complete required budget items identified below:

i. An FS-10 for the year-one implementation period (September 1, 2015 to June 30, 2016).

ii. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (one year of implementation). Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the project narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will results from the activity can be sustained past the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals. They must also be supplemental to and must not supplant core activities currently provided or to be provided through other funding sources.

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

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

Class and Bell Schedule

Period	Monday	Tuesday	Wednesday-Friday	Activity
0	7:30 – 8:00	7:30 – 8:00	7:30 – 8:00	Overcoming Obstacles
AM (6-8) Homeroom	8:00-8:10	8:00-8:10	8:00-8:10	Pledge Morning News
1	8:10 – 8:53	8:10 – 8:53	8:10 – 8:53	Core Instructional Time
2	8:55-9:48	8:55-9:48	8:55-9:48	Core Instructional Time
3	9:50-10:43	9:50-10:43	9:50-10:43	Core Instructional Time
4	10:45-11:37	10:45-11:37	10:45-11:37	Lunch/Core Instructional Time
5	11:39 – 12:31	11:39 – 12:31	11:39 – 12:31	Lunch/Core Instructional Time
6	12:33 – 1:26	12:13 – 1:00	12:13 – 1:00	Core Instructional Time
7	1:28 – 2:20	1:00 – 1:47	1:00 – 1:47	Core Instructional Time
PM (6-8) Homeroom	2:10-2:20	2:10-2:20	2:10-2:20	Distribution of Flyers/Notices Afternoon News
ELT Professional Learning	2:25-3:40 Professional Learning	2:25-3:35 Parent Engagement Data Inquiry Common Planning	2:25 – 3:20	Extended Learning Time: Literacy
			3:20 – 4:10	Extended Learning Time: Mathematics

Inquiry DDI

Date	Events / Actions	Intended Outcome
Inquiry Cycle #1 September – October 2015	• Baseline math and literacy periodic assessment for all students • Review "Looking at Student Work" and "Looking at Teacher Work" protocols. • Data Inquiry Team scoring and analysis of student assessment baselines. • Design of math and literacy interim assessment #1. • Students complete interim assessment #1 in math and literacy • Teacher creates the September and October portfolio pieces that are aligned to CCLS and utilize the Backwards Design Model to incorporate all the skills and strategies expected to be taught in September and October in ELA and math.	• Data Inquiry Teams identify key math and literacy standards to address in the 2015-2016 school year. • Data Inquiry Teams select Inquiry students from the subgroups of SWD's or ELL's to monitor throughout the year. • Data Inquiry teams complete one cycle of Inquiry analysis of work, interventions recommendation, collection of student work, and analysis of outcomes and impact of recommended practice / intervention • Periodic assessment #1 is prepared for administration. • Data Inquiry Teams select student example of student work to be archived in the student portfolios.
Inquiry Cycle #2 November-December 2015	• Data Inquiry Teams analyze results of periodic assessment to begin Inquiry Cycle #2. • Data Inquiry Teams recommend supports and intervention(s). • Teacher present initial portfolio of student work. • Results are analyzed for impact. • Design of math and literacy periodic assessment #2 • Assign periodic assessments #2.	• Data Inquiry Teams establish routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant and are readily observable during the observation cycle. • Effective teaching practice spread across grade levels and impact students selected in the Data Inquiry focus and other students in the class. • Data Inquiry Teams select student examples of student work to be archived in the student portfolios.
Inquiry Cycle #3 January-February 2016	• Data Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #3. • Data Teams recommend supports and intervention(s). •Teacher present initial portfolios of student work data and compare to the November and December portfolio data.	•Teams refine routines for meeting and collaboration. •Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across classes and grade levels. • Literacy and math instructional strategies are common across

Inquiry DDI

	•Results are analyzed for measurable progress. •Design of math and literacy periodic assessment #3. •Administer interim assessment #3. • School wide assessment of mid-year student progress with key literacy and math standards.	classrooms, horizontal and vertical pollination continues. • Assessment of progress on key standards and spread of best practice. •Data Inquiry Teams select student example of student work to be archived in the student portfolios.
Inquiry Cycle # 4 March-April 2016	•Data Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #4 • Data Inquiry Teams recommend supports and intervention(s) for key standards and students. •Teacher present initial portfolio of student work. •Results are analyzed for data impact. •Design of math and literacy periodic interim assessment #4. •Administer interim assessment #4.	•Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels. •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice • Data Inquiry Teams select student example of student work and assessment items to be archived in the Data Inquiry binders.
Inquiry Cycle #5 May – June 2016	•Data Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #5. • Data Inquiry Teams recommend supports and intervention(s) for key standards and students. •Teacher present initial portfolio of student work in January and February. •Results are compared analyzed for impact. •Design and assign summative assessment in math and literacy. •Employ summative assessments, analyze results and report findings.	•Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels and the school. •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice • Data Inquiry Teams select student example of student work and assessment items to be archived in the Data Inquiry binders. •Analysis of student growth and impact of Inquiry on instruction.

P.S. / I.S. 111Q JACOB BLACKWELL

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Dionne A. Jaggon
Principal I.A.

Judith E. Rios
Assistant Principal

Tentative Organization Sheet 2015-2016

Where Learning Has No Limits June 29, 2015

Community Based Organization	**Maritza Arroyo Anju Rupchandani Andre Stith**			**Zone 126**
Teachers	**Teaching Assistants**	**Grade**	**Homeroom**	**Cohort Leader(s)**
Classroom Teachers	Special Education		**Homeroom**	
Mrs. Kalpana Subramaniam **Room 120**	Mrs. Rafat Pervez	Pre-K	Pre-K NYU	Mrs. Dionne A. Jaggon
Mrs. Aimee Urbano **Room 122**	**Vacancy**	Pre-K	Pre-K Columbia	Mrs. Dionne A. Jaggon
Nathanial Adams **Room 124**	Elaine Williams	K	K NYU	Mrs. Dionne A. Jaggon
Mrs. Theresa Jackson **Room 104**		K	K Cornell	Mrs. Dionne A. Jaggon
Mrs. Marie Barret **Room 201**	**Special Education 12:1** Eugene Garnes	1	1 Columbia	Mrs. Dionne A. Jaggon
Mrs. Astrid Builes **Room 205**		2	2 NYU	Mrs. Dionne A. Jaggon
Ms. Kristine Landberg **Room 206**		3	Columbia	Mrs. Dionne A. Jaggon
Ms. Calleroy Diolitsis **Room 203**		3	3 NYU	Mrs. Dionne A. Jaggon
Ms. Janna Hennikoff **Room 202**	**Special Education 12:1:1** Salina Akther	2,3	3 Cornell	Mrs. Dionne A. Jaggon
Mrs. Brianne Jordan **Room 325**		4	4 NYU	Mrs. Dionne A. Jaggon
Mrs. Parri Kosior **Room 316**	**Special Education 12:1:1** Barbara Reyes	4	4 Cornell	Mrs. Dionne A. Jaggon
Mrs. Pamela French Vacancy-ICT-Teacher **Room 324**		5	5 Columbia	Mrs. Dionne A. Jaggon
Mrs. Stephenie Goetz **Room 322**	**Special Education 12:1** Eileen Bramer	5	5 Cornell	Mrs. Dionne A. Jaggon

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Where Learning Has No Limits June 29, 2015

Teachers	Subject(s)	Grade(s)	Homeroom	Cohort Leader(s)
Subject Area Teachers	**Teaching Assistants**		**Homeroom**	
Mrs. Tricia Piskopus **Room 306**	ELA/Social Studies	6	6 NYU	Mrs. Dionne A. Jaggon
Ms. Nadia Akat **Room 318**	ELA/Math/Social Studies/Science **12:1:1** **Kamika Francois** **Shamika Leslie**	6	6 Cornell	Mrs. Dionne A. Jaggon
Mr. Liam Cleary **Room 308**	Math/Science	6	6 Columbia	Mrs. Dionne A. Jaggon
Vacancy **Room 320**	12:1 **Petra Hoyte**	7	7 Cornell	Mrs. Dionne A. Jaggon
Vacancy **Room 304**	Math **Mary Mayo**	7/8	7 Columbia	Mrs. Dionne A. Jaggon
Mrs. Michele Landaverde **Room 302**	ELA **Maria Lopez**	7/8		Mrs. Dionne A. Jaggon
Mr. Matthew Klein **Room 209**	Science Lab	5-8		Mrs. Dionne A. Jaggon
Ms. Judy Pierre **7th and 8th ICT-Teacher**		7/8		
Vacancy **Room 301**	Social Studies	7/8	8 Columbia	Mrs. Dionne A. Jaggon
Mr. Philippe Devieux **Room 307**	ELA/Math 12:1:1 **Natalia Valencia** **Husne Ahmed**	8	8 Cornell	Mrs. Dionne A. Jaggon
Specialty Teachers			**Room**	Cohort Leader
Mrs. Carole Hunter-Gordon	Science Lab	K-4	204	Mrs. Dionne A. Jaggon
Ms. Elisa Burke	Library/Media Specialist	PreK-8	108	Mrs. Dionne A. Jaggon
Vacancy	Music	PreK-5	102	Mrs. Dionne A. Jaggon
Ms. Michele Frechette	Physical Education/Health	PreK-8	Gymnasium	Mrs. Dionne A. Jaggon
Vacancy	ESL/Spanish	5-8	130	Mrs. Dionne A. Jaggon
Mr. Carlos Fuentes	ESL	K-4	130	Mrs. Dionne A. Jaggon
Marilyn Casey	Art	PreK-8	129	Mrs. Dionne A. Jaggon
Vacancy	AIS/Special Education	K-8	Various	Mrs. Dionne A. Jaggon

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Tentative Organization Sheet 2015-2016

Where Learning Has No Limits June 29, 2015

Instructional Support				
Guidance/Paraprofessionals/Scholar Support Team				
Personnel	Title/Subject	Grades	Room	Cohort Leader(s)
Dr. Celeste Rivers	Academic & Culture Coordinator	Pre-K-8	119	Mrs. Dionne A. Jaggon
Ms. Mary Ellen Tsangalidis	Guidance Counselor	Pre-K-8	106	Mrs. Dionne A. Jaggon
Ms. Diane Christopher	Guidance Counselor	Pre-K-8	106	Mrs. Dionne A. Jaggon
Ms. Tajuana Johnson	Family Worker/Special Ed.	Pre-K-8	106	Mrs. Dionne A. Jaggon
Ms. Laurie Kanzer	Speech	Pre-K-8	315	Mrs. Dionne A. Jaggon
Ms. Diana Navia	School Psychologist	Pre-K-8	106	Mrs. Dionne A. Jaggon
Vacancy-Leave Replacement	Speech	Pre-K-8	106	Mrs. Dionne A. Jaggon
Ms. Effie Rallakis	Speech	Pre-K-8	315	Mrs. Dionne A. Jaggon
Ms. Caliopi Skilitis	Adapted Physical Education	Pre-K-8	102	Mrs. Dionne A. Jaggon
Mr. David Yadgar	Occupational Therapy	Pre-K-8	315	Mrs. Dionne A. Jaggon
Ms. Tanya Maycock	School Nurse	Pre-K-8	101	Mrs. Dionne A. Jaggon
School Operations				
Personnel	Title	Grade(s)	Room	Cohort Leader(s)
Ms. Jacqueline Poli	School Secretary	Pre-K-8	118	Mrs. Dionne A. Jaggon
Ms. Trecia Parsons	Parent Coordinator	Pre-K-8	B49	Mrs. Dionne A. Jaggon
Ms. Daisy Ramirez	Family Worker	Pre-K-8	118	Ms. Jacqueline Poli
Ms. Anna Baiamonte	Operations	Pre-K-8	113	Ms. Jacqueline Poli
Mrs. Yolanda Tasso	Operations	Pre-K-8	118	Ms. Jacqueline Poli
Ms. Maritza Rivera	Operations	Pre-K-8	313	Ms. Jacqueline Poli
Mr. Christopher Welch	Operations	Pre-K-8	118	Ms. Jacqueline Poli
Ms. Bebe Mahabir	Cafeteria Personnel	Pre-K-8	Cafe	Mrs. Dionne A. Jaggon
Ms. Victoria Valle	School Safety	Pre-K-8	X111	Mrs. Dionne A. Jaggon
Mr. Zaza	School Safety	Pre-K-8	X111	Mrs. Dionne A. Jaggon
Mr. Thomas Cottone	Fireman	Pre-K-8	110	Mrs. Dionne A. Jaggon
Mr. John Anagnostou	Custodian	Pre-K-8	110	Mrs. Dionne A. Jaggon
Mr. Corey Rivera	Custodian	Pre-K-8	110	Mrs. Dionne A. Jaggon
Riis Settlement	Afterschool	K-8	B19	Mrs. Dionne A. Jaggon
Ms. Deria Matthews	Community Coordinator	Pre-K-8	118	Mrs. Dionne A. Jaggon
Western Queens	Social Worker	Pre-K-8	101B	Mrs. Dionne A. Jaggon

P.S. / I.S. 111Q JACOB BLACKWELL
The Magnet School of Multimedia, Communication Arts, & Journalism
37-15 13th Street
Long Island City, New York 11101
Phone (718) 786- 2073 Fax (718) 729-7102

Dionne A. Jaggon
Principal I.A.

Judith E. Rios
Assistant Principal

School Leadership Team		
Leaders	Title	Role
Mrs. Dionne A. Jaggon Room 118	Principal, I.A. PBIS, SPED	School Leadership/Instructional Leadership/Culture
Mrs. Marie DeViccaro Room 313	Instructional Coach Data, Technology, Testing	Instructional Leadership/Culture/PreK-8

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Dionne A. Jaggon
Principal I.A.

Judith E. Rios
Assistant Principal

Hallway Bulletin Board Assignments

Every other month

Sept/Nov/Jan/Mar/May & Oct/Dec/Feb/Apr/June

Teacher	Board Number/Description	Floor
Mrs. Aleanor Seubert/ Mrs. Aimee Urbano	Case 1	1st
Mrs. Aimee Urbano/ Mr. Liam Cleary	Wall 1	1st
Mrs. Theresa Jackson/ Mrs. Kalpana Subramaniam	19	1st
Ms. Trecia Parsons	Case 2/Wall 2	1st
Ms. Tajuana Johnson	Wall Case/Wall 3	1st
Mrs. Theresa Jackson/ Ms. Janna Hennikoff	Case 3	1st
Vacancy	Case 5	1st
Vacancy /Mrs. Barret	Case 4	1st
Mr. Carlos Fuentes	130	1st
Mrs. Jacqueline Poli/Mrs. Daisy Ramirez	Main Office Boards/Seasonal/Scholar of the Month	1st
Ms. Michele Frechette/Ms. Diana Navia	Gymnasium Case/Gymnasium Wall	1st
Mrs. Astrid Builes/ Mrs. Carole Hunter-Gordon	1	2nd
Ms. Kristine Landberg/ Mr. Matthew Klein	2	2nd
Ms. Calleroy Diolitsis/Mrs. Elisa Burke	3	2nd
Vacancy / Mr. Philippe Devieux	17	3rd
Mrs. Brianne Jordan/ Vacancy	18	3rd
Mrs. Parri Kosior/ Mrs. Nadia Akat	8 & 9	3rd
Mrs. Pamela French/ Vacancy	16	3rd
Mrs. Tricia Piskopus/ Mrs. Stephenie Goetz	15	3rd
Mrs. Michele Landaverde/ Vacancy	11	3rd
Mr. Liam Cleary/ Vacancy	13	3rd
Vacancy	12	3rd
Mrs. Judy Pierre/ Mr. Carlos Fuentes	10	3rd

All Teachers **and** Office Personnel are responsible for monthly changes to bulletin boards inside their classrooms and offices.

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)

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: **30Q111 PS 111 Jacob Blackwell**

Attachment Z

Enrollment

At P.S.111 Jacob Blackwell, students with disabilities comprise 25% of the school's population, 10 percentage points higher than the percent of K-8 students with disabilities in the district and 1 percentage point less than the percentage of students with disabilities at the school in 2013-14. English Language Learners comprise 19% of the school's population, 1 percentage point less than the percent of K-8 English Language Learners in the district. On average, 60% of students scored a level 1 on the 2014 ELA/math exams, 33 percentage points higher than the district average, but 5 percentage-points less than the percent of level 1 students at the school in the prior year.

Leadership

Dionne A. Jaggon accepted the position as the principal of P.S. 111Q in July of 2014. Mrs. Jaggon has developed and strengthened many partnerships as the principal of P.S. 111Q. The scholars participate with the Champs Basketball League through collaborations with Mr. Connors, Mr. Garnes, Mr. Klein and Ms. Parsons. The Bell Foundation thrives at the school through the collaboration of Mrs. Kimberley Brown. Councilman Jimmy VanBramer agreed to continue the Alvin Ailey Dance Project. Councilman VanBramer recently donated school supplies and granted the school an additional $75,000 for technology for the 2014-2015 school year. Councilman VanBramer has a loving history with the school which has been further strengthened under Mrs. Jaggon's leadership. New partnerships have been made with the LOVE projects and Arts Connections that bring visual arts and Hip Hop Dance to the school through the support of Ms. Navia.

Mrs. Jaggon holds a Bachelor's of Science in Criminal Justice from St. John's University. Mrs. Jaggon graduated from St. John's University cum laude in 1999 and is a member of the St. John's University Alpha Phi Sigma National Criminal Justice Honor Society. Beginning in 2000, Mrs. Jaggon taught 4th grade for six (6) years and was previously an Assistant Principal for three (3) years at Public School 65K, the Cesiah Toro Mullane School in Brooklyn. As the Assistant Principal she supervised the upper grades and was collaboratively responsible for the scores soaring to 83% in English Language Arts and to 94% in Mathematics. After the NYSED testing changes in 2010 Public School 65 maintained an "A" in Performance, Progress and School Environment. Mrs. Jaggon attributes the success to the collaboration of the entire school team and the ability to take strategic risks with curriculum and instruction. Prior to joining the PS/IS 111 community Mrs. Jaggon was the principal of a middle school for three (3) years.

Mrs. Jaggon holds a Master of Science in Education, Guidance and Counseling from Brooklyn College which was earned in 2004 and Mrs. Jaggon earned a degree in Advanced Study in School Administration and Supervision at the College of Saint Rose in 2006 and School District Supervision in 2013. Additionally, she is a member of a focus group with the Global City Research Group, who is currently studying school principals under age 40. Mrs. Jaggon gained their attention at her previous school where as a principal her school earned a "B" on the 2012 Progress Report after only one year of Collaborative Leadership raising the scores from the 24th percentile to the 56th percentile which calculated to over a 100% increase. Mrs. Jaggon has a documented history of measurable progress and providing the students of New York City with a broad curriculum, including access to the arts.

Dionne A. Jaggon joined Beginning with Children Charter School from Middle School 216, the George J. Ryan Middle School in Fresh Meadows, Queens, where she was an Aspiring Principal with the New York City

Leadership Academy. Mrs. Jaggon graduated from the New York City Leadership Academy in 2011; an influential organization that helps educators develop and build the skills they need to take charge in School Leadership. Mrs. Jaggon believes that all children are destined for success. She is committed to providing an authentic educational experience for all students with exposure to complex literature and mathematical scenarios with lessons that include opportunities for critical thinking and problem solving. Mrs. Jaggon celebrates teamwork and will be working strategically with the Faculty Senate Advisory Committee, Leadership Team, Instructional Team and the Operations Team to employ forward-thinking within the PS/IS 111 community. The goal is to bring standards-based excellence to all scholars. Mrs. Jaggon credits the New York City Leadership Academy with their innovative approach to leadership development. She learned by being able to participate in hands-on job embedded learning, practical skills, instructional programs and ongoing self-reflection that enabled her to master that knowledge and hone her leadership skills. One in every ten (10) principals is a graduate of the New York City Leadership Academy. Mrs. Jaggon is proud to be part of such a nationwide movement that impacts over 1.2 million students across the country. Currently, Mrs. Jaggon will focus on teamwork and developing rigorous experiences that prepare all scholars for the real-world challenges they will face in high school, college and beyond.

Mrs. Jaggon stands for the resolve and the commitment of the children, teachers, parents, PTA, and the Long Island City Community to collaborate tirelessly and selflessly as she will for the success of all scholars.

Partnership

Zone 126 was selected as our lead CBO agency to assist PS/IS 111Q in building our Community School. Zone 126 is a local nonprofit which will provide the following services:

- High quality academic and enrichment programs
- Innovative technology used in the summer learning space.
- Mentoring program to increase student engagement and elevate educational outcomes in highest need schools

30Q111: P.S. 111 Jacob Blackwell

Attachment D - Budget Summary Chart

Agency Code	**3.43E+11**
Agency Name	**NYCDOE - 30Q111: P.S. 111 Jacob Blackwell (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	$ 220,545.24	$ 31,425.00
Support Staff Salaries	16	$ 43,384.00	$ -
Purchased Services	40	$ 72,190.00	$ -
Supplies and Materials	45	$ 12,114.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 101,766.40	$ 18,562.75
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 450,000**	**$ 49,988**
	Grand Total	**$**	**499,987.39**

Year 2 Implementation Period
Year 2 (2016-2017)

Categories	Code	School	Central
Professional Salaries	15	$ 198,724.00	$ 31,425.00
Support Staff Salaries	16	$ 43,384.00	$ -
Purchased Services	40	$ 82,002.00	$ -
Supplies and Materials	45	$ 32,638.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 93,251.75	$ 18,562.75
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 450,000**	**$ 49,988**
	Grand Total	**$**	**499,987.50**

Year 3 Implementation Period
Year 3 (2017-2018)

Categories	Code	School	Central
Professional Salaries	15	$ 198,724.00	$ 31,425.00
Support Staff Salaries	16	$ 43,384.00	$ -
Purchased Services	40	$ 82,002.00	$ -
Supplies and Materials	45	$ 32,638.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 93,251.75	$ 18,562.75
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 450,000**	**$ 49,988**
	Grand Total	**$**	**499,987.50**

Year 4 Implementation Period
Year 4 (2018-2019)

Categories	Code	School	Central
Professional Salaries	15	$ 93,499.00	$ 15,714.00
Support Staff Salaries	16	$ 28,000.00	$ -
Purchased Services	40	$ 30,682.00	$ -
Supplies and Materials	45	$ 22,500.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 50,318.56	$ 9,282.26
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 225,000**	**$ 24,996**
	Grand Total	**$**	**249,995.82**

Year 5 Implementation Period
Year 5 (2019-2020)

Categories	Code	School	Central
Professional Salaries	15	$ 93,499.00	$ 15,714.00
Support Staff Salaries	16	$ 28,000.00	$ -
Purchased Services	40	$ 30,682.00	$ -
Supplies and Materials	45	$ 22,499.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ 50,318.56	$ 9,282.26
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
	Total	**$ 224,999**	**$ 24,996**
	Grand Total	**$**	**249,994.82**

Total Project Period

Categories	Code	School	Central	Total
Professional Salaries	15	$ 804,991	$ 125,703	$ 930,694
Support Staff Salaries	16	$ 186,152	$ -	$ 186,152
Purchased Services	40	$ 297,558	$ -	$ 297,558
Supplies and Materials	45	$ 122,389	$ -	$ 122,389
Travel Expenses	46	$ -	$ -	$ -
Employee Benefits	80	$ 388,907	$ 74,253	$ 463,160
Indirect Cost (IC)	90	$ -	$ -	$ -
BOCES Service	49	$ -	$ -	$ -
Minor Remodeling	30	$ -	$ -	$ -
Equipment	20	$ -	$ -	$ -
	Total Project Budget	**$ 1,799,997**	**$ 199,956**	**$ 1,999,953**