



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](mailto: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

342500010000 NYC GEOG DIST #25 - QUEENS

### Select School Name:

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

342500011460 FLUSHING HIGH SCHOOL

### Lead Contact (First Name, Last name):

Mary Doyle

### Title (for Lead Contact)

Executive Director

### Phone number:

212-374-2762

### Fax number:

212-374-5760

### Email address:

[mdoyle5@schools.nyc.gov](mailto:mdoyle5@schools.nyc.gov)

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

9-12

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

3041

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**School Address (Street, City, Zip Code):**

35-01 UNION STREET, Queens, NY 11354

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**Status of School:**

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

Priority School - previously funded SIG 1003g Cohort 1

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**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

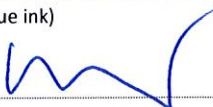

**New York State Education Department**  
Application Cover Sheet  
**School Improvement Grant (SIG) 1003[g]**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>			<b>LEA Beds Code:</b>		
New York City Department of Education			305100010051		
<b>Lead Contact (First Name, Last Name)</b>					
Sharon Rencher/Mary Doyle					
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>		
Senior Advisor/Executive Director Office of State/Federal Education Policy and School Improvement Programs	(212) 374-0557 (212) 374-2762	(212) 374-5760	Srenche@schools.nyc.gov Mdoyle5@schools.nyc.gov		
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>		
FLUSHING HIGH SCHOOL			342500011460		
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>		
9-12					
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>		
3041			35-01 UNION STREET, Queens, NY 11354		
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>					
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Innovation Framework <input checked="" type="checkbox"/>		
Closure <input type="checkbox"/>	Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>	College <input type="checkbox"/>	Community <input checked="" type="checkbox"/>	Career <input type="checkbox"/>

**Certification and Approval**

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date 
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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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<sup>9</sup>**

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

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

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<sup>9</sup> The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 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, excesses, and/or new hires. In performing its responsibilities, the Personnel Committee shall adhere to all relevant legal and contractual requirements including the hiring of personnel holding the appropriate credentials.

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

## **ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES**

### **A. Restriction on Union Activities**

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

### **B. Time for Union Representatives**

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

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

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

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

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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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.

## 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](mailto: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](mailto:BFitzge2@schools.nyc.gov)) – 131 Livingston St., Brooklyn, NY 11201

**Brooklyn (Districts 17, 18, 20, 21, 22):** Cheryl Watson-Harris ([CWatsonHarris@gmail.com](mailto: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](mailto:YChu@schools.nyc.gov)) – 333 7th Avenue, Manhattan, NY 10001

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

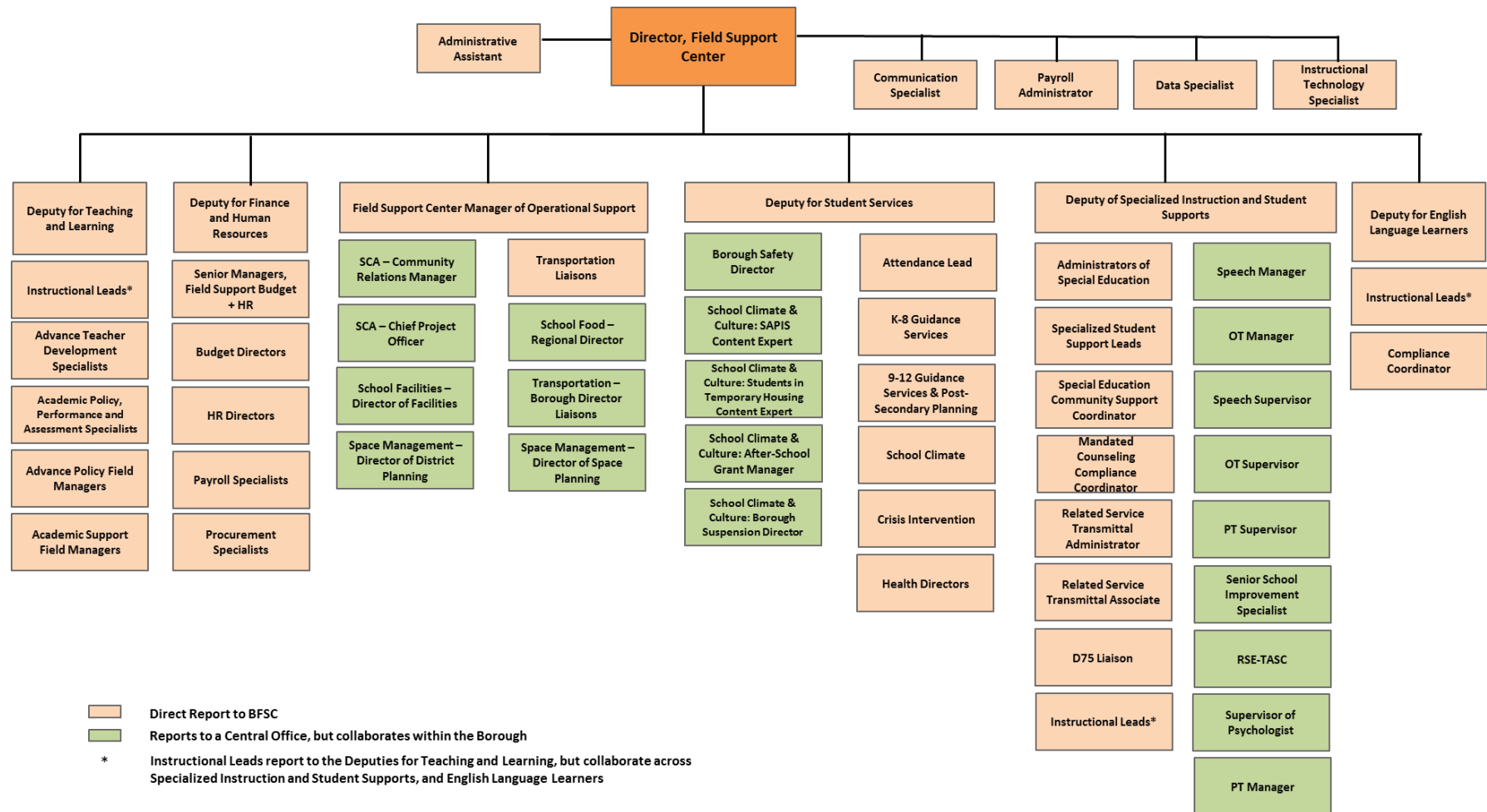
**Queens (Districts 27, 28, 29):** Marlene Wilks ([MWilks@schools.nyc.gov](mailto:MWilks@schools.nyc.gov)) – 8201 Rockaway Blvd., Queens, NY 11416

**Staten Island (District 31):** Kevin Moran ([KMoran2@schools.nyc.gov](mailto: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>

## 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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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**

<b>Planned Event</b>	<b>Office Responsible</b>	<b>Rationale</b>	<b>Outcomes</b>
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	<p>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.</p>	20 participants per calendar year
Teacher Career Pathways Program	Office of Teacher Recruitment and Quality	<p>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.</p>	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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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 9<sup>th</sup> grade and to focus on one additional grade each subsequent year (9<sup>th</sup> and 10<sup>th</sup> in year 2; 9<sup>th</sup> through 11<sup>th</sup> 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:

<b>Planned School Improvement Interaction</b>	<b>Timeframe</b>	<b>Person Responsible</b>
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 9<sup>th</sup> grade and 10<sup>th</sup> 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 known 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.

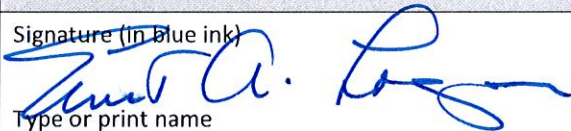


The NYCDOE is committed to collaboration in its efforts to improve Renewal Schools. Teacher leaders in particular are integral to the successful implementation of all other school improvement measures. They serve as indispensable colleagues for school leaders, ensuring that the school community retains 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.

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.

<b>Principals Union President / Lead</b>	<b>Date</b> 7/17/15	<b>Summary Documentation if Signature is Unobtainable</b> 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		
<b>Teachers Union President / Lead</b>	<b>Date</b> 7/17/15	<b>Summary Documentation if Signature is Unobtainable</b> 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		
<b>Parent Group President / Lead</b>	<b>Date</b> 7/20/15	<b>Summary Documentation if Signature is Unobtainable</b> 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		

## **II. School-level Plan – Turnaround, Restart, Transformation, Innovation Framework, Evidence-based and Early Learning Intervention**

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

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

- i. Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).
- ii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts to determine its existing capacity, strengths, and needs. Include the means by which community and family input were included in this review.
- iii. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.
- iv. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

Flushing High School is a secondary school with 2,096 students from grade 9 through grade 12, as of May 22, 2015. 71% of these students are eligible for free or reduced lunch. Students in the school community are predominantly Title 1 (65%) and Hispanic (52%). The school population is comprised of 52% Hispanic, 23% Black, 3% White, 21% Asian, and 1% other students. Flushing High School has a large population of English language learners (ELLs)—22 percent compared to the city average of 14 percent. The school offers ELL programs in Chinese and Spanish. The school's percentage of students receiving special education services was 14%, 3% above the city average of 11%.

School enrollment has been decreasing for several years. Student enrollment in 2012-13 was 2977, including 71 LTAs. Student enrollment decreased by 16% to 2,441 in 2013-14 and by 345 in the past year. Since 2010-11 the graduation rate has been well below the city average and falls into the “not meeting target” standard on the NYC School Quality Guide. In 2011-2012, the rate was 59%, then dropped in 2012-13 to 54%. The 2013-2014 school year culminated with a 56.5% graduation rate. The school's Post-secondary Enrollment Rate in 2013-2014 was 38.6%; the school is characterized by students who are traditionally underrepresented in college.

The School Quality Guide for 2013-2014, released by NYCDOE indicates the following:

**\* Please see attached for full report**



## Student Progress

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

## Student Achievement

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

## School Environment

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

## College and Career Readiness

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

## Closing the Achievement Gap

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

As described by teachers, counselors, coaches, and administrators, Flushing has come through a turbulent time in the past seven years marked by a high turnover of principals, legal battles regarding the school's faculty, and threats to close the school. These challenges have permeated the Flushing High School culture. Continuing challenges identified by staff include student truancy, a high number of students from different cultural groups who need support, trust and morale among teachers and between teachers and the administration, and establishing and managing a coherent system of instruction and professional learning.

Flushing High School has received 2 reviews and a needs assessment. The State Education Department Integrated Intervention Team reviewed the school on December 2-4 2014. There was a NYCDOE Quality Review on March 11 - 13 2014 and a needs assessment from The District and School Improvement Center at American Institutes for Research (AIR) from March – June of 2015. This assessment was extremely valuable in that it included the voices of all stakeholders; the report is based on data collected during on-site individual interviews with the school principal, 10 teachers, two guidance counselors, three instructional coaches, and the parent coordinator. \* **Please see attached for AIR Report**

The following conclusions were drawn in the following areas:

### **Rigorous Instruction: Tenet 3-Developing**

The IIT Review stated that the school lacked subject-area curricula that reflect the CCLS and its instructional shifts and it needed significant adaptations for all subgroups that departments should be identifying through analysis of pertinent data. The school lacked consistent supervision of the curricula development process and would benefit from regular curricular audits and monthly meetings with assistant principals devoted to reviewing the progress of curricula development.

Additionally, the Quality Review report noted a need to "increase the alignment of curricula across grades and subject areas to key Common Core Learning Standards and refine units in order to increase coherence and advance students' postsecondary readiness."



In the area of instruction, the Quality Review report detailed the need for increased support for English language learners (ELL) and students with disabilities as they were often "disconnected from the course of study," and there was an over-reliance on "teacher-directed, low-level questions." The report cited inconsistent instructional supports that have "led to student outcomes as evidenced in a decline in the Progress Report from a D to an F." Due to the limited amount of supports to engage all learners, the percentage of students with disabilities graduating has decreased by 3%. Moreover, the report referenced that the school is ranked in the 50th percentile as compared to citywide data in regard to the percentage of English Language Learners who graduate.

In the area of "rigorous instruction" the AIR Supports and Structures Report (SSR) found that the school is still in the process of aligning lessons across content areas to the CCLS with uneven implementation. The AIR SSR also found that respondents indicated varying levels of preparation to meet the instructional needs of students with disabilities and English language learners and that there is some teacher resistance to set aside traditional methods and embrace instructional changes.

#### **Collaborative Teachers: Tenet 4-Developing**

The IIT indicated the school's use of common assessments, especially in the areas of grading policies to gauge student progress and maximize student learning, was rated Developing and showed a need for a structured Data Driven Inquiry model. In addition, teacher practices and decisions, revealed a need to assign instructional coaches and lead teachers to work with teachers, and develop a program of inter-visitations and peer coaching to foster instructional practices aligned with an agreed upon lesson design model that promotes student engagement. In the area of "collaborative teachers" the AIR SSR found that teachers regularly take advantage of the opportunity to collaborate, formally and informally, through the common planning time structure in the school schedule and that staff found professional development sessions held every other Monday to be helpful. However, only a small number of teachers in the school are collaboratively engaged in inquiry work and there are few opportunities for general education teachers and special education teachers who share the same students, to collaboratively plan for instruction. The majority of respondents interviewed for the AIR assessment also reported that teachers largely cared about students' academic success, and that there was a sense of mutual respect among teachers and administrators. One respondent credited an assistant principal for helping to create a collaborative work environment among the teachers, and stated that most teachers felt comfortable sharing their frustrations with their colleagues. At the same time, two respondents indicated that there was a lack of collaboration and openness among teachers, because several staff members did not have enough time throughout the day to collaborate, school staff feared losing their jobs as a result of "excessing," or teachers had reservations about the school potentially shutting down. Four respondents additionally mentioned that many teachers were on edge as a result of excessing (e.g., issues surrounding colocation with other schools, an ongoing threat of Flushing being shut down, etc.), where one respondent reported that teachers were not open with their colleagues because they did not want to appear unsure of themselves and risk being asked to leave the school.

**Effective Leadership- Tenet 2- Proficient**

Although the IIT review rated this proficient, this leader is no longer principal of the school. In addition, the Stat review found that there was inconsistent implementation of the Danielson Rubric. The IIT reviewers found the school leader “needed to harness the significant range of skilled professionals, district-provided resources, and initiate the process whereby the school leader and assistant principals jointly observe lessons to increase uniformity in Annual Professional Performance Review (APPR) program implementation by clarifying and norming the qualitative expectations of targeted teacher evaluations.

In the area of “effective school leadership” the AIR SSR found that the frequent shifts in school leadership have generated a sense of uncertainty among staff members with respect to implementing a consistent vision for the school and varying levels of confidence that the school’s current leadership would remain stable over time. As one respondent said, “I don’t think the principal will be here in September, so he doesn’t have a long-term vision. We need someone who is a leader, who will take responsibility for the school. How do they expect us to improve the education of the school when we don’t have a principal; we only have temp workers. You have to have a long-term vision and relationship with the faculty. Additionally, respondents’ reports varied with respect to whether or not they received valuable feedback from classroom observations. While respondents’ reports regarding the level of administrative support they received were consistent, their responses concerning the frequency and quality of observational feedback they received from the principal and other administrators were somewhat mixed. For example, two respondents indicated that they benefitted from observational feedback that they received from an assistant principal. One of these respondents revealed, “I have never been observed by a principal ever in all my...years of being here. It’s a huge school...I’ve had two assistant principals who have given me really good feedback.” On the other hand, another respondent reported that the feedback the principal provided from classroom observations did not give teachers productive alternatives for improvement, and that the principal did not try to interact with or get to know teachers personally.

**Supportive Environment: Tenet 5: Developing**

The IIT reviewers cited the lack of key structures and called for: "Developing a counseling plan that is a grade-level continuum to ensure that all students receive counseling services appropriate for their grade level, which includes a regular schedule for monitoring student progress toward their academic and personal goals." In addition, the review determined there was a need for a systematic behavioral intervention system that provided supports for students as an alternative to punishments.

In the area of “supportive environment” the AIR SSR found that Flushing High School has eight deans who help promote safety and order, although there were some concerns expressed about safety in the school. Respondents reported that the school needs additional trained staff beyond guidance counselors to support the social-emotional learning of students. Although the school established a social-emotional supports team during the 2014–15 school year, respondents were not aware of a system of positive behavior interventions and supports (PBIS) within the school. One staff member interviewed during the AIR assessment claimed, “There needs to be more being done. We have fractured families and students; we need groups of staff that can support students outside of the guidance counselors.” Another respondent concurred, “We need more help in the area of social-emotional support. There are kids who are emotionally disturbed and come from challenging homes. There is a lot of acting out. We

desperately need that kind of support. We have guidance counselors but their hands are full.” The principal noted that the coherence of the school’s social-emotional support structures was questioned by the state and as a result, “I had the guidance counselor develop a schedule for students and a process so I can track how many kids were intercepted by guidance counselors, and put a system in place for students to request to see a guidance counselor.”

### **Strong Family and Community Ties**

Lastly, the IIT team ranked Tenet 6, Family and Community Engagement, as Ineffective. The IIT report cited the need to strengthen parent representation and student attendance by "Reassessing the capabilities of currently available communication media (direct mail, texting, phone blasts, email, teacher web pages) to determine if these are being used to maximum effect, while identifying key content components of those communications to increase their impact on improving academic performance." This category correlates with a distinctive decrease in student attendance from 87% in 2009 to 82% in 2013.

In the area of “strong family-community ties” the AIR SSR found that teachers report having difficulty reaching many of their students’ families for a variety of reasons and that parental involvement is extremely low. According to the administration, teachers, and staff, parental involvement is at a “low level” at the high school because of many factors including: parents feeling as though their children are old enough to care for themselves and make their own decisions when it comes to their education; families who do not reside within the immediate community and who have to travel at least an hour or more by train; having incorrect e-mails on file; and parents who work multiple jobs or have other younger children to care for. Other factors for low parent involvement include non-English-speaking parents or translation issues in other languages other than Spanish (e.g., Farsi, Arabic, Bengali, Pushto); or students who come to the country without their parents or who may live in shelters or with other family members. One teacher and two staff members noted that parental involvement is often higher for ninth grade students when the school hosts the freshman academy for parents and students and then involvement “dwindles” as the student progresses through school. Respondents reported parental engagement to be as low as 3 percent to 20 percent for the overall school to as high as 95 percent for the honor student parents. Nine out of the 10 teachers reported having difficulty reaching their students’ families given the number of students they have in their class or because of other challenges that impede communication such as unreliable cell phone numbers. The report also indicated that there are a large number of community based organizations that partner with the school, but respondents noted that they have little knowledge of them and the services they provide, and that more partnerships are needed to provide social-emotional supports to students as well as services to the growing number of families that want to become U.S. citizens. In the area of “trust” the AIR SSR found that there is a lack of trust among teachers and staff as well as with the administration. However, respondents noted that progress in the right direction is being made.

The implementation of a whole-school reform model through a SIG plan would bring about the fundamental changes needed to turn around this underperforming school. The top priority is to create the conditions necessary for change to occur. A more positive school climate, where all stakeholders believe in a coherent vision and work collaboratively to provide 360 degree support for staff, students and families, will then drive the substantial improvements needed in curriculum, pedagogy and data analysis:

#### Supportive Environment

- Build capacity around student support, both academic and social/emotional through support services, PBIS systems and pedagogical development, **especially in the area of social supports and behavior management strategies for teachers**
- Develop a **long-term vision** of individualized support and enhanced personal relationships by developing small learning communities where students will feel safe and engaged, and strive to be college and career ready.

#### Strong Family/Community Ties

- **Develop a core partnership with a CBO** in order to implement a Community School Model, where the school becomes a beacon for services and support to families and other school stakeholders
- Create new systems to support family engagement through outreach, counseling, workshops and opportunities to discuss community concerns.

#### Rigorous Instruction:

- **Create a Culture for Learning, where lessons are rigorous yet accessible, expectations are high and there is a belief that all learners can succeed.**
- Support curriculum and pedagogical development and alignment with Common Core Learning Standards that include specific supports for Ells and Students With Disabilities

#### Collaborative Teachers

- Create structures that allow for **focused inquiry, data analysis** and the sharing of best practices

#### Effective Leadership:

- Provide **long-term leadership vision and support** in accurately assessing curriculum, instruction and the creation of effective feedback to improve instruction

## B. School Model and Rationale

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

- i. Describe the rationale for the selected model (*Turnaround, Restart, Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.
- ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, families, and community stakeholders in the design and decision-making processes for model selection and plan development.

### Model: Innovation Framework

As a Renewal School, Flushing High School is dedicated to transforming into a Community School, with deepened support from and for families and community partners. A partnerships with the chosen CBO, Center for Supportive Schools, will enable Flushing HS to offer tailored whole-student supports, including mental health services and after-school programs to students and families. The SIG Innovation model will offer considerable support in helping Flushing HS succeed as an effective community-oriented school by providing opportunities that empower school staff, youth and families with a sense of belonging, skill mastery, and leadership.

By strategically collaborating with school administration and staff, the CBO, Center for Supportive Schools will be able to respond to the individual needs of students and families, deepen parent engagement, and connect families to community resources and opportunities. Through SIG Innovation support, the school, in partnership with CSS will increase parent involvement in the school, increase enrollment, continue to support special populations, including teenage mothers, students who are truant, students who have been suspended, or those involved in gang activity and, integrate literacy programs into the school day to increase student participation in afterschool and Saturday programs. Funding through the SIG will also provide school staff with training and tools that complement the work done by CSS; teachers will learn how to identify and support students in crisis, how to use Positive Behavior Interventions to manage classrooms, and how to create and implement curricula that are challenging and support individual learning needs to reduce frustration, improve literacy and math skills and increase overall student achievement.

The SIG Innovation model will transform Flushing High School through the development of a positive, trusting climate that fosters a strong culture for learning. This will be done by-

-Providing a consistent source of support for families, students and staff members through Center for Supportive Schools so that social-emotional needs are addressed by creating new systems to support social-emotional development through outreach and improving parent and community support through authentic parent engagement workshops and activities. This will address the school's need for improved parent engagement and the need for increased social-emotional supports for students and behavior management/PBIS strategies for teachers.

-Building a respectful culture for learning where all school staff have high expectations, believe that all students can succeed and are provided with the tools to support students academically and socially. This will address the need for a more challenging curriculum in all courses that will raise academic achievement and increase the number of students who are college and career ready.

-Increasing support for curriculum and pedagogical development so that all courses meet the CCLS, are challenging, engaging and provide access for a variety of learners, particularly Ells and Students with Disabilities. This will address the significant need for scaffolds and pedagogical strategies that support students with disabilities and English language learners who are not meeting standards at Flushing HS.

-Restructuring the school into small learning communities to provide an individualized learning experience for students, families and teachers that uses a data driven inquiry model to make strategic decisions. This will support the school's need for more structured common assessments that lead to explicit supports that close gaps between what students can do and what they need to do in order to meet CCLS and course standards.

The major stakeholders in the school were consulted throughout the grant writing process, particularly the incoming principal, UFT representative, the School Leadership Team Chair, the Parent Coordinator and the PTA President. The SLT was instrumental in creating the Renewal Plan for 2015-2016 which is reflective of the SIG Innovation model rationale and plan. All stakeholders agree that the school-community model is one that will "renew" the Flushing High School Community. They are all committed to working collaboratively as they strive to provide all students a high quality education to get them ready for college, careers and independent living.

### C. Determining Goals and Objectives

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must include the following elements:

- Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed.

**Goal:** Throughout the SIG implementation period, students at Flushing High School will demonstrate improved performance in the use of English Language Arts skills across the content areas through the development of vertically and horizontally aligned CCLS curricula using Engage NY in ELA, and curriculum maps that are aligned to the CCLS literacy shifts in the content areas. Curricula will be both rigorous and accessible to all learners, implemented through the use of pedagogical practices that include multiple entry points, literacy scaffolds, WiTsi (inquiry) strategies and the use of uniform, school-wide, task-specific rubrics.

This will result in increases in the number of students graduating on time, increases in the number of students accumulating 10 credits per year, increases in Regents exam passing rates and increases in the number of teachers rated “effective” according to the HEDI scale in the Danielson Rubric.

This Goal aligns with the following principles of the Framework for Great Schools: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective leadership and Trust.

- This goal addresses the school’s need for a more engaging and challenging literacy based curriculum that also supports the school’s ELL and SWD populations, in addition to the large number of students not performing at grade level standards. Through this goal, teachers will create structures that allow for focused inquiry, data analysis and the sharing of best practices. In addition, administrators will leverage effective feedback to support teachers in improving instruction.

#### Objective(s):

Throughout the grant period, teachers will develop lessons, activities and tasks aligned to the CCLS using the concept of backward design, UBD, that provide scaffolds and multiple entry points for diverse learning needs as measured by effective ratings in Danielson’s FfT 1e.

Throughout the grant period, Flushing High School will improve the overall graduation rate by 2% each year, and 70% of students in grade 10 and 11 will accumulate 10 credits for the school year.

Throughout the grant period, Flushing High School will improve Regents passing rates in ELA, Social Studies and the Sciences by 2% each year.

Throughout the grant period, Flushing High School will achieve a 10% increase in the number of teachers moving from a “developing” HEDI rating to an “effective” HEDI rating each year.

**Assessment of Objectives:** Progress toward meeting the objectives will be assessed through curriculum audits, the results of uniform interim assessments, scholarship rates disaggregated by sub-groups, teacher evaluations in the Advance rating system, specifically in the components 1a, 1e, 3c and 3d and collaborative inquiry work.

- Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

Goal: Throughout the SIG implementation period, students at Flushing High School will demonstrate improved performance in the use of mathematical skills and concepts across math courses through the development of vertically and horizontally aligned CCLS curricula using Engage NY in Algebra and Geometry, and curriculum maps that are aligned to the CCLS Mathematical Shifts and Practices in Algebra II and Calculus. Curricula will be both rigorous and accessible to all learners, implemented through the use of pedagogical practices that include multiple entry points, mathematical scaffolds, critical thinking strategies and the use of uniform, school-wide, task-specific rubrics.

This will result in increases in the number of students graduating on time, increases in the number of students accumulating 10 credits per year, increases in Regents exam passing rates and increases in the number of teachers rated “effective” according to the HEDI scale in the Danielson Rubric.

This Goal aligns with the following principles of the Framework for Great Schools: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective leadership and Trust.

- This goal addresses the school’s need for a more engaging and challenging CCLS aligned math curriculum that also supports the school’s ELL and SWD populations, in addition to the large number of students not performing at grade level standards. Through this goal, teachers will create structures that allow for focused inquiry, data analysis and the sharing of best practices. In addition, administrators will leverage effective feedback to support teachers in improving instruction.

#### Year 1 Objective(s):

Throughout the grant period, teachers will develop lessons, activities and tasks aligned to the CCLS for Math using the concept of backward design, that provide scaffolds and multiple entry points for diverse learning needs as measured by effective ratings in Danielson’s FfT 1e.

Flushing High School will improve the overall graduation rate by 2% each year and 70% of students in grades 10 and 11 will accumulate 10 credits for the school year.

Throughout the grant period, Flushing High School will improve Regents passing rates in Algebra, Geometry and Algebra 2 and Trigonometry by 2% each year.

Throughout the grant period, Flushing High School will achieve a 10% increase in the number of teachers moving from a “developing” HEDI rating to an “effective” HEDI rating each year.

Assessment of Objectives: Progress toward meeting the objectives will be assessed through curriculum audits, the results of uniform interim assessments, scholarship rates disaggregated by sub-groups, teacher evaluations in the Advance rating system, specifically in the components 1a, 1e, 3c and 3d and collaborative inquiry work.

As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.



Goal 3: Throughout the SIG implementation period, FHS will develop a positive climate and a strong culture for learning where all learners, including adults, are valued and are provided with individualized academic and social/emotional tools and supports that will lead to increased teacher capacity and student achievement through partnerships, a strong PBIS program and rigorous and accessible curricula.

To foster a strong culture for learning, FHS will use the Framework for Great Schools as a platform for change:

**Supportive Environment-** Through the creation of small learning communities, one dedicated to English Language Learners, and increased social services through CSS, students and teachers will have the opportunity and supports to foster in-depth relationships that are reflected in classrooms where students and teachers are safe to take emotional and academic risks.

**Strong Family/Community Ties-** FHS, in partnership with CSS will foster increased parent involvement through personalization of supports and the development of a community spirit.

**Rigorous Instruction:** FHS will create a culture for learning and foster opportunity for all through challenging lessons that provide entry points for all learners, especially Ells and SWD in courses that meet the interest and needs of students on their road to being College and Career Ready.

**Collaborative Teachers-** Teacher involvement in a small learning community will facilitate the ability for teachers to share best practices and engage in formative evaluations that support teacher growth. Students will have continuity and support from same stakeholders and be able to form more personalized relationships where everyone is valued.

**Effective School Leaders-** FHS administrators will be provided support in utilizing the Danielson Framework in order to provide accurate and timely feedback to teachers to improve their practice. Administrators will serve as models of how to develop a strong culture for learning by providing supports that reflect a growth mindset, where all learning abilities and styles are valued.

- This goal addresses the school's need for a dramatic shift in the climate and culture where improved student and family supports, particularly counseling and social services, are provided in addition to academic supports. It also addresses the need for a systematic behavioral intervention system that minimizes incidents and provides supports for students as an alternative to punishments.

Objectives:

By June, 2016, FHS will develop Small Learning Communities, in cooperation with a Community Based Organization to provide individualized academic and social/emotional support to students and families.

Throughout the grant period, FHS will implement a structured data-inquiry process where teachers utilize common assessments to draw conclusions and make adjustment to curriculum and pedagogy based in student needs.

Throughout the grant period, FHS will implement a Positive Behavior Intervention Plan, a restorative justice platform and promote a college and career readiness culture As a result of this, there will be an increase in overall attendance rate of 3% per year, a decrease of 60% in chronic absenteeism for each year, a decrease of 10% in OORS level  $\frac{3}{4}$  incidents per year and an increase of 2% of students attending 4 year colleges each year.

**Objectives:**

Assessment: FHS will create a task force that will monitor the progress of all stakeholders on a bi-monthly basis. Data will be used to identify attendance trends and impact of family outreach, particularly to students with long-term absences, OORS data will be used to track trends and impact of PBIS programs and social-emotional supports on reduction of behavior incidents, and the scholarship reports and marking period data analysis will be used to determine program impact and need for adjustments, next steps.

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

## 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
<b>I. Leading Indicators</b>												
a. Number of minutes in the school year	min	58740	N/A	N/A	N/A	N/A	58740	58740	58740	58740	58740	58740
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	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
c. Student participation in State Math assessment	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
e. Drop-out rate	%	9.7%	20.7%	16.1%	14.2%	14.6%	15.2%	14.1%	13.0%	11.8%	10.7%	9.6%
f. Student average daily attendance	%	86.6%	85.0%	82.0%	83.0%	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%
g. Student completion of advanced coursework	89.0%	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 <i>(baseline based on SY13)</i>	%	1.4	6.0	9.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
i. Number of discipline referrals <i>(baseline based on SY13)</i>	num	65.0	198.0	126.0	158.0	124.0	124.0	112.2	100.4	88.6	76.8	65.0
j. Truancy rate	%	6.3%	4.1%	7.5%	7.6%	7.0%	6.6%	6.4%	6.2%	6.0%	5.8%	5.6%
k. Teacher attendance rate	%	96.0%	95.7%	96.3%	95.5%	95.7%	96.2%	96.3%	96.4%	96.5%	96.6%	96.7%
l. Teachers rated as "effective" and "highly effective"	%	91.6%	N/A	N/A	N/A	N/A	85.0%	86.2%	87.4%	88.6%	89.8%	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
<b>II. Academic Indicators</b>												
p. EMS - 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. EMS - 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
p. HS - ELA performance index	PI	129.0	173.0	171.0	137.0	130.0	124.0	126.0	128.0	130.0	132.0	134.0
q. HS - Math performance index	PI	110.2	174.0	176.0	108.0	105.0	111.0	111.1	111.2	111.3	111.4	111.5
r. Student scoring "proficient" or higher on ELA assessment	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
s. Students scoring "proficient" or higher on Math assessment	%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
t. Average SAT score	score	28.4%	N/A	14.0%	19.8%	21.9%	23.8%	20.7%	20.7%	20.7%	20.7%	20.7%
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	%	0.4	N/A	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4
w. High school graduation rate	%	68.4%	61.2%	60.0%	59.0%	54.6%	57.4%	59.6%	62.7%	65.7%	68.8%	71.9%
x. Ninth graders being retained	%	18.5%	37.6%	34.5%	29.5%	32.2%	30.2%	28.3%	26.4%	24.6%	22.7%	20.8%
y. High school graduates accepted into two or four year colleges	%	61.3%	N/A	N/A	46.0%	49.2%	49.6%	51.4%	53.2%	55.0%	56.8%	58.6%
z. Student completion of advanced course work	%	41.3%	N/A	26.9%	32.5%	36.4%	39.0%	36.0%	36.0%	36.0%	36.0%	36.0%

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

\*\*All metrics based on SY14 data unless otherwise noted

#### D. School Leadership

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement. Please refer to, "Competencies for Determining Priority School Leaders" which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.

A successful school leader at Flushing High School needs to be highly focused, results driven and skilled at communicating his *long-term* vision for change. The principal must develop a sense of trust and belief in continuity as the community has been provided a new vision for each of the past 5 years. The school principal must demonstrate high expectations by effectively establishing challenging goals and objectives with the faculty and staff that advance the school purpose. He must do this by understanding the history of the building and respecting the effects that continuous change has had on the school climate, while raising expectations for all. The principal can move forward by leveraging the strengths of his staff and providing them with the supports, both structural and instructional, that they need. Effective communication skills and transparency will allow the principal to build trusting relationships in order to garner support and stimulate others to take action and accomplish goals. The principal must possess a clear and positive view of the future of the school and articulate a long term vision that is translated into tangible, short term goals; this vision must be credible and accessible to all. In addition, the principal must model the belief that all learners, including adults, are valued, and that they need to be taught in a manner that addresses their individual needs. The new principal must effectively facilitate the strategic planning process for school improvement; design practices, policies and procedures which maximize student achievement; discuss multiple aspects of issues and project them into the future. He will need the ability to identify and recruit highly effective staff and create opportunities for on the job development. A truly effective leader at Flushing High School needs to be committed to developing a culture where data drives the decisions that will best address the needs of the school. Finally, the new FHS principal must engage the community at large in order to determine their needs, and implement strategies that make the school a safe and welcoming place where all are welcome.

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

Mr. Tyee Chin holds New York State permanent certification in School Administrator/Supervisor, School District Leader, and Mathematics 7 – 12 with 14 years of experience in New York State schools as a math teacher, instructional coach and administrator (Assistant Principal and Principal).

As the Principal of Wadleigh Secondary School for the Performing and Visual Arts, a small school in central Harlem with 538 students ranging from grades 6 to 12, he was tasked with improving classroom instruction, hiring, providing meaningful professional development, budgeting, attendance, and developing sustainable protocols and procedures. Through strategic planning and programming, setting clear expectations, observing, coaching, and evaluating teachers using the Danielson teacher framework, the school was able to improve attendance by 14%, increase the graduation rate by 16%, and overhaul staffing and professional development within a span of three years. Mr. Chin provided the staff with professional development on the

implementation of the Common Core Standards, effectively using EngageNY to align the school's curriculum, lesson planning, differentiation, Danielson framework for teaching, student engagement, and using DOK and Hess Cognitive Matrix to improve questioning techniques. Currently, he is adjusting Flushing's ELA curriculum to align with the PARCC assessment while implementing The Writing is Thinking Through Strategic Inquiry (WITsi). With extensive knowledge in curriculum design and mapping, Common Core, programming, scheduling, targeting and implementing school improvement initiatives, Mr. Chin has an exemplary track record of department and school gains. He effectively uses data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement in Advanced Placement courses, Regents based and remedial courses. He articulates a clear vision and goals for high student achievement, personal leadership, and professional development.

During his tenure as the Assistant Principal of mathematics at Edward R. Murrow High School, an institution with a diverse multicultural and multiethnic population of over 4,000 students and a superior reputation of high student achievement, he supervised 35 teachers and offered 42 different mathematics courses ranging from remedial algebra to Advanced Placement calculus, Computer programming (Java) and Statistics. He developed, implemented, and evaluated rigorous curricula to accelerate learning for all students, resulting in significant gains for students with disabilities and English language learners, and reduced educational gaps for African American and Hispanic students. During the introduction of the Common Core standards, he revised and implemented the transitional mathematics curriculum to reflect college and career readiness.

He is very committed, and sensitive to the needs of a diverse community. He is dedicated to making sure that all students succeed in a safe and nurturing learning environment, will maintain the commitment to superior education, and bring new opportunities and support to the entire school community.

- ii. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.

Assistant Principals of instruction (English, Math, Social Studies, Science, ISS) will each supervise a subject area and a small learning community in the early stages of their development. Assistant principals will be charged with conducting frequent observations of teachers with timely feedback (both oral and written), managing and distributing relevant data to staff, facilitating communication both internally and with stakeholders, the development and execution of professional development that support SIG goals, and cultivating a school culture that maximizes student learning outcomes. They will also engage in monthly curriculum audits to ensure that curricula is rigorous and inclusive of supports for Ells and SWD.

The Assistant Principal of Pupil Personnel Services will supervise the guidance counselors as they handle a wide variety of student related issues including educational planning, facilitating the progress to graduation, developing college readiness skills, navigating the college application process, and accounting for students' social and emotional needs. The AP will also guide counselors on strategies for engaging families, support planned PBIS implementation and work with key partners to facilitate student learning and success. The AP PPS will also be the school's liaison to the community based organizations with which the school partners,

including CSS and Sports in the Arts Foundation. The AP will also oversee all extracurricular activities, as well as graduation.

The Assistant Principal of Organization will work on facilitating the operations of the staff and building, including the day-to-day handling of staffing, maintenance and repair issues, and general building operations. The AP will also serve as an organ for processing school and staff paperwork, cataloging and distributing the school's supplies, and overseeing the implementation of the school's budget. The APO will be responsible for monitoring SIG grant implementation, both financial and programmatic.

The Assistant Principal of Security will oversee the school deans and security staff. He is charged with coordinating an ongoing security system, developing preventative approaches to eliminating security incidents, and ensuring the entrances, exits, halls and other areas of the school are calm and safe. Through the AP's work, the school can maintain a climate that is conducive to learning.

The Assistant Principal of Administration will serve as the Freshman Academy leader, support the Foreign Language Department and support the day to day operations of the school along with SIG implementation. She is very knowledgeable about both instruction and operations, will develop and deliver professional development and provide significant support in compliance matters.

Framework Areas that align with AP Responsibilities and school needs:

**Rigorous Instruction:** Through curriculum audits and the assessment of 1e- Planning and Preparation in lesson plans, the APs of instruction will ensure that all tasks and activities provide grade appropriate rigor as well as access for ELLs and SWD. In addition, through the assessment of Domain 3, APs will ensure that pedagogical strategies support the CCLS shifts in instruction and that assessment is continuously used to measure student mastery and the need for further student supports.

**Collaborative Teachers:** APs will supervise small learning communities which will be the engine through which teachers will collaborate throughout the year. Each SLC will have a designated period a day to work on curriculum, share best practices, analyze data through the inquiry process and case conference to provide individual support to at-risk students.

**Supportive Environment/Effective School Leadership:** Through their teacher observations, APs will ensure that teachers provide a culture for learning where all students are valued and their individual needs are supported. In addition, APs will be the primary avenue of teacher support and provide teachers with guidance, staff development and a platform to help overcome challenges and resolve conflicts.

The School Implementation Manager (SIM) serves as the project manager ensuring that schools receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal and state reporting requirements related to schools' interim and summative performance.

The SIM provides direct targeted support for all the schools in their caseload. The SIM's job description addresses areas of the Framework for Great schools. The SIM is responsible for providing both on-site as well as off-site targeted support for their caseload of schools. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget, annual renewals, budget, and SED site visits. See the expanded framework areas below:

**Rigorous Instruction** SIMs support and monitor the whole school reform model articulated in the schools approved plan. This support is both on and off site. SIMs facilitate a case study protocol, which examines on a monthly basis evidence of practice and impact around the goals outlined in the SIG plan. Through the case study protocol SIMs engage in any of the following with building leadership: classroom observations, observe expanded learning time (ELT) program(s), cabinet & partnership meetings, curriculum review, teacher team/inquiry team meetings, learning walks, data analysis, as well as leadership level conversations developing next steps at the school level.

**Supportive Environment** SIMs work alongside of school leadership to identify supports needed, and help to facilitate social/emotional partnerships. These partnerships provide direct services to students and in some instances to the community.

**Collaborative Teachers** SIMs work with leadership to monitor and identify needed supports for teachers. SIMs engage with building leadership in learning walks, where they observe teachers utilizing the Danielson framework. SIMs attend/participate in teacher team meetings as well as PD provided by partnership.

**Effective School Leadership:** SIMs actively engage with school leadership on the SED performance management process. Through this process, SIMs support leadership in monitoring the implementation of the SIG plan, analyzing formative/summative data around the leading/lagging indicators as well as provide support with budgeting and making adjustments when necessary. SIMs work alongside of building leadership to monitor the SIG plan and meet with partnerships to ensure that the needs of the school are being met with the provided services. In addition, on an annual basis SIMs work in concert with the RSCEP development process and review feedback provided through the QR and IIT reports with each school on their caseload.

**Trust:** SIMs represent their caseload of schools in the SED performance management process throughout the calendar year. This process involves working collaboratively with the building leaders to develop the progress report, analyze leading indicator data and strategize on any needed adjustments.

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

The current assistant principals at Flushing High School are experienced, knowledgeable about their content areas and how they align to the CCLS shifts and have strong relationships with their departments.

The Assistant Principal of English is strong in ELA instruction for English Language Learners, in addition to native speakers of English. She consistently provides academic strategies and procedures through staff development to support student success in the content areas in order to increase credit accumulation and graduation. She will be utilized to provide content area teachers with PD on how to support English language learners in navigating text and complex writing tasks. She will also serve as a liaison between her department and Rebecca Stilwell, the curriculum consultant.

The Assistant Principal Of Instructional Support Services is highly knowledgeable about the IEP process and how to plan supports that meet the individual needs for a variety of learners. He will be instrumental in providing PD to content area teachers who need support in creating multiple entry points for individual learners. He will also serve as a liaison between the staff and Goldmansour & Rutherford, a Special Education consultant.

The Assistant Principals of social studies, math and science are capable of delivering professional development and monitoring implementation of strategies to improve instruction across classrooms. They will also serve as liaisons between their departments and Rebecca Stilwell, the curriculum consultant.

Each Assistant Principal of supervision has developed a team of teachers that work on curriculum development aligned to the CCLS and provides assistance to other teachers.

The current Assistant Principal of Pupil Personnel Services is adept at meeting the emotional and social needs of the students through professional development provided to the counselor and other support teams. Her outreach through the Pupil Personnel Team provides assistance to students at risk. She will act as liaison between the CBO and the staff and oversee the PBIS plan.

The Assistant Principal of Security and his staff have deep experience in managing the security in the school to provide for a safe learning environment.

The Assistant Principal of Administration is very knowledgeable about both instruction and operations, and is highly regarded by other administrators and the staff. She will take a leading role in implementing the SIG and will serve as a liaison to the School Implementation Manager.

The leadership team ensures buy in through regular communication at weekly cabinet level meetings. In these forums, discussions precede decisions to ensure all voices and opinions are heard and valued. As the SIG model is implemented, this process will be expanded to include additional teacher representatives, as well as regular, school-wide conversations about issues and decisions facing the school throughout the implementation period.

A current barrier to cultivating buy-in is the consistent turnover of principals for the past 5 years. Each principal has brought a different perspective and focus, which has resulted in a lack of cohesion and consistency from one year to the next. This has been particularly challenging as curriculum and instruction have seen dramatic changes with the introduction of the new APPR system and the shift to the CCLS. The new principal has been thoughtfully chosen with the expectation that he will remain until the school had made substantial progress in both leading and lagging indicators. In addition, the Innovation model chosen will provide both the structure and supports that will return Flushing to its status as cornerstone of the community. Through this, new processes and initiatives will be more easily received as all stakeholders will see they are each vital to the school's success.



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# Tyee Chin

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## EDUCATION

Educational Administration Certificate: School Administrator, 2005  
School District Administrator, 2015

The College of Saint Rose

Masters of Science in Education graduate honors, 2003  
CUNY at Brooklyn College

BA, Public Administration magna cum laude, 2000  
CUNY at John Jay College of Criminal Justice

## PROFESSIONAL EXPERIENCE

Flushing High School, 35-01 Union Street, Flushing, NY 11354

Principal (July 2015 – Present)

- Lead instructional Supervisor
- Manage and supervise all instructional and building issues
- Manage budget and personnel including the supervision of Assistant principal and all staff
- Liaison to the Superintendent, Borough Field Support office and Deputy Chancellor
- Recruit and select effective teachers and staff members
- Promote and terminate staff
- Chair the school leadership team (SLT – parents, staff, students, community base organization)
- Create and maintain partnerships with various different organization
- Develop and institute policies to improve Instructional and cultural changes
- Develop reorganizational plan and create new curriculum map to incorporate Common Core Standards
- Evaluate teaching practice using Danielson Framework for teaching
- Participate in school Building Counsel, Safety meetings and Shared space meeting
- Provide appropriate differentiated professional development to all staff

Wadleigh Secondary School For The Performing & Visual Arts, 215 West 114 Street,  
NY, NY 10026

Principal (February 2012 – June 2015)

- Lead instructional Supervisor
- Manage and supervise all instructional and building issues
- Manage budget and personnel including the supervision of Assistant principal and all staff
- Liaison to the Superintendent, network leader, cluster leader and Deputy Chancellor
- Recruit and select effective teachers and staff members
- Promote and terminate staff
- Fundraising and grant writing
- Chair the school leadership team (SLT – parents, staff, students, community base organization)
- Create and maintain partnerships with various different organization

- Develop and institute policies to improve Instructional and cultural changes
- Develop reorganizational plan and create new curriculum map to incorporate Common Core Standards
- Evaluate teaching practice using Danielson Framework for teaching
- Create new instructional space (blackbox theatre, photo studio, fitness center, teacher resource room, student resource room)
- Provide appropriate differentiated professional development to all staff

Center for Integrated Teacher Education (CITE), 3678 Oceanside Road West, suite 202, Oceanside, NY 11572

#### Curriculum Instructor

- Instructor for the curriculum leadership course for prospective administrators
- Instruct students on all the necessary area of curriculum development
- Focus on developing differentiating the differences between understanding and knowledge, with special attention on curriculum design (UBD), assessment for mastery, and transfer of knowledge
- Major focus on developing and aligning curriculum to the Common Core Learning Standards, with special attention on the difference between essential questions and topical essential questions
- Developing and participating in Professional Learning Community (PLC), creating shared vision with all stakeholders

Edward R. Murrow High School, 1600 Avenue L, Brooklyn, NY 11230

Assistant Principal of Mathematics (April 2006 – February 2012)

- Lead instructional supervisor
- Management of resource and operations of the department
- Develop curriculum and instruction
- Provide professional development (student engagement, motivating a lesson, differentiated instruction, classroom management, using technology in instruction, lesson planning, questioning techniques, using data to drive instruction, Common Core Curriculum and using state standards to develop curriculum maps)
- Use data to set learning goals
- Created teacher programming/scheduling
- Develop and implement Japanese Lesson study
- Create Professional Learning Committee (Inquiry teams)
- Member of the school's academic taskforce
- Instituted new online grading program for all students
- Recruit and select effective teachers
- Improve classroom teaching through observations, coaching, and evaluation
- Develop and implement systems, processes and policies to ensure the effective operation of individuals and teacher team

Metropolitan Corporate Academy, 362 Schermerhorn Street, Brooklyn, NY 11217

Administrator Internship, Curriculum Coordinator and Instructional Math Coach (2004 - 2006)

- Support Assistant Principal with school management during Principal absences
- Provide professional development for math teachers on assessment, incorporating technology in the classroom, and classroom management
- Performed informal classroom observations
- Calculated performance index for Cohort 2005 & 2006
- Attended all Assistant Principal professional development seminars including those covering Galaxy (school budget)
- Created database for test and class project library for math teachers
- Developed diagnostic for incoming freshmen and created math lab for students
- Developed policies and protocols for all math exams
- Developed policy for computer room and technology usage in school

- Served on committee restructuring school policies on school culture (vandalism, fights, and in-house suspension)

Metropolitan Corporate Academy, 362 Schermerhorn Street, Brooklyn, NY 11217

Math Department Chairperson (2003 – 2004)

- Organized and coordinate all NYS and NYC testing
- Supervise NYS Regents grading
- Organized school's math curriculum and implementation of new NYS Regents
- Data specialist (monitoring NCLB and NYS accountability compliance)
- Develop strategic plan to improve students performance
- Provide mentoring for new teachers
- Taught senior advanced math classes
- Chairperson for the hiring committee
- Create the teacher program

Metropolitan Corporate Academy, 362 Schermerhorn Street, Brooklyn, NY 11217

Math Teacher (2001-2004)

- Organized school's math curriculum and regents testing
- Taught remedial through advanced math classes
- Member of the Hiring, needs assessment and Professional Development Committee
- Trained incoming math teacher

Columbus Middle School, 100 West 77th Street, New York, NY 10024

Math Teacher (2000-2001)

- Taught 7<sup>th</sup> and 8<sup>th</sup> grade math
- Taught 6 – 8<sup>th</sup> grade physical education
- Advisory/homeroom teacher
- Prepared students for citywide 7<sup>th</sup> and 8<sup>th</sup> grade math exam

#### E. Instructional Staff

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

- i. Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.
- ii. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.
- iii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.
- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.

121 instructional staff members were rated according to the NYC DOE APPR system for the 2013-14 school year. 3 teachers were rated ineffective, 14 teachers were rated developing, 103 teachers were rated effective and 1 teacher was rated highly effective. The current total number of instructional staff in the building is 131.

An analysis of this data indicates that Flushing High School needs to build teacher capacity to provide instruction that ensures the success of diverse learners through the use of scaffolds and multiple entry points. As described in section A, students at Flushing High School are accumulating 10 credits per year and graduating in 4 years at a lower rate than the state and city average. Students with disabilities (SWD) and English Language Learners (ELLs) are also graduating at a lower rate than state and city averages. According to the NYSED Report Card for Flushing High School The 4 year graduation rate for 2013-14 for all students was 52%, for SWDs it was 27%, and for ELLS was 31%. Through this grant, we hope to build the capacity of all instructional staff members to implement curricula that is rigorously aligned to the state and Common Core standards through cognitively engaging, evidence based pedagogical strategies that include multiple entry points and scaffolds that meet the needs of diverse learners. The SIG will allow us to partner with Goldmansour & Rutherford who are experts in this area

The data also indicates that teachers at Flushing HS needs to improve the alignment of curriculum maps and implementation of curriculum, across grades and subjects, to CCLS in order to enhance students' post-secondary readiness. In the 2013-14 school year only 20% of students graduated with test scores in ELA and Math at the college readiness level, 7% below the city wide average. The grant will allow teachers to train in increasing the use of complex text and implementing the CCLS literacy and math shifts, an area in which teachers need improvement.

Furthermore, there is evidence of a need for instructional coaches/lead teachers to develop a program of inter-visitation and peer coaching to foster practices that promote student engagement for all learners. During the 2014-15 school year, 20% of all ratings for teachers

in Danielson component 3c (Student Engagement), fell in the category of ineffective or developing. Also, there is evidence of a need for stronger teacher collaboration, where they formatively assess each other in “critical friends” groups as a way of improving instruction. Currently, we do not have the structures to allow lead teachers to devote sufficient time to peer to peer coaching and support activities that build teacher capacity in providing scaffolds, multiple entry points and strategies to increase academic rigor and student engagement. We also do not currently have small learning communities (SLCs) and parallel professional learning communities (PLCs). SLCs are essential to our plan for providing closer monitoring of student performance and progress, and integrating community-family outreach. PLCs are an essential structure for teachers to share information on student progress, conduct inquiry work, collaboratively plan instruction and share best practices. Through this grant, we can fund a compensatory time position for an instructional staff member to serve as coordinator of our English Language Learner SLC and parallel PLC, as this is a subgroup in need of improved support.

We have organized the school schedule to allow for teachers of each SLC to meet together daily and the role of the coordinator will be to maximize the effectiveness of the structure. We do not have available staff power, during the regular instructional day, for instructional staff members to train others in the development of new curriculum maps that are more rigorously aligned with the CCLS and the standards of post-secondary readiness. Through this grant, we hope to fund a consultant, Rebecca Stilwell, so that instructional staff can receive training and develop new curriculum during the regular instructional day.

In addition to the need for teachers trained in UBD, the school would benefit from a dedicated data specialist who could assist teachers and partners with collecting, analyzing and creating action plans based on data. The school has a great need to turn the culture into one that is data driven. Teachers will be more apt to “buy in” to the process if it is led and supported by one of their colleagues.

Flushing currently utilized 5 lead teachers: The characteristics and core competencies necessary for a lead teachers, are strong knowledge of the subjects they teach, an understanding of the interdisciplinary relationships among subjects, topics and skills, familiarity with a wide range of pedagogical approaches that are suitable to a given subject area, strong knowledge of state content and Common Core standards, knowledge of pedagogical strategies that are suitable for meeting the needs of diverse learners, understanding of coherent lesson design, a thorough understanding of the nature of active learning and strategies that promote cognitive engagement as well as a variety of effective questioning and discussion and assessment strategies. The characteristics and core competencies necessary for small learning community coordinators, to ensure student success, are knowledge of the importance of content and learning, high expectations for learning and achievement, the ability to maintain accurate records, the ability to engage families in the instructional program, strong relationships with colleagues, involvement in a culture of professional inquiry, a commitment to service of the school and students, participation in school projects, an ethic of service to the profession, integrity and ethical conduct, and knowledge of and compliance with school and district regulations. The characteristics and core competencies necessary for curriculum developers,

to ensure student success, are strong knowledge of the concept of backward design, strong knowledge of content and pedagogy, thorough knowledge of state and Common Core standards and the ability to set clear instructional outcomes and align learning activities and assessments with intended learning outcomes.

A citywide “open market” staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to apply to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools’ budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas. 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.

#### F. Partnerships

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

- i. Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design.\*

Center for Supportive Schools (CSS) will be the school's lead partner in creating a safe and inclusive culture for learning and will engage in whole-school reform activities using the relevant areas of Framework for Great Schools as a guide. *This partnership will serve as the cornerstone for addressing the need for increased social-emotional supports and family engagement.* CSS will work with all stakeholders in increasing their ability to work with diverse learners who may have social-emotional as well as academic needs. **Supports All Goals**

**Supportive Environment-** In-school support for students and families will be provided through the integration of one or more of CSS's core solutions that provide an integrated focus on academic, and social-emotional learning, such that every student and family has strong relationships with the school community and an individualized pathway to success. Specific student supports implemented may include:

- (1) an evidence-based intervention that supports school transitions by leveraging older students as leaders and mentors for new and incoming students (Peer Group Connection).
- (2) an evidence-based targeted intervention for high needs students that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors and improve academics (Achievement Mentoring).

Working with the principal, SLT, and community, CSS will identify additional specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide a Social Worker(s) and additional mental health resources for students and families. The school's current partnerships with CBOs such as Sports and Arts will be expanded to supplement the ELT opportunities provided by teachers for academic support. In addition, CSS and the school will identify and implement additional partnerships to create additional opportunities for students to engage in content area activities.



**Strong Family-Community Ties-** Parents and families will be welcomed into the school's Parent Center, which will provide a safe, supportive place for parents to access resources at the school. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, CSS, and other community partners, will focus on helping them learn how to advocate for their children.

In partnership with the school, CSS will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of planning for sustainability. S/he will track the school's progress against performance goals, collect school data, support program evaluation activities and manage community partnerships. The Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners.
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs.
- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health.
- Develop, maintain, and publicize a schedule of programs and activities offered at the school.
- Implement and maintain a process that encourages referrals to programs and services offered at the school.
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit.
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders.

**Strategic Inquiry Consulting-** *This partner will address the need for improving scaffolded literacy instruction and the need for developing a data driven instruction model.*

The train-the-trainer strategic inquiry work currently planned for years 2 and 3, paid for by the NYC DOE, could be accelerated and deepened by SIG funds by funding additional consultant support by Strategic Inquiry Consulting, so that a consultant could be at each school weekly. **Supports Goals 1 & 2**

In 2014, Strategic Inquiry partnered with the NYC DOE School Renewal Initiative to provide support to 14 NYC Renewal High Schools. The 2014-2015 Strategic Inquiry Renewal work was named WITsi, standing for Writing is Thinking through Strategic Inquiry. The approach is a train-the-trainer model in which strategic inquiry consultants support Facilitator Pairs (one SRI coach and one school lead) to learn and embed strategic inquiry first in the 9th grade with a focus on writing (during year 1) and then expanding the work to the 10th and higher grades in years 2 and 3. The inquiry work is supported by professional development directly to teachers in all content areas in the WITsi (writing) strategies – to augment knowledge of the strategies themselves and how to effectively teach them in order to support not only writing, but also students’ learning of content-specific objectives.

Strategic Inquiry/WITsi process will lead to school improvement by:

- shifting school culture to evidence-based practice, shared accountability for struggling students and distributed leadership.
- developing leadership in teacher teams.
- supporting the spread of both writing and the inquiry work across the building
- deepening the writing work by modifying common core aligned curriculum (Engage) that also has WITsi skills embedded within it, to bridge the gap from where students are to meeting the rigor of the Common Core
- deepening the inquiry work to other grades and to areas beyond writing.

The vision for this work is for NYCDOE funded on-site lead trainers/coaches at each school to support administrators and lead teachers and foster effective team functioning for the growing number of inquiry teams across the building. They would function as content coaches with an expertise in implementing writing across the curriculum – helping to support teacher knowledge across the building in effective literacy strategies for helping all students meet common core standards and for development and effective teaching of common core aligned, literacy rich curriculum. They would visit classrooms and teams and provide feedback; conduct training and professional development sessions; conduct learning walks; and meeting individually with teachers and teams.

These leaders would be supported by the presence of a strategic inquiry consultant, on site, one day every two weeks. The role of the consultant would be to support the above work of the leaders; to provide direct training in inquiry and /or writing as needed; to conduct and assist leads in conducting learning walks and inter-visitations; to support curriculum development that is aligned with the writing strategies and CCLS; and to support strong pedagogy/instructional implementation of this curriculum and the WITsi strategies across the curriculum. The on-site consultant will also help develop the capacity of the above leaders and the school based teams to implement other forms of inquiry, including with the cabinet – attending meetings and providing support and coaching as needed.

Goldmansour & Rutherford: *This partner will address the need for increased curricular and pedagogical support for SWD, Ells and students not meeting standards.* **Supports Goals 1&2**

Goldmansour & Rutherford specializes in working with educators to develop or support inclusive programs for today's diverse classrooms in all content area and grade levels (PreK-12). They provide professional development opportunities that will move Flushing HS towards classrooms where students of all abilities are functioning to their highest potential. They consult directly with district and building level administration to help design programs and identify professional development needs. They provide workshops for whole staffs and for small targeted groups. The instructional coaching provides administrators, instructional leadership and teachers direct, customize support that meets the individual needs of the diverse communities in the building. Their services are hands-on and intensive: They work directly with teachers to attack the challenges in their own classrooms, while being respectful of teacher style, student's individual needs and district expectations. By working with staff to problem solve, identify appropriate resources, strategize and co-plan they help answer the question, "How do we reach the high expectations that come with standardized testing?", and "Adequate Yearly Progress?" They provide teachers a toolbox of strategies, resources and solutions to help teachers dissect and examine the complexities of inclusive education, co-teaching and data driven literacy programs. Goldmansour & Rutherford's workshops are designed to be interactive and to provide opportunities for teachers to learn, discuss, practice, reflect and bring their learning back to their own classroom.

As described in section A, students at Flushing High School are accumulating 10 credits per year and graduating in 4 years at a lower rate than the state and city average. Students with disabilities (SWD) and English Language Learners (ELLs) are also graduating at a lower rate than state and city averages. According to the NYSED Report Card for Flushing High School The 4 year graduation rate for 2013-14 for all students was 52%, for SWDs it was 27%, and for ELLs was 31%. An analysis of this data indicates that Flushing High School needs to build teacher capacity to provide instruction that ensures the success of diverse learners through the use of scaffolds and multiple entry points. In addition, the AIR assessment also found that respondents indicated varying levels of preparation to meet the instructional needs of students with disabilities and English language learners and that there is some teacher resistance to set aside traditional methods and embrace instructional changes. While much of the initial professional development will be with teacher teams who co-teach in an Integrated Team Teaching model, the work will be expanded to address the needs of English language learners and students in the lowest third in all content area classes. Goldmansour will provide successful ICT strategies as Flushing HS community believes that students succeed best when in the least restrictive environment. Additional support will be given around the development of rigorous academic tasks that are differentiated for the ICT setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers not in ICT pairings on how to implements strategies to address the needs of level 1 students and students not meeting the standards. The expectation is there will be more frequent use of station and parallel ICT teaching models as evident by formative observations. Increased graduation rates for ISS

students as a result of ICT training. In years 2-5 we expect to see an increase in overall passing rates in all classes as teachers are better able to meet students' individual needs. Goldmansour & Rutherford has a proven track record in addressing the school's needs.

**College For Every Student:** *This partner will support the school's development of a strong culture for learning, where all students are provided with opportunities for college and career readiness. This partner also fosters self-confidence and provides advocacy support for parents who seek higher education for their children.* **Supports Goal 3**

This partner engages every CFES Scholar in three high-impact practices – Mentoring, Leadership Through Service, and Pathways to College. Every CFES Scholar receives individualized support and assistance from a community member, college student, and/or peer. CFES Scholars participate in leadership training and ongoing service projects, that not only make their schools and communities better places, but develop essential skills that help them gain access to and succeed in college. CFES Scholars visit college campuses, interact with college students and faculty, and receive instructive exposure to the college admission process, financial aid programs, and other aspects of the higher education experience. CFES will

- enlist a school team
- identify a cohort of students (known as CFES Scholars)
- organize a customized mentoring program
- implement an annual plan of activities incorporating the three core practices
- develop and strengthen partnerships with colleges
- create a college-going culture
- provide ongoing on- and off-site support and evaluation
- provide professional development sessions for educators
- provide training for students focused on mentoring, leadership, and college preparation and persistence
- schedule school-college partnership workshops

As stated before, the school's Post-secondary Enrollment Rate in 2013-2014 was 38.6% as the school is characterized by students who are traditionally underrepresented in college. By helping create a positive culture for learning, where personal and academic behaviors are cultivated and all students believe they can continue their educations, CFES's work will lead to higher attendance, increased credit accumulation and graduation rate, increase the number of students attending post-secondary programs and strengthen the school culture.

**Sports and Arts in Schools:** *This partner has been effective in providing social-emotion and Extended Learning Time supports at FHS and will work in conjunction with the CBO.*

**Supports All Goals**

The Sports & Arts in Schools Foundation (SASF)'s goal is to help bridge the academic performance gap among underachieving students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children's academic performance, health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment. In the High School program students learn how to successfully meet graduation requirements, navigate the college admissions process, and acquire skills that will prepare them for lifelong employment. Mentoring, tutoring, leadership programs and opportunities, academic enrichment and sports related activities are

available throughout the day, before and after school, and during the holiday breaks. Our expectation is that SASF provides a safe and nurturing environment that improves student behavior and overall school climate as measured by the School Environment survey and a reduction in OORS level 3+ incidents.

**Rebecca Stillwell-** *This partner will address the need for a more rigorous, CCLS aligned curriculum that includes scaffolds and supports that will lead to increased academic achievement for all students.* **Supports Goals 1 & 2**

This partner was selected to train faculty on creating curriculum using the Understanding By Design model utilizing student-data analysis to determine skill gaps and develop supports to meet student needs. Rebecca will work with ELA, mathematics, science and social studies administrators and teachers in identifying needs in order to backwards plan based on the student data. Work will begin with creating curriculum maps and will proceed with units and then lesson plans. In addition, coaches will provide training in conducting curriculum audits and assessing lesson effectiveness for both teachers and administrators. Rebecca will work with individual teachers and teacher teams to build sustainable capacity in creating effective lessons using UBD principles. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers. In addition, core curriculum will have already been created and integrated into all classes.

This work is essential to address the feedback on the latest NYSED IIT:

“The school leader should require the assistant principals to work with identified staff to develop or revise subject-area curricula that reflect the CCLS and its instructional shifts by:

- setting expectations for the framework of curricula for each subject area, which should include providing opportunities for cross-curricular connections and adaptations for all subgroups, and identifying and using pertinent data to inform instructional planning; and providing supervision of the curricula development process through regular curricular audits and monthly meetings with assistant principals devoted to reviewing the progress of curricula development.”

ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.

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

Center for Supportive Schools (CSS) in partnership with school leadership will implement the Community School program and provide oversight for all partners connected with the SIG:

The Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above. The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other direct service partners (SASF, CFES), to analyze trends in data and case manage

individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative. Each week, a selected 2-3 team members will also come prepared to discuss individual students and families to strategize with the team about how to provide improved support using a case conferencing model. The Principal will provide general oversight and will participate in all meetings. Assistant Principals will provide general oversight and will participate in all meetings. In addition, they will support the implementation of Peer Group Connection (PGC) and Achievement Mentoring and will work with CSS to ensure that ELT partnerships are serving and meeting the needs of targeted students. Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs. Representatives from CBO partners such as Sports and Arts, and other identified partners, will provide monthly reports on progress and challenges to the Director in accordance with their service agreements where applicable.

CSS will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the CSS and the school and partners. CSS will use a variety of mechanisms to track progress.

Data will be presented on each outcome in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met.

Increased parent engagement will be tracked based on: participation in Parent Association meetings; participation in ongoing needs assessment and feedback activities; participation in parent services provided; the number of parents who assume specific roles in the Community Schools effort; participation in parent-teacher conferences; teachers who report developing positive relationships with parents through weekly phone calls and other means of communication; parents who report developing positive relationships with teachers through weekly phone calls and other means of communication.

Increased student participation in expanded learning and enrichment activities will be tracked based on: attendance in activities; inventory and evaluation of services and activities provided; the number of students who assume leadership roles in expanded learning and enrichment activities.

Increased utilization rates for mental health services and improved mental health will be tracked based on: the number and demographics of students and families that participate in services compared to the entire target population; frequency of support utilized compared with recommended frequency of support provided; evaluations from students and families reporting on perceived impact of services; student academic performance data improvements and other on-track indicator improvements.

In addition to these accountability measures, the instructional cabinet will:

- Conduct learning walks to assess PD implementation

- Review Advance ratings (APPR) on a monthly basis to determine differentiated teacher needs
- Conduct monthly curriculum audits and lesson plan reviews to ensure UBD implementation
- Review common assessment data and work with the data specialist to assess implementation of curricular and pedagogical scaffolds for Ells and SWD.

Attachment C  
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Center for Supportive Schools (CSS) Erin O’Leary, Senior Director 461 Grand Street, Brooklyn, NY 11211 (609) 252-9300 ext. 129, <a href="mailto:eoleary@supportiveschools.org">eoleary@supportiveschools.org</a></p> <p>Peer Group Connection (PGC): an evidence-based and school-based program that supports and eases students’ transition from middle to high school.</p>	1. Herbert H. Lehman High School	1. Rose LoBianco, Principal <a href="mailto:rlobian@schools.nyc.gov">rlobian@schools.nyc.gov</a>
	2. HS of Computers and Technology	2. Bruce Abramowitz, Principal <a href="mailto:babramo2@schools.nyc.gov">babramo2@schools.nyc.gov</a>
	3. Central Park East High School	3. Bennett Lieberman, Principal <a href="mailto:blieberman2@schools.nyc.gov">blieberman2@schools.nyc.gov</a>
	4. Bronx Lab School	4. Sarah Marcy, Principal <a href="mailto:smarcy@schools.nyc.gov">smarcy@schools.nyc.gov</a>
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
<p>Sports and Arts in the Schools Foundation</p> <p>James R. O’Neill, Chief Executive Officer 58-12 Queens Boulevard, Suite 1, Woodside, NY 11377 (718) 786-7110</p> <p>The Sports &amp; Arts in Schools Foundation (SASF)’s goal is to help bridge the academic performance gap among underachieving students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children’s academic performance,</p>	• Richmond Hill HS	1. Neil Ganesh – <a href="mailto:nganesh2@schools.nyc.gov">nganesh2@schools.nyc.gov</a>
	• Frederick Douglas Academy	2. Joseph Gates – 212-491-4107
	• Aspirations Diploma Plus HS	3. Shermila Bharat – 718-498-5257
	• DeWitt Clinton HS	4. Santiago Tavares – 718-543-1000
	• Truman HS	5. Keri Alfano – 718-904-5400
	•	6.
	•	7.
	•	8.
	•	9.
	•	10.



<p>health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment. SASF, a non-profit 501(c)(3) organization, is one of the largest providers of school-based after-school programs in New York City and the metropolitan region. They serve more than 20,000 students in over 150 public schools. These students typically live in low-income neighborhoods and attend academically struggling schools in grades K-12.</p> <p>Programs run year-round before and after school, on Saturdays, over school holiday periods and during the summer. Programs, provided free of charge, are primarily funded with public monies that are supplemented with private funds.</p>		
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<b>Partner Organization</b> <b>Name and Contact Information and</b> <b>description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contacts</b> (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.)
<p>Strategic Inquiry(WITsi)</p> <p>Jody Goldfarb Director, WITsi - Atlanta 404-556-5006 jody@strategicinquiry.com</p> <p>Strategic Inquiry is a model of school improvement that was developed and refined over ten years of practice and research in New York City schools. It was largely responsible, among other things, for helping to turn around New Dorp High School, in Staten Island and Hillcrest High School, in Queens, New York and for informing the underlying model of collaborative inquiry in New York City schools. It was the strategic inquiry process at New Dorp High School that led to the discovery of skill gaps in student writing and ultimately to integration of skills drawn from Teaching Basic Writing Skills, by Judith C. Hochman, that was written about in The Atlantic in October of 2012 in the article “The Writing Revolution.”</p>	1. Wadleigh Prep High School	1. Tyee Chin – tchin2@schools.nyc.gov
	2. John Adams HS	2. Daniel Scanlon – 718-322-0500
	3. New Dorp HS	3. Deidre Deangelis – 718-667-8686
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
<b>Partner Organization</b> <b>Name and Contact Information and</b> <b>description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Goldmansour and Rutherford	1. P.S. 89 NYC DOE	1. Veronica Najjar – vnajjar@schools.nyc.gov
	2. P.S. 183 NYC DOE	2. Myra Hushansky – mhushansky@schools.nyc.gov
	3. P.S. 15 NYC DOE	3. Thomas Staebell – tstaebell@schools.nyc.gov
	4. Mamaroneck UFSD	4. Annie Ward – 914-220-3000
	5.	5.

1120 Avenue of the Americas (43rd & 44th Streets), 4th floor, New York, NY 10036 Office Tel: (212) 626-6780, Ext. 5780 E-mail: info@GoldMansourandRutherford.com  Over the years, G&R has worked hard to maintain the vision that all classrooms should function as inclusive classrooms. We believe no instructional professional is as successful alone as he or she can be when collaborating with colleagues. At G&R we are committed to student centered learning that gives access to all students. We employ low and high tech assistive technology, adaptive materials, differentiated instruction and best practices in special education and general education to ensure access for all students.	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
<b>Partner Organization</b> <b>Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.)	<b>References / Contacts</b> (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.)
Rebecca Stilwell rastilwell@gmail.com 1-917-386-5087 Rebecca is a Teachers' College trained consultant who works in the areas of Curriculum Development and Organizational Social Psychology. She is skilled in all models of Curriculum Development as well as the CCLS and how to support ELLs and Students With Disabilities. Rebecca will provide PD based on the Understanding by Design model for the administration and teachers. She provides individualized support and creates a unique digital platform so school staff can access their	. <ol style="list-style-type: none"> <li>1. Wheeling Elementary School</li> <li>2. Richmond Hill High School</li> <li>3. NYCDOE-Strategic partnerships</li> </ol>	<ol style="list-style-type: none"> <li>1. Tricia Dutton-Morato- tlduttonmorato@aps.k12.co.us</li> <li>2. Neil Ganesh – <a href="mailto:nganesh2@schools.nyc.gov">nganesh2@schools.nyc.gov</a></li> <li>3. Cyndi Kerr- Director of School Renewal Ckerr@schools.nyc.gov</li> <li>4. Lauren Weisskirk- lweisskirk@gmail.com</li> </ol>

work from any computer. Before branching out on her own, Rebecca was a highly valued consultant with School Professionals. Her other DOE positions include: Director of Strategy and Policy for the Office of Instructional Support at the New York City Department of Education (NYCDOE) Achievement Support Initiatives Coach, Office of Achievement Support, NYC DOE		



**MEMORANDUM OF UNDERSTANDING  
BETWEEN Center for Supportive Schools (CSS  
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 Center for Supportive Schools (CSS) (“CSS”) 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 CSS provides services to FLUSHING HIGH SCHOOL 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 CSS**

CSS partners with schools to improve academic achievement, social and emotional learning, attendance, graduation, and health outcomes. A school with CSS’s partnership, guidance, and support forms a collaborative of students, families, faculty, administrators, and local CBOs that together create and sustain a personalized learning community that meets the multifaceted needs of all its students. CSS will work collaboratively with the School Leadership Team (SLT) and Community School Team (CST) to develop a community school vision that addresses the specific needs of students and families. This collaboration would involve a comprehensive needs and asset assessment process and defined meeting structures that encourage the participation of all voices in developing a common vision.

CSS envisions a community school where:

- Each child is strongly connected with at least one peer and a school-based adult;
- Each family is strongly connected with at least one school-based adult, and participates in the school community and takes leadership in partnering with the school to provide their student(s) with an outstanding education; and
- All students and families benefit from comprehensive expanded learning and enrichment activities and appropriate mental health services.

In the event that FLUSHING HIGH SCHOOL is awarded a 1003(g) SCHOOL IMPROVEMENT GRANT (SIG) (RFP# TA-16), CSS 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 Center for Supportive Schools compliance with DOE’s security clearance procedures for all Staff that will have direct contact with DOE students or personally identifiable student records.

CSS will tailor existing products and services for implementation in FLUSHING HIGH SCHOOL. These products and services include:

Center for Supportive Schools (CSS) will be the school’s lead CBO partner. In partnership with the school, CSS will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of community school action plans and planning for sustainability. S/he will track the school’s progress against performance goals, collect school data, and support program evaluation activities and manage partnerships.

The Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners;
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs;
- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey;
- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation;
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs;
- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood;
- Develop, maintain, and publicize a schedule of programs and activities offered at the school;
- Implement and maintain a process that encourages referrals to programs and services offered at the school;
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit;
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders.

#### **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 Center for Supportive Schools (CSS) 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 FLUSHING HIGH SCHOOL.
- Receipt of written notice from NYSED that NYCDOE has received a SIG grant award, **and** a final service agreement is negotiated between CSS and NYCDOE.

Either Center for Supportive Schools 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.

Center for Supportive Schools (CSS)

Patricia President/CEO 7/16/2015

Signature

Title

Date

**NYCDOE**

\_\_\_\_\_

Signature

Title

Date



#### G. Organizational Plan

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

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a *Restart* model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law). **Please see attachment**
- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

Flushing HS is implementing a new organizational structure beginning in September, 2015.

All teachers will be divided into cross disciplinary Small Learning Communities (SLC) with a parallel function as a Professional Learning Community (PLC.) The SLCs/PLCs will consist of a Freshman Academy, a Health Sciences Academy, a Business Academy, a Law Academy and a Senior At-Risk Academy. Each SLC/PLC will be directed by an Assistant Principal and activities of the SLC/PLC will be coordinated by a teacher leader. Teachers will be scheduled to meet for 47 minutes daily, for Common Planning time (CPT) in their respective SLC/PLC and follow a specific schedule of activities as outlined in the table below. CPT time on Monday and Wednesday will be devoted to analyzing the impact of WITsi strategies on student performance through focused inquiry work that builds on the inquiry work developed in 2014-15. CPT time on Tuesday will be devoted to community-family outreach and engagement. CPT time on Thursday will be devoted to data analysis for all teachers who do not work in Integrated Collaborative Teaching (ICT) classes and to collaborative planning for all teachers who do work in ICT classes. Data to be analyzed includes the results of uniform interim assessments, uniform performance tasks and attendance trends. CPT time on Friday will be devoted to student outreach and intervention and intervention measures for all teachers who do not work in ICT classes and to collaborative planning for all teachers who do work in ICT classes. Teachers will be supervised by a designated Assistant Principal according to the attached organization chart and will meet as a department once per month.

Monday	Tuesday	Wednesday	Thursday	Friday
WITsi Inquiry	Parent Outreach	WITsi Inquiry	ICT CPT Data (non – ICT teachers)	Student outreach
WITsi Inquiry	Parent Outreach	WITsi Inquiry	Data all	ICT CPT Student outreach (non – ICT teachers)

As per the school based option vote approved by UFT titles in the building on June 8<sup>th</sup> 2015, the school schedule will be adjusted to provide for 60 minutes of teacher meeting time every Wednesday, as outlined in the table below. This time will be structured based on a rotating 4 week cycle. The teacher meeting time during week 1 and week 3 will be devoted to content area professional development and planning. The teacher meeting time during week 2 will be devoted to professional development for the whole staff with break-out sessions for

interdisciplinary groups. The teacher meeting time during week 4 will be devoted to faculty and/or departmental administrative meetings. All students will attend periods 1 through 9 to meet the requirement for Extended Learning Time.

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

The school leader will lead the assistant principals in implementation of the annual professional performance review (APPR) according to the requirements set forth by the collective bargaining agreement between the NYC DOE and the United Federation of Teachers (UFT) and the specific needs of the school as described in section A. Initial planning conferences will be conducted with each teacher rated effective or highly effective by the assistant principal responsible for supervising the teacher's given subject area (see organization chart.) Initial planning conferences will be conducted with all teachers rated ineffective or developing (teachers on a formal Teacher Improvement Plan) with the principal and the assistant principal responsible for supervising the teacher's given subject area, at which time a formal Teacher Improvement Plan will be developed. All initial planning conferences will take place within 10 instructional days from the start of the school year. Following the initial planning conferences the principal will lead the assistant principals in a cycle of norming observations in order to calibrate the leadership team's evaluations of instructional effectiveness. Following a cycle of norming observations, the principal will lead 4 cycles of observations in which all teachers will be observed and evaluated a minimum of one time. For those teachers, rated effective or highly effective, who have selected an evaluation option requiring a formal pre-observation, full period observation and formal post-observation, the assistant principal will schedule, conduct and report the results for the pre-observation, the full period observation and the post observation conference. For those teachers, rated effective or highly effective, who have selected an evaluation option requiring only short, informal observations, the assistant principal will schedule, conduct and report the results for the pre-observation, informal observation and the post observation conference. For those teachers, rated developing or ineffective, who have selected an evaluation option requiring a formal pre-observation, full period observation and formal post-observation, the principal will schedule, conduct and report the results for the pre-observation, the full period observation and the post observation conference, in conjunction with the supervising assistant principal. For those teachers, rated developing or ineffective, who have selected an evaluation option requiring only short, informal observations, the principal will schedule, conduct and report the results for at least one pre-observation, informal observation and the post observation conference, in conjunction with the supervising assistant principal. In addition each teacher rated effective or highly effective will meet with their supervising assistant principal for a mid-year evaluation meeting who will schedule, conduct and report the results of the meeting. Each teacher rated developing or ineffective will meet with the principal and assistant principal for a mid-year evaluation meeting, at which time the teacher, principal and assistant principal will discuss progress toward the actions steps in the Teacher Improvement Plan. Finally, each teacher rated effective or highly effective will meet with their supervising assistant principal for an end of year meeting and each teacher rated developing or ineffective will meet with their supervising assistant principal and the principal to review progress made on the Teacher Improvement Plan.

- iv. Provide a full calendar schedule of the events listed in "iii" for the 2015-2016 school year that reaches all instructional personnel who will staff the building.: **Please see attached**

# Flushing High School Organizational Structure

2015-2016

Principal

Mr. Tyee Chin

All Assistant Principals report directly to the Principal.

AP History: Laura Spadicini- 17 social studies teachers

AP English: Giselle Morgan- 15 English teachers

3 Music teachers

4 Fine Arts teachers

2 Librarians

AP Math: Gene Eyshinsky- 14 math teacher

AP Science: Luis Amaya- 15 science teachers

AP ISS: Sam McElroy- 17 special education teachers, 8 paraprofessionals

AP ESL: Diana Scalera- 8 ESL teachers

AP Health/Physical Education/Security: Ed Coyne- 11 teachers

AP Business/Administration: Vincent Tobia- 2 teachers

AP Foreign language/Administration: Lilliam Katcher- 10 teachers

AP Pupil Personnel Services: Tricia Cuti- 10 guidance counselors, Parent Coordinator

Center for Supportive Schools Community School Director will report to the Principal

Calendar Schedule of Events for APPR Activities for Teachers Rated Effective and Highly Effective in 2014-15		
Activities	Dates	Responsible Parties
Initial Planning Conferences	September 10 – September 29	Assistant Principals
Norming Cycle of Observations	September 20 – October 5th	Principal and Assistant Principals
Cycle #1 - Pre Observation, Observation, Post Observation (Informals)	October 5th – November 10th	Assistant Principals
Cycle #2 - Pre Observation, Observation, Post Observation (Informals)	November 10th – December 20th	Assistant Principals
Mid-Year Evaluation Meetings	January 2nd – February 2nd	Assistant Principals
Pre Observations*	February 2nd – February 15th	Assistant Principals
Cycle #3 - Formal Observations* or Pre Observation, Observation, Post Observation (Informals)	February 22nd – March 24th	Assistant Principals
Post Observations*	March 24th – April 22nd	Assistant Principals
Cycle #4 - Pre Observation, Observation, Post Observation (Informals)	April 30 – May 27th	Assistant Principals
Summative End of Year Conference	May 27th – June 9th	Assistant Principals
Calendar Schedule of Events for APPR Activities for Teachers Rated Developing and Ineffective in 2014-15		
Activities	Dates	Responsible Parties
Initial Planning Conferences and Development of formal Teacher improvement Plan	September 10 – September 29	Principal and Assistant Principals
Norming Cycle of Observations	September 20 – October 5th	Principal and Assistant Principals
Cycle #1 - Pre Observation, Observation, Post Observation (Informals)	October 5th – November 10th	Assistant Principals
Cycle #2 - Pre Observation, Observation, Post Observation	November 10th – December 20th	Assistant Principals

(Informals)		
Mid-Year Evaluation Meetings	January 2nd – February 2nd	Principal and Assistant Principals
Pre Observations*	February 2nd – February 15th	Principal and Assistant Principals
Cycle #3 - Formal Observations* or Pre Observation, Observation, Post Observation (Informals)	February 22nd – March 24th	Principal and Assistant Principals
Post Observations*	March 24th – April 22nd	Principal and Assistant Principals
Cycle #4 - Pre Observation, Observation, Post Observation (Informals)	April 30 – May 27th	Assistant Principals
Summative End of Year Conference	May 27th – June 9th	Principal and Assistant Principals

#### H. Educational Plan

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

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

High School Renewal will be working collaboratively with lead teachers to adapt Engage NY curricula in order to meet specific needs and practices of our school community. The curricula work will be designed to align lesson plans and units of work with CCLS and with evidence of modifications on the results of WITSi Tasks. Substantial work will be done in the coming year to create curriculum maps, units and lesson plans using Understanding By Design models that provide both rigor and access in all courses. The SIG model will significantly increase teacher capacity for completing this work by providing professional development and allocated time for collaboration. The school is presently using modified EngageNY modules in ELA, Algebra and Geometry. All content area course curricula reflects the standards set by New York State Education Department as measured by Regents exams.

- ii. Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below).

School leaders will conference with teachers to determine specific and individual instructional goals for each course. SIG funded professional development will consistently support teachers in utilizing scaffolded materials to unpack grade appropriate, rigorous content and using the inquiry process to examine student work and reflect on teaching practices. Teachers will leverage their knowledge of the stages of literacy and habits of proficient readers: students will make clear connections between their needs and the strategies selected to support critical reflection as needed. The use of a school wide rubric will be implemented to develop cohesive standards across curriculum. Pedagogical practice will be student centered and inquiry based. Instruction will encourage thoughtful, critical discussions that require students to use text- and evidence-based answers. Teachers use will multiple entry points in the lesson to differentiate instruction. Multiple entry points will be used to help teachers to engage students in learning. Technology will be enhanced to support a variety of learning styles. Teachers will use writing, speaking, building, questioning, etc. to ask multiple questions and add complexity to the task. This strategy will help student to recognize information, organize and express ideas. Using the school designed rubrics, teacher will be expected to provide targeted feedback to students to help the students build capacity while further their learning. Teachers will also review students work in 6 week cycles in their WITSi inquiry team. During the inquiry cycle, teachers will review CCLS skills tested, develop a shared understanding of what the student data shows, develop a clear purpose of the observations, examine instruction, decide on instructional strategies, develop an action plan, choose a plan to assess the students' progress, provide feedback to the students on their individual plans and assess for success. This process will

support identification of students in need of Academic Intervention Services, additional Extended Learning Time opportunities or opportunities for enrichment, such as AP classes.

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

<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

**Please see attached for school calendar and bell schedule.**

The DOE is using the umbrella term “Expanded Learning time” (ELT) to refer to both the Renewal Hour and other after school programming. There are two basic models which schools can choose from: integration into the regular day or offering ELT before or after the regular school day. Programming is data-driven by student needs. When ELT is offered before or after the regular school day an additional hour will be 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 it is being used for Regents review. Staff from the Center for Supportive Schools can also provide support during this time as well as after the school day.

**Flushing HS ELT:** Each student will have one hour of additional instructional time every day during year 2015-2016. In addition, Flushing High School will offer extended tutoring time to students in English, Algebra, Geometry, Earth Science, Living Environment, Global and U.S. History, both after school and on Saturdays

Title III- FHS has available Title III services offering ELT to English Language Learners. Students and parents receive bilingual Regents prep tutoring classes, as well as ESL instruction. The ESL Parent Program takes place after school hours.

APEX/Blended Learning-Extended Day Learning courses are offered in APEX during periods 0 & 1 and after school period 10. Students who previously failed a course can retake the APEX course in extended day in order to earn credits towards graduation.

CENTER FOR SUPPORTIVE SCHOOLS) /Tutoring Services-The Sports and Arts in Schools Foundation also provides academic support and enrichment programming to “at risk” students. SASF offers intervention opportunities to students and their families.

The joint CSS/SASF ELT program will be structured as follows:

- i. Sports and Arts Foundation will continue and expand their ELT offerings, targeting 9th grade students, underperforming students in grades 9-12, and other students identified as needing additional social and emotional supports through math, social studies, ELA and science intervention services for one hour each day followed by one hour and 15 minutes of enrichment activities.
- ii. Teachers will have the opportunity to propose and implement ELT opportunities for students throughout the school year in response to student needs. Teachers will work with CSS and school leadership to access appropriate resources and curricula to support their ELT work.

- iv. Data-Driven Instruction/Inquiry (DDI). Describe the school’s functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space/time (e.g., through common planning time, teacher-



administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

The school will implement three cycles of data-driven instruction /inquiry over the course of the school year. All students will complete performance tasks/interim assessments in ELA and Math. The first performance task/interim assessment will be finalized by September 30th and students will complete the assessment by October 20th. The second performance task/interim assessment will be finalized by December 20th and students will complete the assessment by January 20th. The third performance task/interim assessment will be finalized by March 30th and students will complete the assessment by April 20th. Each cycle of assessment will follow the same procedures. Upon finalization of the assessment for each cycle, teachers will receive a sample of the assessment so that they can plan for mastery. Within their respective SLCs, teachers will then make predictions about student performance on the assessment. The assessments will be conducted in each Math and ELA class over the same time period. Lead teachers within each SLC will deliver professional development on the protocols for analyzing student work. Within each SLC, teacher teams will analyze the results, comparing performance to what teachers predicted and identifying skill gaps that need to be addressed. The principal will observe analysis meetings and provide feedback to lead teachers about their facilitation. The analysis meetings will be followed by results meetings in order to plan to re-teach challenging standards. Within their respective SLCs teacher teams will then select strategies from "INCREASING RIGOR THROUGHOUT THE LESSON: DATA-DRIVEN CLASSROOM BEST PRACTICES," to address the skill gaps and challenging standards and add rigor to their lessons. Lead teachers will facilitate professional development on incorporating these practices into planning and instruction. Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations. Teachers will continue implementing these strategies to prepare students for mastery on the second interim assessment performance task.

\*A SIG funded Data Specialist will review and analyze school-wide data and play a role in teacher teams by engaging in collaborative inquiry. They will coordinate visits to Lead teacher classrooms that will serve as learning labs where best practices are evident and demonstrate these practices to colleagues through scheduled inter-visitations. The data specialist will provide assistance to Small Learning Communities in collecting and analysing data to determine student skill levels and gaps in order to determine where to modify curriculum and/or instruction. The data specialist will work closely with the WitSi coaches in creating an effective data-driven culture. This position will be funded for the five year grant period. Goals and deliverables: The expectation is that the data specialist will provide sufficient support to SLCs so that they can focus on areas of student need. In addition, the data specialist will review leading indicators such as attendance, OORS and ELT attendance on no less than a weekly basis and present an analysis at SLC meetings. This aligns with Goal 3.

Please see attached for Calendar of Interim Assessments

- v. Student Support. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support

programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

The AP Pupil Personnel Services, The AP Instructional Support Services, Ell coordinator and the School Based Support Team meet on a monthly basis to review caseloads and ensure that mandated services are provided. The AP PPS also analyzes attendance, OORS and marking period data to target students who are at-risk of not passing classes or may not graduate on time. In addition, the new small learning community structure will allow for an easier, more stream-lined process for referring students who may be in need of further support. Students referred will be directed to Center for Supportive Schools who will then evaluate the student, engage in parent outreach, and provide the necessary supports.

Please see attached AIS chart

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

The Center for Supportive Schools will be our lead partner in improving school climate and discipline.

The new leader will take into consideration the recommendations stated by the ITT-State Review, AIRS Review, and the Quality Review to ensure that the school will establish systems that allow each student to have a support system and sustain emotional development health and academic success. School stakeholders, along with CSS, will ensure that a cohesive system is in place to identify student socio-emotional developmental health needs. The principal will monitor support systems and interventions that include pairing students through an advisory program to support each other, providing training and assessing the interventions of student leadership. PD from CSS will be provided to develop teachers' ability to use data and apply strategies to respond to socio-emotional health needs. School leader and AP Security will develop a plan to implement a better system of supervision in the cafeteria, and high needs locations. In addition, there will be a team to discuss the progress of Ells and SWD, engage in the process of assessing current action plans and make necessary adjustments to services as needed. A comprehensive PBIS system will be implemented through the small learning communities.

CSS will sustain and support emotional growth by creating an advisory program that will build student leadership to support emotional needs. Also, it will work with other organizations located in our building to expand services.

Data about suspensions, referrals and building environment walkthroughs will be used to develop targeted actions plans which include: inpatient and outpatient counseling support, peer-mentoring, promoting students in the involvement of activities, clubs and leadership. Attendance and chronic absenteeism rates will improve with the implementation of a safety net that will include: student support to re-adapt to the school setting after a consisting pattern of truancy, parent/family support teacher and guidance counselor to promote support, behavioral and instructional tools to assist student in adapting back to the school environment.

Student voice will be supported by expanding representation in Consultative Council and Student Leadership Programs. In addition, the principal will have meetings with students to discuss concerns or recommendations, providing students with an additional forum to express themselves.

Finally, there will be a dedicated, SIG funded, teacher to train on and turn-key a new restorative justice approach to reduce school suspensions and recidivism. The goal is for the program to be implemented by Spring, 2016.

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

The Center for Supportive Schools will be our lead partner in improving parent and community engagement.

Flushing HS is committed to improving parent engagement through the Community School model reflected in the Innovation Framework and the Framework for Great Schools: Strong Family-Community Ties- Parents and families will be welcomed into the school's Parent Center, which will provide a safe, supportive place for parents to access resources at the school. Accommodations of new space, translations services and navigation of the school system will be some of the tools provided to create a welcoming environment. A system of family mentors will network and expand the role of parents in the school setting. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, CSS, and other community partners, will focus on helping them learn how to advocate for their children; Adult Education-Common Core Standards exposition of topic, general topics by content area, SKEDULA workshops, attendance interventions, financial aid, socio/emotional development in adolescents, etc. Families will receive education in how to navigate the system, how to understand student reports, requirements and school inside tracking/monitoring of their child's progress. Parents will be provided extensive social/emotional supports through CSS to help them support their children. The school will provide workshops, and sessions with the principal and members of the school community to share parental/family concerns and to provide parents with a voice. Teachers will receive additional training and professional development in the common profile of the student community and will be taught how to handle specific issues from the school community. Strategies will include informing families in a timely manner of: workshops, celebrations, honor roll recognition, open school meetings, and targeted family discussions. An effective calendar of activities will be created. A system that collects feedback from the attendees will be available to improve future activities.

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

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:

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

The school has an established professional development committee that meets monthly, consisting of administrators and instructional staff representing the various departments in the school. The committee is charged with the task of reviewing student performance data, teacher evaluation data, obtaining teacher input and selecting a range of professional development topics and objectives that align with the SIG, RSCEP and school goals. This committee was consulted after the AIR assessment debrief and determined PD priorities for the upcoming year.

- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan. **See Attached.**
- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

The professional development committee will meet monthly to review teacher feedback from previous professional development sessions, interim assessment student performance data, teacher evaluation data and progress on the implementation of the SIG plan. Motions to modify the professional development will be made at committee meetings, using the findings from the review of data described above as a rationale, and will be granted when the majority is in favor of the proposed changes. In addition, the Instructional Cabinet will review Advance ratings on a monthly basis and engage in learning walks to ensure the PD is being implemented and to determine differentiated teacher needs. **Please see APPR details for schedule of observations.**

**. Project narrative:**

<b>Professional Development events for 2015-16</b>			
<b>Professional Development Topics</b>	<b>Responsible Parties</b>	<b>Desired Outcomes</b>	<b>How Outcomes will Be Assessed</b>
<b>Reading and understand the IEP for general education teachers</b>	<ul style="list-style-type: none"> <li>AP ISS and special education instructional staff members</li> </ul>	<ul style="list-style-type: none"> <li>General educators will learn how to access IEPs, locate sections of the IEP that are relevant to planning and use IEP information to plan for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations of teacher practices.</li> <li>Progress monitoring of individual student IEP goals</li> </ul>
<b>Formative assessment strategies</b>	<ul style="list-style-type: none"> <li>Lead teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will identify and develop a variety of strategies to diagnose learning and understand how to incorporate assessment strategies into daily lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations of teacher practices.</li> <li>Student work products</li> <li>Sharing best practices during common planning time.</li> <li>School wide ratings on Danielson component 3d.</li> </ul>
<b>Aligning learning activities to the CCSS instructional shifts</b>	<ul style="list-style-type: none"> <li>Lead teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will identify the 6 shifts in ELA/Literacy and Math and understand how to design activities that align with the shifts.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations of teacher practices.</li> <li>Student work products</li> <li>Results of CCSS aligned performance tasks/assessments</li> </ul>
<b>The 6 Models of Integrated Co-Teaching</b>	<ul style="list-style-type: none"> <li>Goldmansour Consultation</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be able to distinguish the 6 models of co-teaching and incorporate the use of the 6 models into daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observations of the use of the 6 models of co-teaching.</li> <li>Lesson plans that describe the use of co-teaching models.</li> </ul>

Using WITsi strategies	<ul style="list-style-type: none"> <li>• HS Renewal Coaches and WITsi</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will understand how to implement high leverage writing strategies that close skill gaps surfaced through strategic inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• Results of interim assessments.</li> <li>• WITsi inquiry work products/analysis of student work.</li> <li>• Lesson plans that incorporate WITsi strategies.</li> </ul>
Universal Design for Learning	<ul style="list-style-type: none"> <li>• Goldmansour Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will develop a deeper understanding of the principle of universal design, identify barriers to learning and learn strategies for creating a barrier free learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• Scholarship rates and regents passing rates for SWDs and ELLs.</li> <li>• Results of interim assessments for SWDs and ELLs.</li> </ul>
Designing lessons for diverse learners	<ul style="list-style-type: none"> <li>• Goldmansour Consultation</li> <li>• Rebecca Stillwell</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will understand how to incorporate a variety of strategies for differentiated instruction into daily lessons including, creating tiered learning objectives, creating adaptive materials, flexible grouping strategies, multi-sensory pathways, and individual supports/modifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• School wide ratings on Danielson component 1a and 1e.</li> <li>• Lesson plans that include strategies for differentiating instruction.</li> </ul>
Modeling – “I do, we do, you do.”	<ul style="list-style-type: none"> <li>• Lead teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will understand how to model learning activities and tasks and lead students in guided and independent practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• Lesson plans that describe modeling procedures.</li> </ul>

<b>Incorporating technology into instruction</b>	<ul style="list-style-type: none"> <li>• <b>Lead Teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will develop strategies for incorporating technologies into instruction that increase access and rigor for students and build students technological skills, including class blogs and websites, google docs and various other web 2.0 tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> </ul>
<b>Strategies to increase cognitive engagement across the content areas</b>	<ul style="list-style-type: none"> <li>• <b>Lead teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will develop a deeper, shared understanding of the concept of student engagement and identify and utilize strategies that increase student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• School wide ratings on Danielson component 1e and 3c.</li> </ul>
<b>Aligning lessons to the Engage NY curriculum for ELA and Math teachers</b>	<ul style="list-style-type: none"> <li>• <b>HS Renewal Coaches</b></li> <li>• <b>Rebecca Stillwell</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers of ELA and Math will be able to unpack the Engage NY curriculum and align the standards with instructional outcomes and activities and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• Results of interim assessments in ELA and Math.</li> <li>• Observation of ELA and Math lesson plans.</li> </ul>
<b>Using questioning and discussion techniques</b>	<ul style="list-style-type: none"> <li>• <b>Lead teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be able to identify and utilize a variety of strategies to increase the quantity and quality of student participation in discussion and questioning techniques that promote higher order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> <li>• Observation of questions scripted in lesson plans.</li> <li>• School wide ratings on Danielson component 1e and 3b.</li> </ul>
<b>Designing, implementing and fading</b>	<ul style="list-style-type: none"> <li>• <b>Lead teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be able to identify and design scaffolds for literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations of teacher practices.</li> </ul>

<b>scaffolds for literacy tasks</b>		<b>tasks across the content areas and how to fade these scaffolds as students develop their skills.</b>	<ul style="list-style-type: none"> <li>• <b>School wide ratings on Danielson component 1a and 1e.</b></li> </ul>
<b>Using the understanding by design framework to develop curriculum maps</b>	<ul style="list-style-type: none"> <li>• <b>Rebecca Stillwell</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers will understand and apply the concept of backward design in the development of CCSS aligned curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>CCSS aligned curriculum maps in Social Studies, Sciences and electives.</b></li> </ul>
<b>Data driven instruction and inquiry</b>	<ul style="list-style-type: none"> <li>• <b>Lead teachers and HS Renewal coaches</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers will understand the Data Wise improvement process, learn protocols for a team approach to analyzing student work, how to analyze student work to identify skill gaps, select strategies to address skill gaps and assess the effectiveness of strategies used.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observation of inquiry team meetings.</b></li> <li>• <b>Inquiry cycle work products and student work analysis.</b></li> <li>• <b>Classroom and lesson plan observations.</b></li> </ul>



#### J. Communication and Stakeholder Involvement/Engagement

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

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the SIG plan. This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

As Flushing HS developed its School Improvement Grant, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), the NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level.

SIG Implementation will be a steady agenda item at all School Leadership Team meetings on a monthly basis. In addition, the SIM will meet on a bi-monthly basis with the Parent Coordinator to ensure that parent voices are heard and concerns can be addressed. In addition, the Parent Coordinator will be a leader in engaging parents in monthly forums, and provide monthly reports on progress and challenges in implementing the grant. Parents are welcome members at the weekly CSS Director meetings. Data will be presented on each SIG activity in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met.

#### K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. The project plan must contain each of the following elements:

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2015 to June 30, 2016) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.  
**Please see attached**
- ii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of post-implementation planning, such as focused strategies aimed specifically at long-term capacity building and sustainability.

Key Strategy 1: Improve school climate and create a strong Culture for Learning by providing significant social-emotional and academic support for students and families and PBIS strategies for staff through partnership with our Community Based Organization- Center for Supportive Schools (All Goals)

Early wins:

Flushing High School and Center for Supportive Schools will be providing significant supports for student resulting in an increase of the overall attendance rate by 1.6% and a decrease of 60% in chronic absenteeism by February 2016.

At-risk students and students in need of supports will be regularly receiving services

Teachers will be actively implementing PBIS as measured by Danielson 2a

Teachers will be implementing behavior management strategies learned in workshops

Key Strategy 2: Provide training on the creation of CCLS aligned curricula in all courses using the Understanding by Design Model, and the use of pedagogical strategies with an emphasis on curricular and pedagogical scaffolds and supports for Ells, SWD and students not meeting standards. (Goals 1 & 2)

Early Win: By February, 2016, there will be a 5% increase in credit accumulation among Ells, SWD and students performing in the lowest 3<sup>rd</sup>. Teachers will be observed effectively implementing pedagogical strategies learned in PD sessions as measured by Danielson’s Framework, 3c.

Teacher lessons will reflect UBD in planning, rigor and accessibility as measured by Danielson 1e

Teachers will be actively using curricular supports and pedagogical strategies learned in PD through Goldmansour & Rutherford as measured by Danielson 3c

Teachers will be observed sharing best practices in common planning time

Key Strategy 3: FHS will develop a data-driven culture that implements the DDI model through a variety of teacher teams, resulting in authentic curricular and pedagogical adjustments that address student needs and improve student literacy and math skills. (Goals 1 & 2)

Early win: Flushing High School will increase the January, 2016 Regents passing rates for Ells and SWD in all subjects by 6% over that of January, 2015.

All small learning communities will be operating efficiently with an AP and coordinator

Teachers in SLCs will meet no fewer than 2x per week to analyze data in order to improve outcomes for Ells and SWD

Teachers will show evidence of data analysis in lesson planning by implementing scaffolds and strategies for Ells and SWD. Danielson 1e, 3c

The key strategies were designed to foster sustainability beyond the life of the grant and directly address the school needs as described in Section A. For example, if CCLS curriculum and the scaffolds and supports for SWDs, ELLs and students not meeting standards are implemented with fidelity, then we will firmly establish the capacity to increase student achievement. If we individualize academic and social emotional supports in partnership with our community based organization then we will develop the staff capacity, systems and structures needed to better serve student needs beyond the life of the grant. Finally, if we create a data-driven culture that implements the DDI model through inquiry teams, vertical teams, a professional development team and an academic task force then we will build capacity to use research based-strategies that improve teacher practice coupled with the use of clear data-driven supports for building students' skills across content areas, leading to the adoption of new attitudes and behaviors that will allow us to sustain improvements in student performance.

- iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Student attendance, school average daily attendance and truancy data will be collected via the attendance system and analyzed by the Pupil Personnel Team for trends, patterns and determine students in need of intervention. The data will be reported to Center for Supportive Schools staff and the small learning community coordinators for immediate outreach. The same data will be collected for instructional staff; however, it will be collected by the school secretary, reported to and acted upon by the principal. Suspension rates will be monitored using information collected in OORS and Skedula. All data will be analyzed by the administration and School Leadership Team for trends, patterns and students of interest. Student scholarship data will be analyzed each marking period through the small learning communities. Frequent observations of educators will measure the level of authentic PD implementation.

- iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model *have been met*.

The Key Strategies support the SIG Innovation model by:

- Leveraging the school's partnership with Center for Supportive Schools to create individualized action plans that support student social-emotional development and improve parent and community support through parent engagement, award assemblies, workshops, and meeting to discuss community concerns.

- Leveraging partnerships to create a data-driven culture for all aspects of school operations, including identifying at-risk students and improving curricula and instruction

- Improving access for all students through a structured, data-driven inquiry process that results in curricular and pedagogical scaffolds that support all learners

- Utilizing a highly structured monitoring process that includes all stakeholders and actively attends to implementation of all strategies discussed in the SIG.

**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 - 25Q460: FLUSHING HIGH SCHOOL (Cohort 6)

Mailing Address: 52 Chambers Street, Room 213

<u>New York</u>	<u>NY</u>	<u>10007</u>
City	State	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 6 / 30 / 2016

Start 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/](http://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.

<b>25Q460</b>			
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher	1.5	130,713	130,713
Subtotal - Code 15			<b>130,713</b>

<b>Central</b>			
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
UFT Teacher Center Field Liaison	0.33	90,000	29,970
Analyst	0.02	85,000	1,445
Subtotal - Code 15			<b>31,415</b>

# **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.

25Q460			
Specific Position Title	Full-Time	Annualized	Project
Subtotal - Code 16			0

Central			
Specific Position Title	Full-Time	Annualized	Project
Subtotal - Code 16			0

**PURCHASED SERVICES: Code 40**

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

<b>25Q460</b>			
Description of Item	Provider of	Calculation	Proposed
685 - Educational Consultant	College For Every Student; SPORTS & ARTS IN SCHOOLS		59,999
689 - Curriculum & Staff Development Consultant (PD)	GOLDMANSOUR CONSULTATION; Strategic Inquiry; TEACHERS COLLEGE, COLUMBIA UNIVERSITY		163,036
Subtotal - Code 40			<b>223,035</b>

<b>Central</b>			
Description of Item	Provider of	Calculation	Proposed
Subtotal - Code 40			<b>0</b>

**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.

25Q460			
Description of Item	Quantity	Unit Cost	Proposed
Computer and Printers under \$5,000 per unit			45,000
Subtotal - Code 45			45,000

Central				
Description of Item		Quantity	Unit Cost	Proposed
		Subtotal - Code 45		0

**TRAVEL EXPENSES: Code 46**

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

25Q460			
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		51,252
FRINGE - Central		18,557
Subtotal - Code 80		<b>69,809</b>

**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)
- B. Approved Restricted Indirect Cost Rate
- C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90

\$468,556	(A)
0.0%	(B)
\$0	(C)

**PURCHASED SERVICES WITH BOCES: Code 49**

25Q460			
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

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SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	162,128
Support Staff Salaries	16	0
Purchased Services	40	223,035
Supplies and Materials	45	45,000
Travel Expenses	46	0
Employee Benefits	80	69,809
Indirect Cost	90	0
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
GRAND TOTAL		499,971

Agency Code: 3 4 2 5 0 0 0 1 4 6 0

Project #: (If pre-assigned)

Tracking/Contract #:

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

Agency Name: NYCDOE - 250460: FLUSHING HIGH SCHOOL (Cohort 6)

**FOR DEPARTMENT USE ONLY**

Funding Dates: 9 / 1 / 2015 6 / 30 / 2016

Program Approval: FROM TO

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).

DATE: 7/23/2015 SIGNATURE: [Signature]

Ling Tan, Director, Capital & Reimbursable Finance  
NAME/TITLE - CHIEF ADMINISTRATIVE OFFICER

**FOR DEPARTMENT USE ONLY**

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
<b>25Q460: FLUSHING HIGH SCHOOL</b>									
Code 15	Data-Driven Instruction/Inquiry (DDI)	0.6 FTE Teacher (Data Specialist) - will review and analyze school-wide data and play a role in teacher teams by engaging in collaborative inquiry. They will coordinate visits to Lead teacher classrooms that will serve as learning labs where best practices are evident and demonstrate these practices to colleagues through scheduled inter-visitations. The data specialist will provide assistance to Small Learning Communities in collecting and analyzing data to determine student skill levels and gaps in order to determine where to modify curriculum and/or instruction. The data specialist will work closely with the WiSi coaches in creating an effective data-driven culture. This position will be funded for the five year grant period. Goals and deliverables: The expectation is that the data specialist will provide sufficient support to SLCs so that they can focus on areas of student need. In addition, the data specialist will review leading indicators such as attendance, OORS and ELT attendance on no less than a weekly basis and present an analysis at SLC meetings. This aligns with Goal 3.	\$51,481	\$51,481	\$51,481	\$51,481	\$51,481	\$257,405	Lead teachers will work with individual teachers and teacher teams to build sustainable capacity. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Lead Teachers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers.
Code 15	Use of Time	0.4 FTE Teacher (ELL Small Learning Community Coordinator) - Goal is to support ELLs in new Small Learning Community and organize social, emotional and academic support to all ELL students, with the focus on incoming freshmen. The coordinator will work collaboratively with the ELL Lead teacher and Assistant Principal of English and Guidance. Students and teachers will have access to this coordinator during the school day. She will provide supplemental support for planning and following up on curricular and pedagogical supports for ELLs, as well as support AIS and ELT placement. The goal is to have a fully functioning SLC that provides individual supports for students so that attendance and credit accumulation increased among ELL students. This aligns with goal 3 in the SIG. This position will be in place for the 5 years of the grant.	\$35,098	\$35,098	\$35,098	\$35,098	\$35,098	\$175,490	This position will be funded through FSF/Title I funding upon completion of the SIG.
Code 15	School Climate and Discipline	0.5 FTE Teacher - Behavior Support Teacher to provide assistance in implementing PBIS program dealing with the emotional and behavioral issues of students. (3 FTE). The goal is to provide additional support to deaming and security personnel in maintaining safe and secure learning environment for all students. Behavioral Support Teacher will support PBIS training and implementation school wide. The teacher will also provide crisis intervention as needed. Our expectation is that this position will help foster a safe and nurturing environment that improves student behavior and overall school climate as measured by the School Environment survey and a reduction in OORS level 3+ incidents. Aligns with goal 3 in the SIG.	\$44,135	\$44,135	\$44,135	\$44,135	\$44,135	\$220,675	This position will be funded through FSF/Title I funding upon completion of the SIG.
		<b>Subtotal Code 15</b>	<b>130,713</b>	<b>130,714</b>	<b>130,714</b>	<b>130,714</b>	<b>130,714</b>	<b>653,569</b>	
		<b>Subtotal Code 16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Code 40	Student Support	Vendor College For Every Student (CFES) - engages every CFES Scholar in three high-impact practices - Mentoring, Leadership Through Service, and Pathways to College. Every CFES Scholar receives individualized support and assistance from a community member, college student, and/or peer. CFES Scholars participate in leadership training and ongoing service projects, that not only make their schools and communities better places, but develop Essential Skills that help them gain access to and succeed in college. CFES Scholars visit college campuses, interact with college students and faculty, and receive instructive exposure to the college admission process, financial aid programs, and other aspects of the higher education experience. Deliverables: CFES will enlist a school team - identify a cohort of students (known as CFES Scholars) - organize a customized mentoring program - implement an annual plan of activities incorporating the three core practices - develop and strengthen partnerships with colleges - create a college-going culture - Ongoing on- and off-site support and evaluation - Professional development sessions for educators - Training for students focused on mentoring, leadership, and college preparation and persistence - School-college partnership workshops The goal is to increase graduation rate, the number of students attending post-secondary programs and strengthen the school culture. This vendor aligns with Goal 3.	\$24,999	\$24,999	\$24,999	\$24,999	\$24,999	\$124,995	This partner will be funded through other sources such as Title I funding and/or grant opportunities upon completion of the SIG.
Code 40	Instruction	Vendor Goldmansour Consultation - will provide successful ICT strategies as Flushing HS community believes that students succeed best when in the least restrictive environment. Additional support will be given around the development of rigorous academic tasks that are differentiated for the ICT setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers not in ICT pairings on how to implements strategies to address the needs of level 1 students and students not meeting the standards. Years 4 and 5 will be designed as reinforcement/capacity building experiences. GOALS and DELIVERABLES: The expectation is there will be more frequent use of station and parallel ICT teaching models as evident by formative observations. Increased graduation rates for ISS students as a result of ICT training. In years 2-5 we expect to see an increase in overall passing rates in all classes as teachers are better able to meet students' individual needs. This work aligns with goals 1 & 2, enacting CCLS aligned curriculum that provides both rigor and access in all content areas.	\$49,036	\$49,034	\$49,034			\$147,104	Goldmansour Rutherford will work with individual teachers and teacher teams to build sustainable capacity. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers.
Code 40	Curriculum	Vendor Strategic Inquiry - will provide Trainers for 23 sessions at \$3000 each. On-site lead trainer would support the leaders and effective team functioning of SLT inquiry teams across the building. They will function as a content coach with an expertise in implementing writing across the curriculum - helping to support teacher knowledge across the building in effective literacy strategies for helping all students meet common core standards and for development and effective teaching of common core aligned, literacy rich curriculum. They will visit classrooms and teams and provide feedback; conduct training and professional development sessions; conduct learning walks; and meeting individually with teachers and teams. These trainers are supported by the presence of a strategic inquiry consultant on site at each school one day per week. The on-site consultant will also help develop the capacity of the above leaders and the school based teams to implement other forms of inquiry, including with the cabinet. This vendor will be funded in years 1-3 with the expectation that teacher/leader capacity will be built by that time. The expectation is that all SLCs have functioning Inquiry Teams by year 2 and that WiSi strategies are embedded across 9/10th grades. This aligns with all 3 SIG goals.	\$69,000	\$69,000	\$69,000			\$207,000	SRI trainers will work with individual teachers and teacher teams to build sustainable capacity. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers.
Code 40	Student Support	Vendor SPORTS & ARTS IN SCHOOLS (SASF) - The Sports & Arts in Schools Foundation (SASF)'s goal is to help bridge the academic performance gap among underachieving students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children's academic performance, health and wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment. In the High School program students learn how to successfully meet graduation requirements, navigate the college admissions process, and acquire skills that will prepare them for lifelong employment. Mentoring, tutoring, leadership programs and opportunities, academic enrichment and sports related activities are available throughout the day, before and after school, and during the holiday breaks. This partner will be partially funded in years 1-5. This aligns with goal 3 - Creating SLCs in order to meet the individual social/emotional needs of all students and support our ELT program. Goals and deliverables: Our expectation is that SASF provides a safe and nurturing environment that improves student behavior and overall school climate as measured by the School Environment survey and a reduction in OORS level 3+ incidents.	\$35,000	\$35,000	\$35,000	\$18,034	\$18,034	\$141,068	This partner will be funded through other sources such as Title I funding and/or grant opportunities upon completion of the SIG.

**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 40	Curriculum	Vendor Teachers' College, Columbia University - will provide professional development for Flushing on using Understanding By Design framework to create CCLS aligned units and lessons as it focuses its curriculum work. This work will continue in years 2-3 in order to wensure that viable curriculum is created for all courses offered at FHS. By year 4 we expect all units to already be CCLS aligned and reflect botjh rigor and access for all students. GOALS and DELIVERABLES: Common Core curriculum maps and unit plans will be developed and refined for all classes. In addition, Common Core based academic tasks will be created that are aligned to the unit plans. This will support the school in implemeting a data driven culture across grades. This work aligns with goals 1 & 2, enacting CCLS aligned curriculum that provides both rigor and access in all content areas.	\$45,000	\$45,000	\$45,000			\$135,000	TC will work with individual teachers and teacher teams to build sustainable capacity in creating effective lessons using UBD principles. The expectation is that sustainable best practice would become part of the culture and fabric of the school. Staff developers will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly effective teachers. In addition, core curriculum will have already been created and integrated into all classes.
		<b>Subtotal Code 40</b>	<b>223,035</b>	<b>223,033</b>	<b>223,033</b>	<b>43,033</b>	<b>43,033</b>	<b>755,167</b>	
Code 45	Instruction	Computer and Printers under \$5,000 per unit - In order to bring the instruction at Flushing HS into the 21st Century, it is imperative that technology be infused into the building. This is especially important for supporting SWD, ELLs and struggling learners by leveraging technology to create multiple entry points. this aligns to all 3 SIG goals. Technology will be purchased in years' 1-3. 10 SmartBoards @\$3782.15 and 11 Lenovo desktops at \$644.00.	\$45,000	\$45,000	\$45,000			\$135,000	There is no need for sustainability for this allocation.
		<b>Subtotal Code 45</b>	<b>45,000</b>	<b>45,000</b>	<b>45,000</b>	<b>0</b>	<b>0</b>	<b>135,000</b>	
		<b>Subtotal Code 46</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Code 80	All	Employee Fringe	\$20,186	\$20,186	\$20,186	\$20,186	\$20,186	\$100,926	
Code 80	All	Employee Fringe	\$13,762	\$13,762	\$13,762	\$13,762	\$13,762	\$68,809	
Code 80	All	Employee Fringe	\$17,305	\$17,305	\$17,305	\$17,305	\$17,305	\$86,526	
		<b>Subtotal Code 80</b>	<b>\$1,252</b>	<b>\$1,253</b>	<b>\$1,253</b>	<b>\$1,253</b>	<b>\$1,253</b>	<b>256,264</b>	
		<b>Subtotal Code 49</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal School</b>	<b>450,000</b>	<b>450,000</b>	<b>450,000</b>	<b>225,000</b>	<b>225,000</b>	<b>1,799,999</b>	
<b>CENTRAL</b>									
Code 15		UFT Teacher Center Field liaison = 0.333 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.	\$29,970	\$29,970	\$29,970	\$15,660	\$15,660	\$121,230	
Code 15		Analyst = 0.017 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).	\$1,445	\$1,445	\$1,445			\$4,335	
		<b>Subtotal Code 15</b>	<b>31,415</b>	<b>31,415</b>	<b>31,415</b>	<b>15,660</b>	<b>15,660</b>	<b>125,565</b>	
		<b>Subtotal Code 16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 46</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
Code 80		Employee Fringe	\$17,703	\$17,703	\$17,703	\$9,250	\$9,250	\$71,611	
Code 80		Employee Fringe	\$854	\$854	\$854			\$2,561	
		<b>Subtotal Code 80</b>	<b>18,557</b>	<b>18,557</b>	<b>18,557</b>	<b>9,250</b>	<b>9,250</b>	<b>74,171</b>	
		<b>Subtotal Code 49</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Code 20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		<b>Subtotal Central</b>	<b>49,972</b>	<b>49,972</b>	<b>49,972</b>	<b>24,910</b>	<b>24,910</b>	<b>199,736</b>	
		<b>TOTAL SIG</b>	<b>499,971</b>	<b>499,972</b>	<b>499,972</b>	<b>249,910</b>	<b>249,910</b>	<b>1,999,736</b>	

**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:** FLUSHING HIGH SCHOOL (25Q460)

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		\$ 1,999,736
2	Professional Salaries	\$ 779,134	
3	Support Staff Salaries	\$ -	
4	Fringe Benefits	\$ 330,436	
5	Indirect Costs	\$ -	
6	Rent/Lease/Utilities	\$ -	
7	Sum of lines 2, 3, 4, 5, and 6		\$ 1,109,569
8	Line 1 minus Line 7		\$ 890,167
9	M/WBE Goal percentage (20%)		20%
10	Line 8 multiplied by Line 9 =MWBE goal amount		\$ 178,033.30

**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:** FLUSHING HIGH SCHOOL (25Q460)

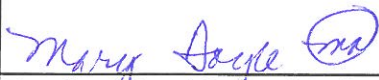
In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned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

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

Please indicate which one of the following is included with the M/WBE Documents Submission:

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

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



**Typed or Printed Name of Authorized Representative of the Firm**

Mary Doyle

**Typed or Printed Title/Position of Authorized Representative of the Firm**

Executive Director, State Portfolio Planning

**Signature/Date**

07.22.2015



### M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: FLUSHING HIGH SCHOOL (25Q460)  
Address: 35-01 UNION STREET  
City, State, Zip: QUEENS, NY 11354

Telephone/Email: 718-888-7500 / Tchin2@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 <u>X</u>	Vendor Goldmansour Consultation - will provide successful ICT strategies as Flushing HS community believes that students succeed best when in the least restrictive environment. Additional support will be given around the development of rigorous academic tasks that are differentiated for the ICT setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers not in ICT pairings on how to implement strategies to address the needs of level 1 students and students not meeting the standards. Years 4 and 5 will be designed as reinforcement/capacity building experiences. GOALS and DELIVERABLES: The expectation is there will be more frequent use of station and parallel ICT teaching models as evident by formative observations. Increased graduation rates for ISS students as a result of ICT training. In years 2-5 we expect to see an increase in overall passing rates in all classes as teachers are better able to meet students' individual needs. This work aligns with goals 1 & 2, enacting CCLS aligned curriculum that provides both rigor and access in all content areas.	Year 1 \$ 49,036 Year 2 \$ 49,034 Year 3 \$ 49,034 Year 4 Year 5  TOTAL \$ 147,104

PREPARED BY (Signature) Mary Doyle

DATE 07.23.2015

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:


M/WBE 100

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



# 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.

<b>Bidder/Applicant Name:</b> FLUSHING HIGH SCHOOL (25Q460)		<b>Federal ID No.:</b> 13-6400434
<b>Address:</b> 35-01 UNION STREET		<b>Phone No.:</b> 718-888-7500
<b>City, State, Zip:</b> QUEENS, NY, 11354		<b>E-mail:</b> TChin2@schools.nyc.gov
 Signature of Authorized Representative of Bidder/Applicant's Firm		Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm
Date: 07-22-2015		Mary Doyle, Executive Director

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

<b>Name of M/WBE:</b> GOLDMANSOUR CONSULTATION		<b>Federal ID No.:</b> 202443567
<b>Address:</b> 575 MAIN STREET, #712		<b>Phone No.:</b> 646-283-4972
<b>City:</b> NEW YORK	<b>State:</b> NY	<b>E-mail:</b> GOLDMANSOUR@EARTHLINK.NET
	<b>Zip Code:</b> 10044	

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

Vendor Goldmansour Consultation - will provide successful ICT strategies as Flushing HS community believes that students succeed best when in the least restrictive environment. Additional support will be given around the development of rigorous academic tasks that are differentiated for the ICT setting. In years 2 and 3 of the grant, this work will expand to include training content area teachers not in ICT pairings on how to implement strategies to address the needs of level 1 students and students not meeting the standards. Years 4 and 5 will be designed as reinforcement/capacity building experiences. GOALS and DELIVERABLES: The expectation is there will be more frequent use of station and parallel ICT teaching models as evident by formative observations. Increased graduation rates for ISS students as a result of ICT training. In years 2-5

<b>DESIGNATION:</b>	_____ MBE Subcontractor	_____ WBE Subcontractor	_____ MBE Supplier	_____ X _____ WBE Supplier
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**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:

\$ 147,104

Date: 07/21/2015

Shade Zahn

Signature of Authorized Representative of M/WBE Firm

Shade Zahn, Director of Operations

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Goldmansour Consultation / G&R Inclusive Group Telephone: 646-283-4972

Address: 575 Main Street, #712 Federal ID No.: 20-244-3567

City, State, ZIP: New York, NY, 10044 Project No: TA-16

Report includes:

☒ Work force to be utilized on this contract OR

☐ Applicant's total work force

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

EEO - Job Categories		Race/Ethnicity - report employees in only one category																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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PREPARED BY (Signature):  DATE: 07.21.2015

NAME AND TITLE OF PREPARER: Phylisia Steele, Fiscal Director TELEPHONE/EMAIL: Psteele2@schools.nyc.gov

EEO 100 (Print or type)

# M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: FLUSHING HIGH SCHOOL (25Q460)  
Address: 35-01 UNION STREET  
City, State, Zip: QUEENS, NY 11354

Telephone/Email: 718-888-7500 / TChin2@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: Strategic Inquiry  ADDRESS: 102 MURRAY AVE  CITY, ST, ZIP: LARCHMONT, NY 10538  PHONE/E-MAIL: (917) 575-1980 / NELSCHARFF@HOTMAIL.COM  FEDERAL ID No. 465015016	NYS ESD Certified  MBE _____  WBE <u>  X  </u>	Vendor Strategic Inquiry - will provide Trainers for 23 sessions at \$3000 each. On-site lead trainer would support the leaders and effective team functioning of SLT inquiry teams across the building. They will function as a content coach with an expertise in implementing writing across the curriculum - helping to support teacher knowledge across the building in effective literacy strategies for helping all students meet common core standards and for development and effective teaching of common core aligned, literacy rich curriculum. They will visit classrooms and teams and provide feedback; conduct training and professional development sessions; conduct learning walks; and meeting individually with teachers and teams. These trainers are supported by the presence of a strategic inquiry consultant on site at each school one day per week. The on-site consultant will also help develop the capacity of the above leaders and the school based teams to implement other forms of inquiry, including with the cabinet. This vendor will be funded in years 1-3 with the expectation that teacher/leader capacity will be built by that time. The expectation is that all SLCs have functioning Inquiry Teams by year 2 and that Witsi strategies are embedded across 9/10th grades. This aligns with all 3 SIG goals.	Year 1 \$ 69,000 Year 2 \$ 69,000 Year 3 \$ 69,000 Year 4 Year 5 TOTAL \$ 207,000

PREPARED BY (Signature) Mary Doyle 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:

M/WBE 100

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



**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:** FLUSHING HIGH SCHOOL (25Q460)

**Federal ID No.:** 13-6400434

**Address :** 35-01 UNION STREET

**Phone No.:** 718-888-7500

**City, State, Zip:** QUEENS, NY 11354

**E-mail:** TChin2@schools.nyc.gov

*Mary Doyle* (Signature)

**Date:** 07-22-2015

Mary Doyle, Executive Director

Print or Type Name and Title of Authorized Representative of Bidder/Applicant's Firm

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

**Name of M/WBE:** Strategic Inquiry

**Federal ID No.:** 465015016

**Address :** 102 MURRAY AVE

**Phone No.:** (917) 575-1980

**City:** LARCHMONT

**State:** NY **Zip Code:** 10538

**E-mail:** NELSCHARFF@HOTMAIL.COM

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

Vendor Strategic Inquiry - will provide Trainers for 23 sessions at \$3000 each. On-site lead trainer would support the leaders and effective team functioning of SLT inquiry teams across the building. They will function as a content coach with an expertise in implementing writing across the curriculum -- helping to support teacher knowledge across the building in effective literacy strategies for helping all students meet common core standards and for development and effective teaching of common core aligned, literacy rich curriculum. They will visit classrooms and teams and provide feedback; conduct training and professional development sessions, conduct learning walks; and meeting individually with teachers and teams. These trainers are supported by the presence of a strategic inquiry consultant on site at each school one day per

**DESIGNATION:** \_\_\_\_\_ **MBE Subcontractor** \_\_\_\_\_ **WBE Subcontractor** \_\_\_\_\_ **MBE Supplier** \_\_\_\_\_ **WBE Supplier** \_\_\_\_\_

**PART C - CERTIFICATION STATUS (CHECK ONE):**

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

☒ The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

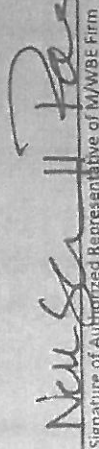
**THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER/APPLICANT CONDITIONED UPON THE BIDDER/APPLICANT'S EXECUTION OF A CONTRACT WITH THE NYS EDUCATION DEPARTMENT.**

The estimated dollar amount of the agreement:

\$ 207,000

Date:

7/21/15



Signature of Authorized Representative of M/WBE Firm

Neil Schaff Panero, Ph.D., Executive Director and Lead Trainer

Printed or Typed Name and Title of Authorized Representative

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

Applicant Name: Strategic Inquiry Consulting, LLC Telephone: (917) 575-1980

Address: 102 Murray Avenue Federal ID No.: 465015016

City, State, ZIP: Larchmont, NY, 10538 Project No: TA-16


Report includes:

☒ Work force to be utilized on this contract OR

☐ Applicant's total work force

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

Race/Ethnicity - report employees in only one category																			
EEO - Job Categories	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	
Consultant		2		1															
Co-owners																			
TOTAL	8	2		1															

PREPARED BY (Signature): 

NAME AND TITLE OF

PREPARER: Phylesia Steele, Fiscal Director

DATE:

07.21.2015

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 city-wide 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 for 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 21<sup>st</sup> 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 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 Com-

mittee 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 non-sexual 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.

ATR 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.

ATR 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

- 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.
- 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.
- To treat instructional staff as professionals by empowering them and holding them responsible for providing the highest quality of teaching.
- 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 15<sup>th</sup> 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.

## 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

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### 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.

<b>Borough</b>	<b>Manhattan</b>	<b>Bronx</b>	<b>Brooklyn</b>	<b>Queens</b>	<b>Staten Island</b>
<b>Per Capita</b>	\$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:

<b>Allocation Categories</b>	<b>Galaxy Requirements</b>
<b>Title I Priority/Focus SWP</b>	Total amount tag using PF Program dropdown equals allocated amount <u>using various fund sources that are conceptually consolidated.</u>
<b>Title I Priority/Focus TA</b> <b>Priority/Focus Schools (Non-Title I)</b>	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
<b>Priority/Focus Parent Engagement Schools</b>	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: <b>Rigorous Instruction</b> (w/DTSDE Tenet SOP References)	
<p>3.2 – Enacted curriculum</p> <p>3.3 – Units &amp; lesson plans</p> <p>3.4 – Teacher collaboration</p> <p>3.5 – Use of data: Curriculum development &amp; support</p> <p>4.2 – Instructional Practices &amp; strategies</p> <p>4.3 – Comprehensive plans for teaching</p> <p>4.4 – Classroom environment &amp; culture</p> <p>4.5 – Use of data: Instructional practices &amp; decisions</p> <p>AIS – Academic Intervention Services (during the school day)</p> <p>ELT – Expanded Learning Time (academic intervention &amp; enrichment activities)</p>	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> <li>Professional development for teachers (and their principals/instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll.</li> <li>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.</li> <li>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.</li> <li>Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary</li> </ul>

### Galaxy Program Dropdown and List of Priority and Focus Allowable Activities

	<p>institutions and P-12 systems.</p> <ul style="list-style-type: none"> <li>Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.</li> <li>Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.</li> <li>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.</li> <li>Costs associated with implementing ELT programs that improve student academic, social, and emotional outcomes, in which increased percentages of historically underserved students will enroll.</li> </ul>
<b>Framework for Great Schools Element: <a href="#">Supportive Environment</a> (w/DTSDE Tenet SOP References)</b>	
<p>5.2 – Systems &amp; partnerships</p> <p>5.3 – Vision for social, emotional developmental health</p> <p>5.4 – Safety</p> <p>5.5 – Use of data: Student social &amp; emotional development</p> <p>ELT – Expanded Learning Time (student social &amp; emotional support, including CBO partnerships)</p>	<ul style="list-style-type: none"> <li>Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement scientifically based behavior management programs.</li> <li>Costs associated with implementing ELT programs that improve student, social, and emotional outcomes, in which increased percentages of historically undeserved students will enroll.</li> </ul>
<b>Framework for Great Schools Element: <a href="#">Collaborative Teachers</a> (w/DTSDE Tenet SOP References)</b>	
<p>3.2 – Enacted curriculum</p> <p>3.3 – Units &amp; lesson plans</p> <p>3.4 – Teacher collaboration</p> <p>3.5 – Use of data: Curriculum development &amp; support</p> <p>4.2 – Instructional Practices &amp; strategies</p> <p>4.3 – Comprehensive plans for teaching</p> <p>4.4 – Classroom environment &amp; culture</p> <p>4.5 – Use of data: Instructional practices &amp; decisions</p>	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to</li> </ul>



### Galaxy Program Dropdown and List of Priority and Focus Allowable Activities

	<p>Intervention (Rtl) that are aligned with academic intervention services.</p> <ul style="list-style-type: none"> <li>Professional development for teachers (and their principals/instructional supervisors) who will implement CTE courses in which increased percentages of historically undeserved students will enroll.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.</li> <li>Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.</li> </ul>
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### Framework for Great Schools Element: **Effective School Leadership** (w/DTSDE Tenet SOP References)

<p>2.2 – School leader's vision</p> <p>2.3 – Systems and structures for school development</p> <p>2.4 – School leader's use of resources</p> <p>2.5 – Use of data: Teacher &amp; mid-management effectiveness</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.</li> </ul>
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Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Framework for Great Schools Element: <b>Strong Family-Community Ties</b> (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	<p><b>Parent Engagement</b> 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.</p> <p><b><i>What are <u>allowable</u> uses of the 1% Parent Engagement funds?</i></b></p> <ul style="list-style-type: none"> <li>• Parent trainings/workshops to assist them in helping their child succeed academically.</li> <li>• Literacy Zone Centers</li> <li>• Professional Development for school leaders and teachers related to working with and building effective parent partnerships.</li> <li>• Training for parents on working effectively with teachers to enhance student performance.</li> <li>• Training for parents on building supports for their children, including health and nutrition services.</li> </ul> <p><b><i>What are <u>non-allowable</u> uses of the 1% Parent Engagement funds?</i></b></p> <ul style="list-style-type: none"> <li>• Salaries for district or school personnel to be part of parent committees.</li> <li>• Charges for building usage (This should be part of district “off-the-top” expenses.)</li> <li>• Charges for custodial or security (This should be part of district “off-the-top” expenses.)</li> <li>• Charges for awards, certificates, district or school labeled paraphernalia (e.g., T-Shirts, Book bags, stickers, etc.)</li> <li>• Salaries or stipends for parents to participate on district or school committees.</li> <li>• 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.</li> </ul> <p>Additional guidance and a comprehensive list of allowable activities for the Parent Engagement Set-Aside are available in the June 2013 Field Memo: <a href="http://www.p12.nysed.gov/accountability/memos.html">http://www.p12.nysed.gov/accountability/memos.html</a></p>



# 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**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Title I Priority/Focus SWP</b>	<b>Title I Priority/Focus TA</b>	<b>Priority/Focus Schools</b>	<b>Priority/Focus Parent Engagement Schools</b>	<b>Total</b>
94XFSC	94XR06	07X179	80,454	0	0	3,238	83,692
94XFSC	94XR06	07X224	82,392	0	0	3,316	85,708
94XFSC	94XR06	07X369	57,917	0	0	2,331	60,248
94XFSC	94XR06	07X385	32,472	0	0	1,307	33,779
94AFSA	94AR04	07X427	63,248	0	0	2,545	65,793
94XFSC	94XR01	07X473	74,638	0	0	3,004	77,642
94XFSC	94XR01	07X520	30,291	0	0	1,219	31,510
94AFSA	94AR03	07X527	99,355	0	0	3,998	103,353
94XFSC	94XR01	07X547	90,631	0	0	3,647	94,278
94AFSA	94AR03	07X600	74,638	0	0	3,004	77,642
94XFSC	94XR07	08X014	0	0	79,727	1,595	81,322
94XFSC	94XR07	08X071	0	0	255,900	10,298	266,198
94XFSC	94XR07	08X072	154,607	0	0	6,222	160,829
94XFSC	94XR07	08X107	102,021	0	0	4,106	106,127
94XFSC	94XR07	08X123	87,481	0	0	3,521	91,002
94XFSC	94XR07	08X125	84,573	0	0	3,404	87,977
94XFSC	94XR07	08X131	107,837	0	0	4,340	112,177
94XFSC	94XR07	08X138	159,453	0	0	6,417	165,870
94XFSC	94XR07	08X140	125,042	0	0	5,032	130,074
94XFSC	94XR07	08X146	95,236	0	0	3,833	99,069
94XFSC	94XR09	08X269	116,076	0	0	4,671	120,747
94XFSC	94XR07	08X301	36,592	0	0	1,473	38,065
94XFSC	94XR02	08X305	56,221	0	0	2,263	58,484
94XFSC	94XR02	08X332	47,981	0	0	1,931	49,912
94XFSC	94XR07	08X333	81,908	0	0	3,296	85,204
94XFSC	94XR07	08X366	28,595	0	0	1,151	29,746
94XFSC	94XR09	08X367	115,591	0	0	4,652	120,243
94XFSC	94XR07	08X375	60,825	0	0	2,448	63,273
94XFSC	94XR09	08X376	86,996	0	0	3,501	90,497
94XFSC	94XR02	08X405	0	0	233,606	9,401	243,007
94XFSC	94XR07	08X424	73,911	0	0	2,974	76,885
94XFSC	94XR07	08X448	71,730	0	0	2,887	74,617
94XFSC	94XR07	08X467	0	0	36,107	1,453	37,560
94XFSC	94XR02	08X530	60,098	0	0	2,419	62,517
94XFSC	94XR08	09X011	166,481	0	0	6,700	173,181
94XFSC	94XR08	09X022	110,018	0	0	4,427	114,445
94XFSC	94XR08	09X042	99,113	0	0	3,989	103,102
94XFSC	94XR08	09X055	144,429	0	0	5,812	150,241
94XFSC	94XR08	09X058	95,963	0	0	3,862	99,825
94XFSC	94XR08	09X064	66,156	0	0	2,662	68,818
94XFSC	94XR08	09X070	308,971	0	0	12,434	321,405
94XFSC	94XR08	09X114	0	0	0	0	0
94XFSC	94XR08	09X117	126,012	0	0	5,071	131,083

**Priority and Focus School Allocations**  
**Table 1**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Title I Priority/Focus SWP</b>	<b>Title I Priority/Focus TA</b>	<b>Priority/Focus Schools</b>	<b>Priority/Focus Parent Engagement Schools</b>	<b>Total</b>
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**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Title I Priority/Focus SWP</b>	<b>Title I Priority/Focus TA</b>	<b>Priority/Focus Schools</b>	<b>Priority/Focus Parent Engagement Schools</b>	<b>Total</b>
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**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Title I Priority/Focus SWP</b>	<b>Title I Priority/Focus TA</b>	<b>Priority/Focus Schools</b>	<b>Priority/Focus Parent Engagement Schools</b>	<b>Total</b>
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**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Title I Priority/Focus SWP</b>	<b>Title I Priority/Focus TA</b>	<b>Priority/Focus Schools</b>	<b>Priority/Focus Parent Engagement Schools</b>	<b>Total</b>
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**

<b>BFSC</b>	<b>BFSC Team</b>	<b>Location</b>	<b>Title I Priority/Focus SWP</b>	<b>Title I Priority/Focus TA</b>	<b>Priority/Focus Schools</b>	<b>Priority/Focus Parent Engagement Schools</b>	<b>Total</b>
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
<b>Grand Total</b>			<b>25,292,948</b>	<b>66,853</b>	<b>3,846,852</b>	<b>1,061,874</b>	<b>30,268,527</b>



# School Allocation Memorandum No. 41, FY 2016

## Priority and Focus School Allocations

### Table 2

Borough Per Capitas:     *Manhattan*     *Bronx*     *Brooklyn*     *Queens*  
    **\$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	<b>42,231</b>	<b>4,073</b>
01M292	Open	HENRY STREET SCHOOL	SWP	1	82	196	54,480	1,448	<b>55,928</b>	<b>570</b>
01M332	Open	UNIV NEIGHBORHOOD MIDDLE SCHOOL	SWP	1	75.6	65	18,067	480	<b>18,547</b>	<b>656</b>
01M448	Open	UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	SWP	1	84.2	255	70,880	1,884	<b>72,764</b>	<b>2,074</b>
01M509	Open	MARTA VALLE HIGH SCHOOL	SWP	1	78.4	265	73,659	1,958	<b>75,617</b>	<b>506</b>
02M047	Open	AMERICAN SIGN LANG & ENG SECONDAR	SWP	1	74	125	34,745	924	<b>35,669</b>	<b>1,367</b>
02M303	Open	FACING HISTORY SCHOOL (THE)	SWP	1	75.6	302	83,944	2,231	<b>86,175</b>	<b>0</b>
02M419	Open	LANDMARK HIGH SCHOOL	SWP	1	84.4	293	81,442	2,165	<b>83,607</b>	<b>765</b>
02M459	Open	MANHATTAN INTERNATIONAL HIGH SCHOOL	SWP	1	80.7	274	76,161	2,024	<b>78,185</b>	<b>907</b>
02M520	Open	MURRY BERGTRAUM HS FOR BUS CAR	SWP	1	67.3	600	166,776	4,433	<b>171,209</b>	<b>5,504</b>
02M529	Open	JACQUELINE KENNEDY-ONASSIS HIGH SCH	SWP	1	75	487	135,367	3,598	<b>138,965</b>	<b>5,431</b>
02M580	Open	RICHARD R GREEN HS OF TEACHING	SWP	1	78.5	432	120,079	3,192	<b>123,271</b>	<b>2,702</b>
02M625	Open	HS OF GRAPHIC COMMUNICATION ARTS	SWP	1	72.7	215	59,761	1,588	<b>61,349</b>	<b>4,012</b>
03M149	Open	PS 149 SOJOURNER TRUTH	SWP	1	83.5	212	58,928	1,566	<b>60,494</b>	<b>1,051</b>
03M208	Open	PS 208 ALAIN L LOCKE	SWP	1	87.9	138	38,358	1,020	<b>39,378</b>	<b>2,199</b>
03M299	Open	HIGH SCH-ARTS IMAGNTN & INQUIRY	SWP	1	75.1	323	89,781	2,386	<b>92,167</b>	<b>1,841</b>
03M415	Open	WADLEIGH PERF AND VISUAL ARTS	SWP	1	76.6	322	89,503	2,379	<b>91,882</b>	<b>587</b>
03M421	Open	WEST PREP ACADEMY	SWP	1	68.3	133	36,969	983	<b>37,952</b>	<b>95</b>
03M860	Open	FREDERICK DOUGLASS ACADEMY II	SWP	1	68.2	268	74,493	1,980	<b>76,473</b>	<b>2,564</b>
04M050	Open	PS 50 VITO MARCANTONIO	SWP	1	83.7	282	78,385	2,083	<b>80,468</b>	<b>2,159</b>
04M375	Open	MOSAIC PREPARATORY ACADEMY	SWP	1	93.1	284	78,941	2,098	<b>81,039</b>	<b>1,596</b>
04M377	Open	RENAISSANCE SCHOOL OF THE ARTS	SWP	1	80.8	135	37,525	997	<b>38,522</b>	<b>1,051</b>
04M381	Open	GLOBAL NEIGHBORHOOD SECONDARY SCHOOL	SWP	1	91.5	130	36,135	960	<b>37,095</b>	<b>1,865</b>
04M409	Open	COALITION SCHOOL FOR SOCIAL CHANGE	SWP	1	71.8	200	55,592	1,478	<b>57,070</b>	<b>0</b>
04M825	Open	ISAAC NEWTON MS FOR MATH & SCI	SWP	1	84.8	235	65,321	1,736	<b>67,057</b>	<b>98</b>
05M123	Open	PS 123 MAHALIA JACKSON	SWP	1	82.9	446	123,970	3,295	<b>127,265</b>	<b>246</b>
05M194	Open	PS 194 COUNTEE CULLEN	SWP	1	95.1	154	42,806	1,138	<b>43,944</b>	<b>1,056</b>
05M197	Open	PS 197 JOHN B RUSSWURM	SWP	1	86.6	259	71,992	1,914	<b>73,906</b>	<b>1,923</b>
05M685	Open	BREAD & ROSES INTEGRATED ARTS HS	SWP	1	77.1	74	20,569	547	<b>21,116</b>	<b>2,553</b>
06M005	Open	PS 5 ELLEN LURIE	SWP	1	89.1	574	159,549	4,241	<b>163,790</b>	<b>1,473</b>
06M115	Open	PS 115 ALEXANDER HUMBOLDT	SWP	1	95.9	494	137,312	3,650	<b>140,962</b>	<b>6,683</b>
06M132	Open	PS 132 JUAN PABLO DUARTE	SWP	1	92.3	494	137,312	3,650	<b>140,962</b>	<b>739</b>
06M346	Open	COMMUNITY HEALTH ACAD OF THE HEIGHTS	SWP	1	87.6	530	147,319	3,916	<b>151,235</b>	<b>1,781</b>



**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

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DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
08X375	Open	BRONX MATHEMATICS PREP SCH (THE)	SWP	1	90.9	251	60,825	2,448	<b>63,273</b>	<b>1,133</b>
08X376	Open	ANTONIA PANTOJA PREP ACADEMY	SWP	1	81.3	359	86,996	3,501	<b>90,497</b>	<b>1,786</b>
08X405	Open	HERBERT H LEHMAN HIGH SCHOOL	SWP	1	68	964	233,606	9,401	<b>243,007</b>	<b>8,475</b>
08X424	Open	HUNTS POINT SCHOOL (THE)	SWP	1	86.9	305	73,911	2,974	<b>76,885</b>	<b>0</b>
08X448	Open	SOUNDVIEW ACADEMY	SWP	1	85.3	296	71,730	2,887	<b>74,617</b>	<b>0</b>
08X467	Open	MOTT HALL COMMUNITY SCHOOL	SWP	1	66.5	149	36,107	1,453	<b>37,560</b>	<b>37</b>
08X530	Open	BANANA KELLY HIGH SCHOOL	SWP	1	80.5	248	60,098	2,419	<b>62,517</b>	<b>790</b>
09X011	Open	PS 11 HIGHBRIDGE	SWP	1	93	687	166,481	6,700	<b>173,181</b>	<b>2,633</b>
09X022	Open	JHS 22 JORDAN L MOTT	SWP	1	94	454	110,018	4,427	<b>114,445</b>	<b>922</b>
09X042	Open	PS 42 CLAREMONT	SWP	1	97.1	409	99,113	3,989	<b>103,102</b>	<b>1,802</b>
09X055	Open	PS 55 BENJAMIN FRANKLIN	SWP	1	91.1	596	144,429	5,812	<b>150,241</b>	<b>3,071</b>
09X058	Open	PS 58	SWP	1	87.4	396	95,963	3,862	<b>99,825</b>	<b>1,449</b>
09X064	Open	PS 64 PURA BELPRE	SWP	1	95.8	273	66,156	2,662	<b>68,818</b>	<b>3,978</b>
09X070	Open	PS 70 MAX SCHOENFELD	SWP	1	95.7	1275	308,971	12,434	<b>321,405</b>	<b>12,326</b>
09X117	Open	IS 117 JOSEPH H WADE	SWP	1	84.4	520	126,012	5,071	<b>131,083</b>	<b>3,907</b>
09X132	Open	PS 132 GARRETT A MORGAN	SWP	1	89	433	104,929	4,223	<b>109,152</b>	<b>4,534</b>
09X145	Open	JHS 145 ARTURO TOSCANINI	SWP	1	86.1	317	76,819	3,091	<b>79,910</b>	<b>3,003</b>
09X163	Open	PS 163 ARTHUR A SCHOMBERG	SWP	1	96.5	529	128,193	5,159	<b>133,352</b>	<b>2,444</b>
09X219	Open	IS 219 NEW VENTURE SCHOOL	SWP	1	86.5	281	68,095	2,740	<b>70,835</b>	<b>2,327</b>
09X227	Open	BRONX COLLEGIATE ACADEMY	SWP	1	83.9	316	76,576	3,082	<b>79,658</b>	<b>1,980</b>
09X230	Open	PS 230 DR ROLAND N PATTERSON	SWP	1	92.3	144	34,896	1,404	<b>36,300</b>	<b>2,154</b>
09X276	Open	LEADERSHIP INSTITUTE	SWP	1	87.6	169	40,954	1,648	<b>42,602</b>	<b>170</b>
09X303	Open	IS 303 LEADERSHIP & COMM SERVICE	SWP	1	95.5	274	66,398	2,672	<b>69,070</b>	<b>378</b>
09X313	Open	IS 313 SCHOOL OF LEADERSHIP DEV	SWP	1	84.7	294	71,245	2,867	<b>74,112</b>	<b>2,912</b>
09X323	Open	BRONX WRITING ACADEMY	SWP	1	90	412	99,840	4,018	<b>103,858</b>	<b>204</b>
09X324	Open	BRONX EARLY COL ACAD-TEACH/LEARN	SWP	1	86	431	104,444	4,203	<b>108,647</b>	<b>440</b>
09X325	Open	URBAN SCIENCE ACADEMY	SWP	1	73.1	242	58,644	2,360	<b>61,004</b>	<b>1,056</b>
09X328	Open	NEW MILLENNIUM BUSINESS ACAD MS	SWP	1	64.5	114	27,626	1,112	<b>28,738</b>	<b>241</b>
09X329	Open	DREAMYARD PREPARATORY SCHOOL	SWP	1	80	257	62,279	2,506	<b>64,785</b>	<b>640</b>
09X339	Open	IS 339	SWP	1	89.9	497	120,438	4,847	<b>125,285</b>	<b>5,513</b>
09X412	Open	BRONX HIGH SCHOOL OF BUSINESS	SWP	1	77.6	262	63,490	2,555	<b>66,045</b>	<b>3,118</b>
09X414	Open	J LEVIN HIGH SCHOOL-MEDIA & COMMUN	SWP	1	77.7	119	28,837	1,161	<b>29,998</b>	<b>1,415</b>
09X443	Open	FAMILY SCHOOL (THE)	SWP	1	90.5	475	115,107	4,632	<b>119,739</b>	<b>3,070</b>
09X457	Open	SHERIDAN ACADEMY FOR YOUNG LEADERS	SWP	1	83.4	497	120,438	4,847	<b>125,285</b>	<b>1,422</b>
10X009	Open	PS 9 RYER AVENUE ELEMENTARY SCHOOL	SWP	1	88.3	688	166,723	6,709	<b>173,432</b>	<b>995</b>
10X020	Open	PS 20 PO GEORGE J WERDAN III	SWP	1	85.5	921	223,186	8,982	<b>232,168</b>	<b>10,037</b>

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DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
10X033	Open	PS 33 TIMOTHY DWIGHT	SWP	1	90.3	926	224,398	9,031	233,429	8,854
10X045	Open	THOMAS C GIORDANO MS 45	SWP	1	90.5	647	156,788	6,310	163,098	2,786
10X046	Open	PS 46 EDGAR ALLEN POE	SWP	1	87.5	1096	265,594	10,688	276,282	6,916
10X054	Open	PS 54 FORDHAM BEDFORD ACADEMY	SWP	1	94.2	424	102,748	4,135	106,883	1,287
10X080	Open	JHS 80 THE MOSHOLU PARKWAY	SWP	1	78.9	506	122,619	4,935	127,554	255
10X085	Open	PS 85 GREAT EXPECTATIONS	SWP	1	95.5	939	227,548	9,157	236,705	8,007
10X091	Open	PS 91 BRONX	SWP	1	94.5	701	169,873	6,836	176,709	7,532
10X094	Open	PS 94 KINGS COLLEGE SCHOOL	SWP	1	89.7	1111	269,229	10,835	280,064	9,131
10X159	Open	PS 159 LUIS MUNOZ MARIN BILING	SWP	1	89.6	175	42,408	1,707	44,115	1,156
10X206	Open	IS 206 ANN MERSEREAU	SWP	1	90.7	242	58,644	2,360	61,004	2,325
10X226	Open	PS 226	SWP	1	94.7	460	111,472	4,486	115,958	3,368
10X306	Open	PS 306	SWP	1	74.9	566	137,159	5,520	142,679	5,344
10X310	Open	PS 310 MARBLE HILL	SWP	1	96.1	684	165,754	6,670	172,424	4,589
10X331	Open	BRONX SCHOOL OF YOUNG LEADERS (THE)	SWP	1	89.6	352	85,300	3,433	88,733	3,807
10X344	Open	AMPARK NEIGHBORHOOD		0	40.2	152	36,834	737	37,571	15
10X360	Open	PS 360	SWP	1	84.2	367	88,935	3,579	92,514	0
10X363	Open	ACAD-PERSONAL LDSHP AND EXCELLENCE	SWP	1	91	372	90,147	3,628	93,775	3,555
10X391	Open	ANGELO PATRI MIDDLE SCHOOL (THE)	SWP	1	81.9	419	101,536	4,086	105,622	1,729
10X438	Open	FORDHAM LEADERSHIP-BUS/TECH	SWP	1	88.3	384	93,055	3,745	96,800	3,906
10X440	Open	DEWITT CLINTON HIGH SCHOOL	SWP	1	71.9	1452	351,863	14,160	366,023	17,108
10X447	Open	CRESTON ACADEMY	SWP	1	96	460	111,472	4,486	115,958	5,147
10X546	Open	BRONX THEATRE HIGH SCHOOL	SWP	1	79.6	336	81,423	3,277	84,700	2,015
11X021	Open	PS 21 PHILIP H SHERIDAN	SWP	1	78.2	551	133,524	5,373	138,897	3,033
11X078	Open	PS 78 ANNE HUTCHINSON	SWP	1	79.9	626	151,699	6,105	157,804	5,528
11X087	Open	PS 87	SWP	1	75.4	474	114,864	4,623	119,487	3,028
11X089	Open	PS 89	SWP	1	76.5	1082	262,201	10,552	272,753	5,091
11X111	Open	PS 111 SETON FALLS	SWP	1	83.1	545	132,070	5,315	137,385	2,313
11X112	Open	PS 112 BRONXWOOD	SWP	1	94	343	83,119	3,345	86,464	1,302
11X127	Open	JHS 127 THE CASTLE HILL	SWP	1	78.6	576	139,582	5,617	145,199	2,340
11X144	Open	JHS 144 MICHELANGELO	SWP	1	68.7	381	92,328	3,716	96,044	0
11X160	Open	PS 160 WALT DISNEY	SWP	1	60.8	216	52,343	2,106	54,449	1,386
11X189	Open	CORNERSTONE ACAD FOR SOCIAL ACTION	SWP	1	80.1	297	71,972	2,896	74,868	1,715
11X253	Open	BRONX HIGH SCH-WRITING & COMM ARTS	SWP	1	72.4	277	67,125	2,701	69,826	1,585
11X265	Open	BRONX LAB SCHOOL	SWP	1	75.5	343	83,119	3,345	86,464	2,552
11X270	Open	ACAD-SCHOLARSHIP & ENTREPRENEURSHIP	SWP	1	68.2	249	60,340	2,428	62,768	1,536
11X272	Open	GLOBE SCHOOL-ENVIRNM RESEARCH	SWP	1	92	218	52,828	2,126	54,954	190

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DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
11X289	Open	YOUNG SCHOLARS ACADEMY-BRONX	SWP	1	69.4	220	53,313	2,145	55,458	1,653
11X299	Open	ASTOR COLLEGIATE ACADEMY	SWP	1	78.5	366	88,693	3,569	92,262	3,495
11X370	Open	SCHOOL OF DIPLOMACY	SWP	1	89.7	210	50,889	2,048	52,937	0
11X418	Open	BRONX HIGH SCHOOL FOR THE VISUAL ART	SWP	1	67.6	321	77,788	3,130	80,918	1,231
11X514	Open	BRONXWOOD PREP ACADEMY (THE)	SWP	1	67.6	282	68,337	2,750	71,087	2,828
12X006	Open	PS 6 WEST FARMS	SWP	1	94.1	515	124,800	5,022	129,822	4,458
12X044	Open	PS 44 DAVID C FARRAGUT	SWP	1	91.2	269	65,187	2,623	67,810	0
12X050	Open	PS 50 CLARA BARTON	SWP	1	95.4	104	25,202	1,014	26,216	756
12X061	Open	PS 61 FRANCISCO OLLER	SWP	1	86.9	284	68,822	2,770	71,592	2,338
12X092	Open	PS 92	SWP	1	89.6	405	98,144	3,950	102,094	4,964
12X134	Open	PS 134 GEORGE F BRISTOW	SWP	1	89.6	554	134,251	5,403	139,654	5,213
12X195	Open	PS 195	SWP	1	84	783	189,744	7,636	197,380	4,807
12X211	Open	PS 211	SWP	1	89.9	532	128,920	5,188	134,108	3,829
12X212	Open	PS 212	SWP	1	90.1	420	101,779	4,096	105,875	1,257
12X217	Open	SCHOOL OF PERFORMING ARTS	SWP	1	80.5	273	66,156	2,662	68,818	1,474
12X271	Open	EAST BRONX ACADEMY FOR THE FUTURE	SWP	1	85.4	522	126,496	5,091	131,587	5,948
12X278	Open	PEACE AND DIVERSITY ACADEMY	SWP	1	79.9	123	29,807	1,200	31,007	705
12X286	Open	FANNIE LOU HAMER MIDDLE SCHOOL	SWP	1	87.7	233	56,463	2,272	58,735	2,504
12X300	Open	SCHOOL OF SCIENCE & APPLIED LRNG	SWP	1	87	542	131,343	5,286	136,629	374
12X318	Open	IS 318 MATH, SCIENCE & TECH THRO ART	SWP	1	86.7	280	67,852	2,731	70,583	3,432
12X372	Open	URBAN ASSEMBLY-WILDLIFE CONSERVATION	SWP	1	79.9	443	107,352	4,320	111,672	1,458
12X383	Open	EMOLIOR ACADEMY	SWP	1	81.3	195	47,254	1,902	49,156	1,474
12X384	Open	ENTRADA ACADEMY	SWP	1	89.7	261	63,248	2,545	65,793	0
12X463	Open	URBAN SCHOLARS COMMUNITY SCHOOL	SWP	1	95.1	270	65,429	2,633	68,062	1,364
12X550	Open	HIGH SCHOOL OF WORLD CULTURES	SWP	1	98.2	385	93,297	3,755	97,052	3,066
12X684	Open	WINGS ACADEMY	SWP	1	80.2	381	92,328	3,716	96,044	2,311
12X692	Open	MONROE ACAD FOR VISUAL ARTS & DESIGN	SWP	1	86.3	371	89,904	3,618	93,522	474
13K003	Open	PS 3 THE BEDFORD VILLAGE	SWP	1	86	375	96,698	3,801	100,499	2,439
13K067	Open	PS 67 CHARLES A DORSEY	SWP	1	95.9	212	54,666	2,149	56,815	2,231
13K113	Open	MS 113 RONALD EDMONDS LEARNING CTR	SWP	1	79.8	449	115,779	4,551	120,330	5,425
13K266	Open	MS 266 PARK PLACE COMMUNITY MS	SWP	1	69	89	22,950	902	23,852	699
13K301	Open	SATELLITE EAST MIDDLE SCHOOL	SWP	1	91.6	109	28,107	1,105	29,212	798
13K305	Open	PS 305 DR PETER RAY	SWP	1	87.1	155	39,968	1,571	41,539	427
13K307	Open	PS 307 DANIEL HALE WILLIAMS	SWP	1	82.4	281	72,459	2,848	75,307	1,881
13K412	Open	BROOKLYN COMM HS-COMM, ARTS, MEDIA	SWP	1	73.7	292	75,295	2,960	78,255	2,393
13K596	Open	MS 596 PEACE ACADEMY	SWP	1	91.5	43	11,088	436	11,524	761



**Table 2**

**Borough Per Capitas:**     *Manhattan*     *Bronx*     *Brooklyn*     *Queens*  
    **\$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	<b>90,315</b>	<b>4,329</b>
32K377	Open	PS 377 ALEJANDINA B DE GAUTIER	SWP	1	84	377	97,213	3,821	<b>101,034</b>	<b>3,997</b>
32K545	Open	EBC HIGH SCHOOL-PUBLIC SERVICE	SWP	1	92.3	465	119,905	4,713	<b>124,618</b>	<b>3,286</b>
32K552	Open	ACADEMY OF URBAN PLANNING	SWP	1	94.8	254	65,496	2,575	<b>68,071</b>	<b>1,469</b>
32K556	Open	BUSHWICK LEADERS HS-ACAD EXCELL	SWP	1	92.9	290	74,779	2,939	<b>77,718</b>	<b>1,089</b>
<b>Total</b>						114,704	<b>29,206,653</b>	<b>1,061,874</b>	<b>30,268,527</b>	<b>799,129</b>

\* 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:					
9 <sup>th</sup> Grade Credit Accumulation of Former 8 <sup>th</sup> 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%
<b>Choose two elements from the Framework as additional leading indicators:</b>			
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
<b>Choose 3:</b>					
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.

## **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 <i>(including ELT)</i>	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 <i>(including ELT)</i>	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 <i>(including ELT)</i>	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 <i>(including ELT)</i>	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). <i>PE and OPW scheduled before and/or after the day**.</i>	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 <i>(including ELT)</i>	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.-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.
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:**

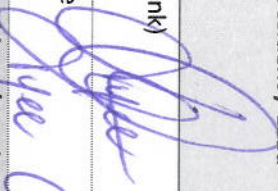



- Sports teams
- Arts and crafts
- Activities not aligned with school's instructional focus

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:

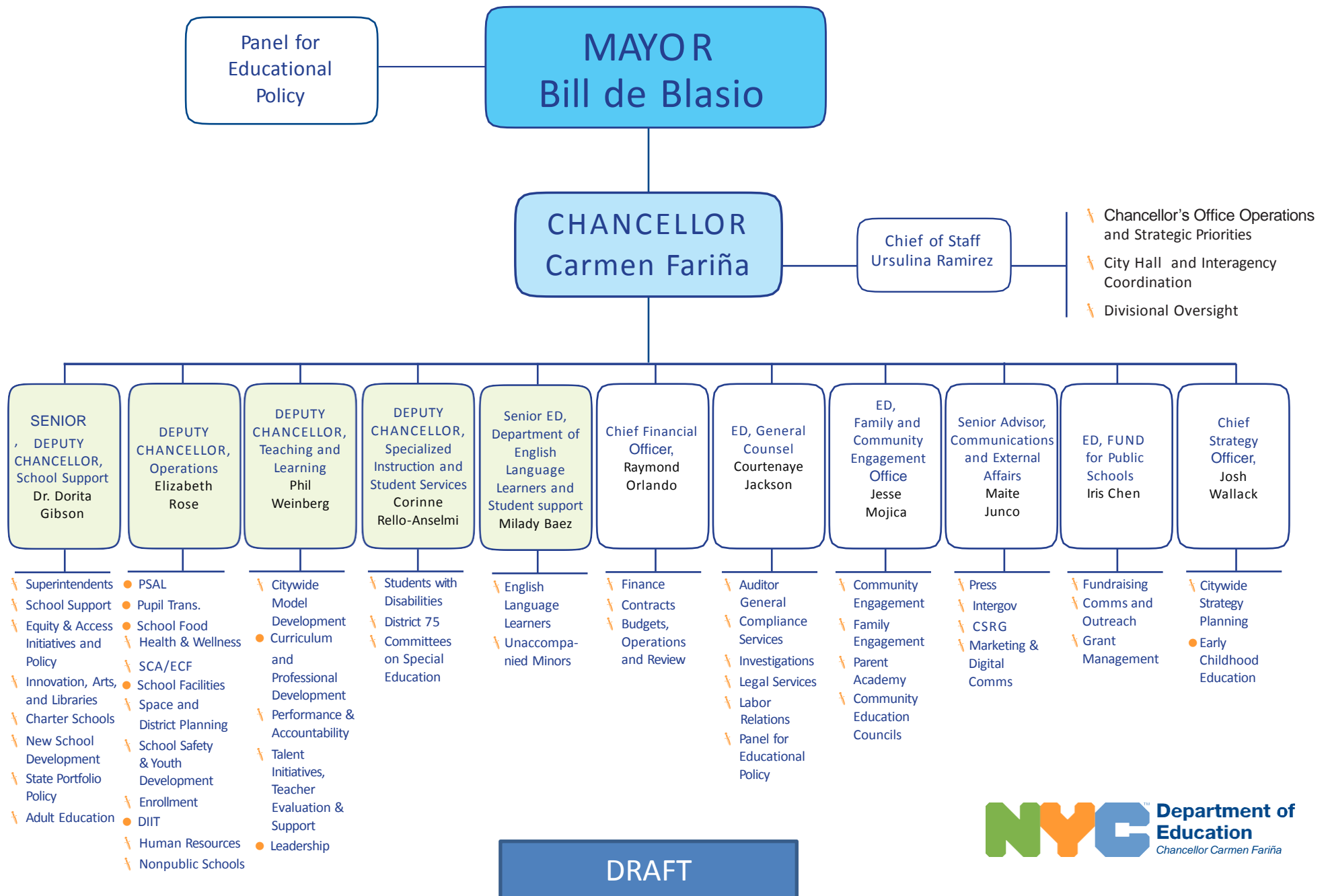
1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, 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.

<b>Principals Union President / Lead</b>	<b>Date</b>	<b>Summary Documentation if Signature is Unobtainable</b> 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) 	6/29/15	
Type or print name Julie Chin		
<b>Teachers Union President / Lead</b>	<b>Date</b>	<b>Summary Documentation if Signature is Unobtainable</b> 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) 	6/29/15	
Type or print name Laura M. Giglio		
<b>Parent Group President / Lead</b>	<b>Date</b>	<b>Summary Documentation if Signature is Unobtainable</b> 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) 	6/29/15	
Type or print name Juliana A. Vazquez		
<b>Signature (in blue ink)</b> 		
Type or print name Zulma A. Vazquez		



# New York City Department of Education

## Organizational Chart



## 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	<p>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.</p>	<p>This stage is marked by deepening collaboration among all stakeholders and <b>defined community partnerships</b>. The work begins by introducing <b>Core Structures</b>, such as formalizing a partnership with a lead CBO, <b>hiring a dedicated Community School director</b>, and securing base funding. Programs and services are developed based on a process of <b>strategic data collection and analysis</b> 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.</p>	<p>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 <b>intentional coordination of services</b> 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 <b>ongoing needs assessment</b> to keep the vision and programs fresh, tend the relationships, continue to demonstrate added value, and attend to sustainability.</p>	<p>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 <b>authentic school-based governance</b>, 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.</p>

## 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.

# Interim Assessment Calendar 25Q460

Calendar/Schedule of Interim Assessments in ELA and Math	
Month	Activities
June	<ul style="list-style-type: none"> <li>Develop interim assessment calendar</li> <li>Acquire/revise/develop assessments as needed.</li> </ul>
July	<ul style="list-style-type: none"> <li>Adjust curriculum scope and sequences to match interim assessments that will be used.</li> <li>Revise curriculum based on interim and final assessment results.</li> </ul>
August	<ul style="list-style-type: none"> <li>Prepare professional development for staff on the calendar of data driven instruction/inquiry cycles.</li> </ul>
September	<ul style="list-style-type: none"> <li>Develop plan for test administration and test scoring for the interim assessment #1.</li> <li>Finalize interim assessment #1 and present to teachers so they can plan for mastery by September 30<sup>th</sup>.</li> </ul>
October	<ul style="list-style-type: none"> <li>Teachers predict performance on interim assessment #1.</li> <li>Interim assessment #1 is administered by October 20<sup>th</sup>. (2 class periods to complete the assessment.</li> <li>Interim assessment #1 is scored during SLC/PLC common planning time.</li> <li>Lead teachers facilitate professional development on the protocols for analyzing results within their SLC.</li> <li>Lead teachers will facilitate analysis meetings comparing results to predictions and identifying skill gaps and challenging standards that need to be addressed.</li> </ul>
November	<ul style="list-style-type: none"> <li>Within their SLCs/PLCs, teacher teams will then select strategies from “INCREASING RIGOR THROUGHOUT THE LESSON: DATA-DRIVEN CLASSROOM BEST PRACTICES,” (Engage NY), that will be used by all teachers within the SLC, in order to address the skill gaps and challenging standards and add rigor to their lessons. Lead teachers will facilitate professional development on incorporating these practices into planning and instruction.</li> <li>Teachers will incorporate selected strategies based on the analysis of interim assessment #1 results into daily lesson plans.</li> <li>Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.</li> </ul>
December	<ul style="list-style-type: none"> <li>Teachers will incorporate selected strategies based on the analysis of interim assessment #1 results into daily lesson plans.</li> <li>Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.</li> <li>Develop plan for test administration and test scoring for the interim assessment #2.</li> <li>Finalize interim assessment #2 and present to teachers so they can plan for mastery by December 20<sup>th</sup>.</li> </ul>
January	<ul style="list-style-type: none"> <li>Teachers predict performance on interim assessment #2.</li> <li>Interim assessment #2 is administered by January 20<sup>th</sup>. (2 class periods to complete the assessment.</li> </ul>

## Interim Assessment Calendar 25Q460

	<ul style="list-style-type: none"> <li>▪ Interim assessment #2 is scored during SLC/PLC common planning time.</li> <li>▪ Lead teachers facilitate professional development on the protocols for analyzing results within their SLC.</li> <li>▪ Lead teachers will facilitate analysis meetings comparing results to predictions and identifying skill gaps and challenging standards that need to be addressed.</li> </ul>
February	<ul style="list-style-type: none"> <li>▪ Within their SLCs/PLCs, teacher teams will then select strategies from “INCREASING RIGOR THROUGHOUT THE LESSON: DATA-DRIVEN CLASSROOM BEST PRACTICES,” (Engage NY), that will be used by all teachers within the SLC, in order to address the skill gaps and challenging standards and add rigor to their lessons. Lead teachers will facilitate professional development on incorporating these practices into planning and instruction.</li> <li>▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #2 results into daily lesson plans.</li> <li>▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.</li> </ul>
March	<ul style="list-style-type: none"> <li>▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #2 results into daily lesson plans.</li> <li>▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.</li> <li>▪ Develop plan for test administration and test scoring for the interim assessment #3.</li> <li>▪ Finalize interim assessment #3 and present to teachers so they can plan for mastery by March 30<sup>th</sup>.</li> </ul>
April	<ul style="list-style-type: none"> <li>▪ Teachers predict performance on interim assessment #3.</li> <li>▪ Interim assessment #3 is administered by April 20<sup>th</sup>. (2 class periods to complete the assessment.</li> <li>▪ Interim assessment #3 is scored during SLC/PLC common planning time.</li> <li>▪ Lead teachers facilitate professional development on the protocols for analyzing results within their SLC.</li> <li>▪ Lead teachers will facilitate analysis meetings comparing results to predictions and identifying skill gaps and challenging standards that need to be addressed.</li> </ul>
May	<ul style="list-style-type: none"> <li>▪ Within their SLCs/PLCs, teacher teams will then select strategies from “INCREASING RIGOR THROUGHOUT THE LESSON: DATA-DRIVEN CLASSROOM BEST PRACTICES,” (Engage NY), that will be used by all teachers within the SLC, in order to address the skill gaps and challenging standards and add rigor to their lessons. Lead teachers will facilitate professional development on incorporating these practices into planning and instruction.</li> <li>▪ Teachers will incorporate selected strategies based on the analysis of interim assessment #2 results into daily lesson plans.</li> </ul>

## Interim Assessment Calendar 25Q460

	<ul style="list-style-type: none"><li>▪ Instructional evaluators will look for evidence of these strategies in lesson plans and lesson observations.</li></ul>
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## 25Q460 AIS Service Chart

i.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	[Junior students targeted to take regents in January and June, students behind on credit accumulation]	[Saturday Academy, Tutoring, Blended Learning-Apex]	[Small group, One-to one, blended learning]	[Saturday School, Early & After school tutoring from October 2015-June 2016]
<b>Mathematics</b>	[Freshman on the bottom third, students behind on credit accumulation]	[Saturday Academy, Tutoring, Blended Learning-Apex]	[Small group, One-to one, blended learning]	[Saturday School, Early & After school tutoring from October 2015-June 2016]
<b>Science</b>	[Freshman on the bottom third, students off track]	[Saturday Academy, Tutoring, Blended Learning-Apex]	[Small group, One-to one, blended learning]	[Saturday School, Early & After school tutoring from October 2015-June 2016]
<b>Social Studies</b>	[Seniors and Juniors off track]	[Saturday Academy, Tutoring, Blended Learning-Apex]	[Small group, One-to one, blended learning]	[Saturday School, Early & After school tutoring from October 2015-June 2016]
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	[Guidance counselor]	[Individual, small groups, evening hours resources]	[Individual, small groups]	[Saturday school, Early and After school Guidance counselor hours, Evening hours]

All students attend periods 1 through 9 to meet need extended day requirement

Period	3 minute passing	Time
1	48 minutes	8:00 – 8:48
2	47 minutes	8:51 – 9:38
3	47 minutes	9:41 – 10:28
4	47 minutes	10:31 – 11:18
5	47 minutes	11:21 – 12:08
6	47 minutes	12:11 – 12:58
7	47 minutes	1:01 – 1:48
8	47 minutes	1:51 – 2:38
9	48 minutes	2:41 – 3:29
Teacher time 1 – 8 8:00 – 2:38	Teacher time 2 – 9 8:51 – 3:29	
Wednesdays		
PD 2:40 – 3:40	PD 3:31 – 4:31	

Teacher time 6:38 minutes

- SBO – 60 minute teacher meeting time every Wednesday following periods 8 & 9.  
Four week sequence planning in collaboration with the PD committee:  
Week 1 content pd & planning (no administrative tasks) Note: ICT is identified as content for planning purposes.  
Week 2 whole staff PD – break out sessions/interdisciplinary groups or whole staff. (no administrative tasks)  
Week 3 Content pd & planning. (no administrative tasks) Note: ICT is identified as content for planning purposes.  
Week 4 Faculty and/or Department administrative meeting(s).
- When teachers are notified on a school wide basis that classroom bulletin boards are to be updated they will be given time in their classrooms to complete the task. This time will come out the nearest Faculty or Department conference day prior to the deadline (so teachers can have access to the classrooms).
- SLC common teacher periods:

WITsi Inquiry	Parent Outreach	WITsi Inquiry	ICT CPT Data (non – ICT teachers)	Student outreach
WITsi Inquiry	Parent Outreach	WITsi Inquiry	Data all	ICT CPT Student outreach (non – ICT teachers)





Section K- Project Plan and timeline 25Q460 Key Strategy 3

Key Strategy 3: FHS will create a data-driven culture that implements the DDI model through: SLC inquiry teams, Vertical Teams, a Professional Development Team, and an Academic Taskforce.	Target Group(s)	Timeline	Key Personnel
School will be reorganized in SLCs to provide teachers with time and common students to promote discussions about student work and socio-emotional development. Teachers will be offered with the opportunity of professional development during the summer to acquire knowledge in WITsi (Writing is Thinking Strategic Inquiry) skills.	Teachers/SLC Coordinators	August 2015	Renewal Team, Assistant Principals, School Programmer
To improve instruction and monitor students' progress the inquiry teams will develop a clear understanding of team roles, deliverables and actions needed to promote academic success. SLC and Vertical Teams will be trained by Strategic Inquiry Consultants, Assistant Principals and Lead Teachers in structuring meetings, using protocols and authentic analysis of student work.	Teacher Teams/Assistant Principals/Lead Teachers	Sept. 2015-June 2016 Weekly	Strategic Inquiry Consultants/Renewal Team/Assistant principals/lead Teachers
Baseline and interim assessments will be created and utilized as a tool for a uniform analysis of student product. Product and assessments will be tools to measure hard and soft data about student skill	Teachers/Assistant Principals/Lead Teachers/Students	August 2015-November, 2015	Teachers' College/ Strategic Inquiry Consultants/Renewal Team/Assistant principals/lead Teachers

Section K- Project Plan and timeline 25Q460 Key Strategy 3

development and teacher practices at Inquiry meetings.			
Inquiry and Vertical Team meetings will examine students work and other types of hard/soft data on a weekly basis in order to determine best practices and the need for modifications and adjustments	Students/teachers	Sept. 2015-June 2016  Weekly	Team Leaders/Assistant Principals/Renewal Team
Representatives from SLC inquiry teams, Vertical Teams, the Professional Development Team, and the Academic Taskforce will monitor team activities and meet regularly to present team progress, discuss the extent to which DDI is being implemented school-wide and determine what modifications/adjustments need to be made to further promote a data-driven culture at FHS.	All school stakeholders	Sept. 2015-June 2016  Monthly	Team Leaders/Assistant Principals/Renewal Team

Section K- Project Plan and Timeline- 25Q460 Key Strategy 2

Key Strategy 1: Improve school climate and create a strong Culture for Learning by providing significant social-emotional and academic support for students and families and PBIS strategies for staff through partnership with our Community Based Organization- Center for Supportive Schools	Target Group(s)	Timeline	Key Personnel
The Community School Director will conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey. The CSD will also conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation.	Small Learning Communities/Flushing HS community	Sept. 2015	Principal, Assistant Principal, Instructional Coaches, Lead Teachers, SLC Teachers, parents, community leaders, CBO Community School Director
All stakeholders will work with the new CBO- Center for Supportive Schools to create structures and to monitor systems that will improve attendance, academic	Small Learning Communities/Flushing HS community	Sept. 2015- June, 2016	Principal, Assistant Principal, Instructional Coaches, Lead Teachers, SLC Teachers, parents, community leaders, CBO Community School Director

## Section K- Project Plan and Timeline- 25Q460 Key Strategy 2

performance and socio-emotional growth			
Teachers will receive professional development during common planning time (CPT) and/or faculty conferences to build trust and skills for teachers in classroom management and working with students with behavioral issues. Teachers will train on explicit PBIS plan and strategies for addressing behavioral issues in class.	Teachers/students/families	Sept. 2015- June, 2016  Weekly	Lead Teachers, CSS, Guidance counselors, SLC Coordinators, Assistant Principals
During common planning time, teachers will engage in meaningful conversations to support socio-emotional, inquiry, and outreach.	Teachers/students/families	Sept. 2015- June, 2016  Weekly	Teachers, CBO, Guidance Counselors, SLC Coordinators
The culture of College and Career readiness will be expanded through SLC offerings of CTE programs and a partnership with College for Every Student. Students will have internship opportunities via the NYC work based learning program as well as partnerships between FHS and external organizations. All CTE students can enroll in college classes with our post-secondary partners to earn college credits while in Flushing.	Students	Sept. 2015- June, 2016	CFES/Internship partners TBD
Guidance counselors, SLC teacher teams and leadership will study the results of report cards and will conference with students	Teachers/students/families	Sept. 2015- June, 2016	Teachers, CBO, Guidance Counselors, SLC Coordinators

Section K- Project Plan and Timeline- 25Q460 Key Strategy 2

and parents as an intervention tool. SLC teams will also conduct attendance outreach, inquiry, teacher collaboration and celebration of academic success.		Weekly	
The SLC model will allocate time to conduct collaboration between teachers, students, parents and other members of the school community.	Teachers/students/families	Sept. 2015- June, 2016  Weekly	Teachers, CBO, Guidance Counselors, SLC Coordinators
Monthly workshops will be held to support parents in dealing with the social/emotional and academic needs of their children. At these workshops, the CBO will also provide parent support outreach as well as referrals to outside services if needed. All parent engagement activities will have appropriate translation supports to engage diverse population, acceptance and tolerance to diversity	Parents/students	Sept. 2015- June, 2016	CSS/Parent coordinator/Principal/SLC Coordinators
School leaders and Parent Coordinator will provide a series of workshop to use technology as a tool to foster parent engagement. Parents will receive Pupilpath/SKEDULA workshops to monitor their child's progress. Parents will be trained in how to open email accounts to facilitate	Parents, students	Sept. 2015- June, 2016	CSS/Parent coordinator/Principal/SLC Coordinators

Section K- Project Plan and Timeline- 25Q460 Key Strategy 2

<p>school outreach and teacher/parent communication.</p> <p>*ESL classes will be offered to parents in order to facilitate the navigation of the system and the basic language skills to improve communication.</p>			
<p>The Community School Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other CBO partners, to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. SLC Coordinators will discuss individual students identified at CPT case conferencing to strategize with the team about how to provide improved support.</p>	<p>All Stakeholders</p>	<p>Sept. 2015- June, 2016</p> <p>Weekly</p>	<p>CBO Director/Partners/School Stakeholders</p>

Section K- Project Plan and Timeline 25Q460 Key Strategy 1

Key Strategy 2: Provide training on the creation of CCLS aligned curricula in all courses using the Understanding by Design Model, and the use of pedagogical strategies with an emphasis on curricular and pedagogical scaffolds and supports for ELLs, SWD and students not meeting standards.	Target Group(s)	Timeline	Key Personnel
Rebecca Stilwell, consultant and School Renewal Team will assist Instructional Cabinet in conducting a curriculum audit for English and Math (Engage NY) with a focus on lesson plans and units of study to determine needs and next steps.	Instructional Cabinet/Teachers	Sept. 2015	Assistant Principals, Instructional Coaches, Lead Teachers, Teachers' College Consultants
Rebecca Stilwell will provide training to the Instructional Cabinet and Lead Teachers on how to create maps, unit plans, lessons, activities and assessments using the Understanding by Design model.	Instructional Cabinet/Lead Teachers	Sept-Dec, 2015 2x per month	Assistant Principals, Instructional Coaches, Lead Teachers, Teachers' College Consultants
Lead Teachers will provide training to teachers during Common Planning Time on how to create maps, unit plans, lessons, activities and assessments using the Understanding by Design model.	Teachers	Sept-Dec, 2015 Weekly	Instructional Coaches, Lead Teachers,



Section K- Project Plan and Timeline 25Q460 Key Strategy 1

<p>All the teachers and assistant principals will be trained in Writing is Thinking Strategic Inquiry (WITsi), a specific writing process which leverages improved writing, content knowledge and reading comprehension by providing basic strategies such as: the writing model from WITsi and the cycle of inquiry adjusting teaching practices</p> <ul style="list-style-type: none"> <li>The use of inquiry, scaffolding materials, formative assessments, instructional focus, instructional shifts, and other instructional strategies will be used to provide rigorous instruction</li> </ul>	<p>Lead Teachers /Assistant Principals/teachers</p>	<p>Sept.2015-June 2016</p> <p>Weekly</p>	<p>RenewalTeam 1X per week/Strategic Inquiry Consultants 2x per month</p>
<p>Goldmansour &amp; Rutherford will train APs, Lead Teachers, teachers of ELL and co-teachers in ICT settings on how to provide curricular and pedagogical scaffolds for students with a variety of learning needs.</p>	<p>ICT pairs/ELL teachers/Lead Teachers/Assistant Principals</p>	<p>Sept. 2015-June, 2016</p> <p>Monthly</p>	<p>Goldmansour &amp; Rutherford Consultants</p>
<p>ESL and ISS teachers will collaborate in their content areas to provide strategies, to support students with multiple</p>	<p>Teachers/students</p>	<p>Sept.2015-June 2016</p> <p>weekly</p>	<p>Assistant Principal, Instructional Coaches, Lead</p>

Section K- Project Plan and Timeline 25Q460 Key Strategy 1

entry points and push-in services in core content. ICT teachers will be programmed with the same common planning time and preparation time to ensure that alignment of content and strategies is used in ICT classes.			Teachers and Teachers
Teacher teams will collaborate in looking at student work to measure the effectiveness of scaffolds and supports and persistent gaps in student skill development.	Teachers/students	Sept. 2015-June, 2016  2x per week	Lead Teachers/teachers
Teacher teams will collaborate in revising curricula and implementing adjustment to their instructional practices.	Teachers/students	Sept. 2015-June, 2016  2x per week	Teacher teams will collaborate in revising curricula and implementing adjustment to their instructional practices.
The Renewal Team and the Assistant Principals will monitor implementation of PD in planning through formative monthly unit/lesson reviews and through the approved APPR process	Teachers	Sept. 2015-June, 2016  weekly	Assistant Principals, Renewal Team

# School Quality Guide

## 2013-2014

School: Flushing High School

DBN: 25Q460

Principal: James Brown

School Type: High School

### In this report:

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## School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
Grade 9	1204	993	672
Grade 10	809	806	717
Grade 11	627	658	561
Grade 12	473	520	549
All Students	3113	2977	2499

Student Population Characteristics	2011-2012	2012-2013	2013-2014
% English Language Learners	21%	19%	20%
% Students with IEPs	14%	16%	16%
% Students with IEPs (less than 20% time with non-disabled peers)	6%	7%	7%
% Free Lunch Eligible	65%	68%	68%
% Overage Under-Credited	9%	10%	9%
% Asian	20%	20%	20%
% Black	27%	27%	26%
% Hispanic	50%	49%	49%
% White	3%	3%	4%
% Other	0%	0%	1%
Average Incoming ELA Proficiency (based on 8th grade)	-	2.66	2.37
Average Incoming Math Proficiency (based on 8th grade)	-	2.87	2.30

## Quality Review

Dates of Review: March 11-13 2014

Principal at Time of Review: James Brown

UNDERDEVELOPED

DEVELOPING

PROFICIENT

WELL DEVELOPED

## Student Progress

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

## Student Achievement

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

## School Environment

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

## College and Career Readiness

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

## Closing the Achievement Gap

NOT MEETING TARGET

APPROACHING TARGET

MEETING TARGET

EXCEEDING TARGET

### State Accountability

The school's current status: **Priority**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here: <http://schools.nyc.gov/Accountability/tools/accountability/default.htm>.

### SPECIAL RECOGNITION



**Dates of Review:** March 11-13 2014

**Principal at Time of Review:** James Brown

**QR Lead Reviewer:** Juan Mendez

The Quality Review is an evaluation of the school by an experienced educator based on a formal school visit. The educator observes classrooms and engages in conversations with parents, students, teachers, and school leaders to assess schoolwide practices. The Quality Review report provides specific feedback to support the school's efforts. The information displayed here reflects the most recent year that a Quality Review was conducted at this school. Some schools will not have Quality Review information if they opened within the last two years or if their most recent review took place prior to August 2010.

## To what extent does the school...

**1.1** *Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?*



DEVELOPING

Excerpt: Increase the alignment of curricula across grades and subject areas to key Common Core Learning Standards and refine units in order to increase coherence and advance students' postsecondary readiness.

**1.2** *Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?*



DEVELOPING

Excerpt: Extend the practice of deepening instruction so lessons reflect purposeful groups, tasks accommodate different learning styles, and questioning promotes higher order thinking.

**2.2** *Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?*



DEVELOPING

Excerpt: Refine the use of grading policies aligned to common assessments and gauge student progress through frequent formative assessments to maximize student learning.

**3.4** *Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations?*



DEVELOPING

Excerpt: N/A - This indicator was rated but not written about in the school's final report.

**4.2** *Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?*



PROFICIENT

Excerpt: Teachers benefit from participating in professional collaborations that foster reflection as well as provide options for researching effective instructional techniques that focus on improved student achievement.

**Dates of Review:** March 11-13 2014

**Principal at Time of Review:** James Brown

**QR Lead Reviewer:** Juan Mendez

## Areas of Celebration

- School-level theory of action and goals shared by the school community
- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice
- Regular evaluation school level decisions that support the expectations of the Common Core Learning Standards

## Areas of Focus

- Curricula-aligned assessment practices that inform instruction
- Research-based, effective instruction that yields high quality student work
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

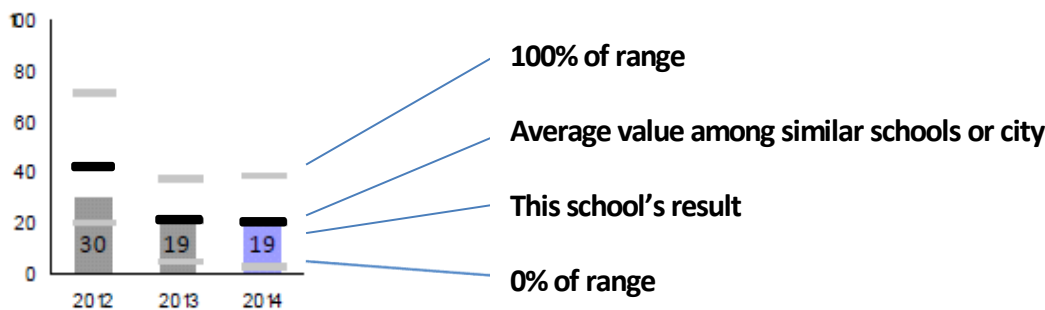
## How to Interpret the Graphs Used in the Remainder of the Report

Most of the metrics in the report are presented through two standard graphs, which are intended to help place the school's performance in context.

### Graph Showing Metric Values

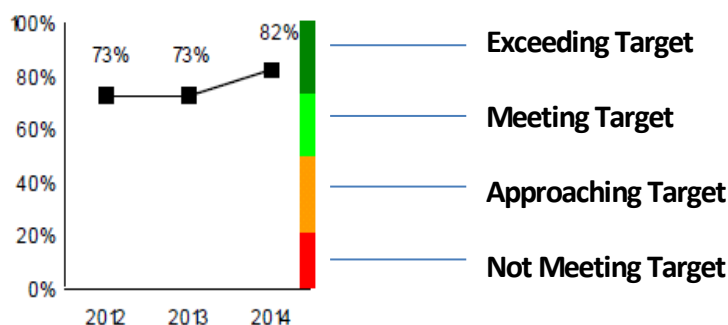
This graph shows the school's performance on each metric over the past three years, as well as the range of historical performance by peer schools and citywide schools used in the School Quality Guide (or Progress Report) for those three years. Peer schools for an elementary or K-8 school are similar along the following student population characteristics: Economic Need Index, percent of students with disabilities, percent of black or Hispanic students, and percent of English language learners. Peer schools for middle schools are similar along the following student population characteristics: students' average proficiency on 4th grade ELA and math tests, percent of students with disabilities, and percent of students two or more years overage upon entry into 6th grade. Peer schools for high schools are similar along the following student population characteristics: average 8th grade ELA proficiency, average 8th grade math proficiency, percent students with disabilities, percent students with self-contained placements, and percent over-age students.

- The vertical bars show the school's values on the metric for the last three years, with the school's numerical values (e.g., **30**, **19**, and **19** in the example below) displayed at the bottom of the bars. These bars can show trends over time in the school's own performance.
- Each year, the School Quality Guide compares the school's performance against multiple years of historical performance by peer and city schools. The middle horizontal line, in black, shows the average from this pool of historical performance by peer schools or the city, depending on which comparison group is being used. Comparing the top of the vertical bar with this black line shows whether the school is above or below the average of the pool of historical results achieved by the comparison group.
- The top and bottom horizontal lines, in gray, show the top and bottom of the "range" of historical values for the comparison group. The range spans two standard deviations above and below the average; in general, this range contains approximately 96% of the values attained by schools in the comparison group. The lower gray line shows the value at the bottom of the range for the comparison group and the higher gray line shows the value at the top of the range for the comparison group. The position of the vertical bar between the two gray lines shows visually where the school falls within the distribution of results achieved by the comparison group.



### Graph Showing Percent of Range

This graph displays the "percent of range" of the school's values for the last three years. The percent of range reflects where the school's value falls between the bottom and top of the range. In mathematical terms,  $percent\ of\ range = (school's\ value - bottom\ of\ range) / (top\ of\ range - bottom\ of\ range)$ . The colors to the right of the chart display the ranges for the various ratings. The range for Exceeding Target is shown in dark green, Meeting Target is shown in light green, Approaching Target is shown in orange, and Not Meeting Target is shown in red.

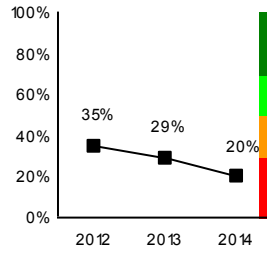
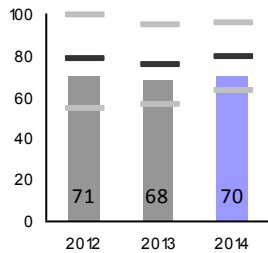


Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

## Percent of Students Earning 10+ Credits in 1st Year (n=414)

This metric shows the percentage of first year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

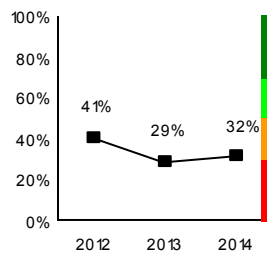
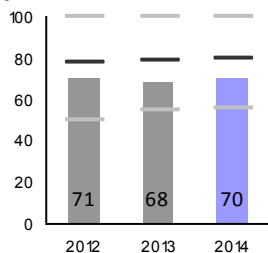
### Peer



School and Peer Values

Percent of Peer Range

### City



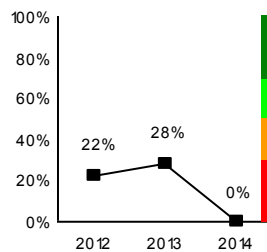
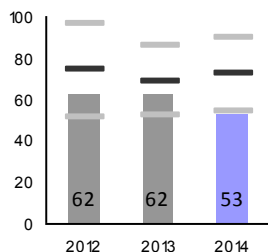
School and City Values

Percent of City Range

## Percent of Students Earning 10+ Credits in 2nd Year (n=589)

This metric shows the percentage of second year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

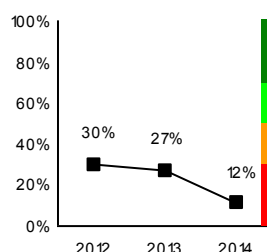
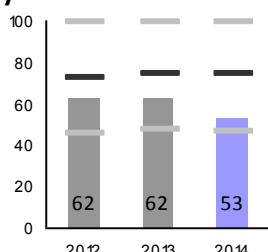
### Peer



School and Peer Values

Percent of Peer Range

### City



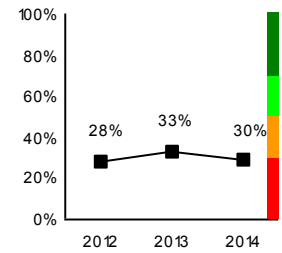
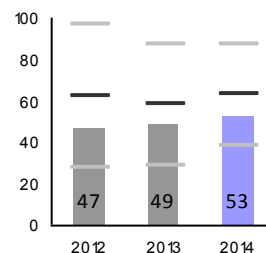
School and City Values

Percent of City Range

## Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n=128)

This metric shows the percentage of first year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

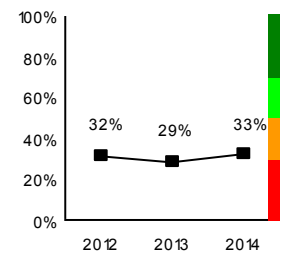
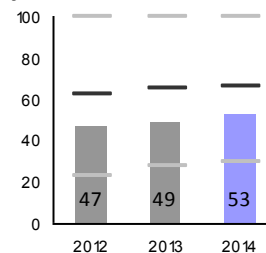
### Peer



School and Peer Values

Percent of Peer Range

### City



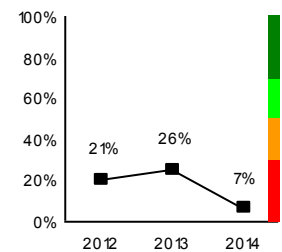
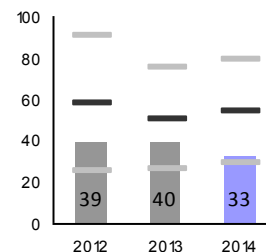
School and City Values

Percent of City Range

## Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n=169)

This metric shows the percentage of second year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

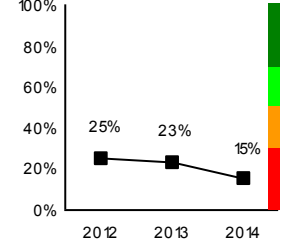
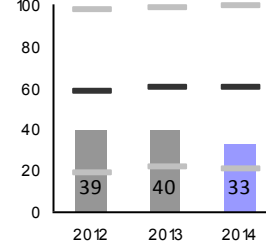
### Peer



School and Peer Values

Percent of Peer Range

### City



School and City Values

Percent of City Range

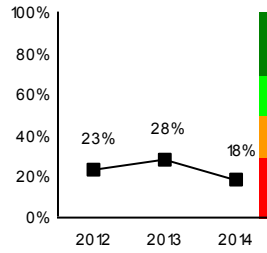
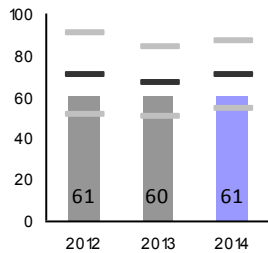


Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

## Percent of Students Earning 10+ Credits in 3rd Year (n=708)

This metric shows the percentage of third year high school students who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

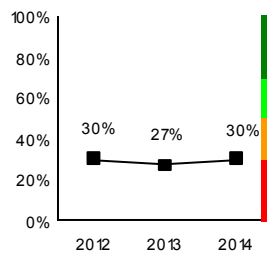
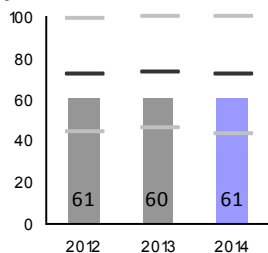
### Peer



School and Peer Values

Percent of Peer Range

### City



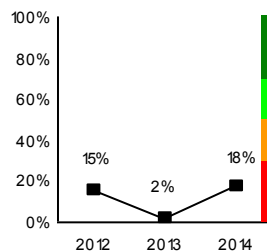
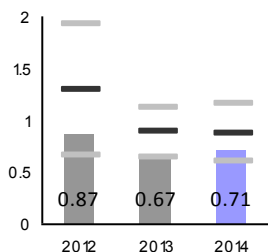
School and City Values

Percent of City Range

## English - Weighted Regents Pass Rate (n=628)

This metric reflects student pass rates on the English Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

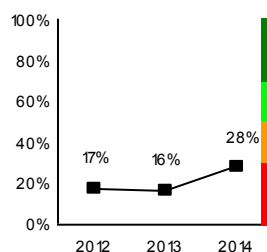
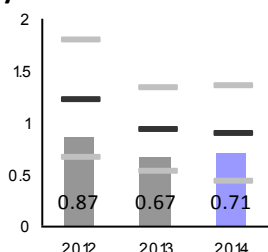
### Peer



School and Peer Values

Percent of Peer Range

### City



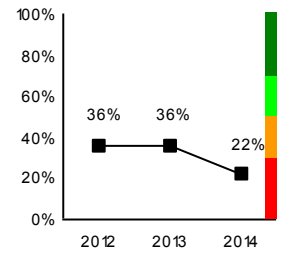
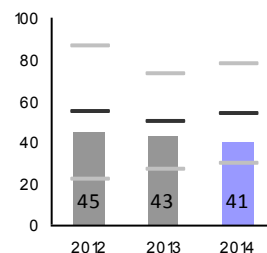
School and City Values

Percent of City Range

## Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n=205)

This metric shows the percentage of third year high school students in the school's lowest third of incoming achievement who accumulate 10 or more academic credits, with particular focus given to credits earned in English, math, science, and social studies.

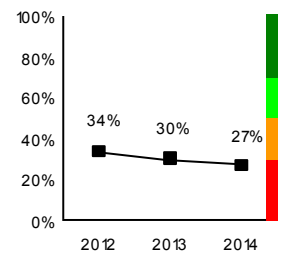
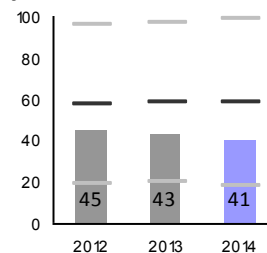
### Peer



School and Peer Values

Percent of Peer Range

### City



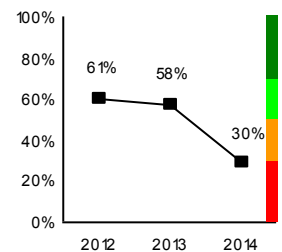
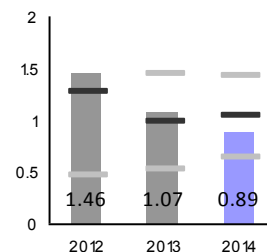
School and City Values

Percent of City Range

## Mathematics - Weighted Regents Pass Rate (n=983)

This metric reflects student pass rates on the Math Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade Math exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

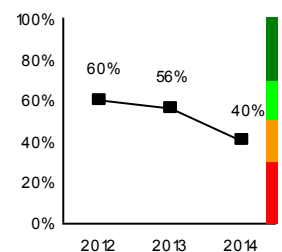
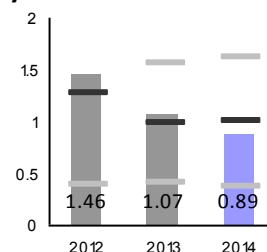
### Peer



School and Peer Values

Percent of Peer Range

### City



School and City Values

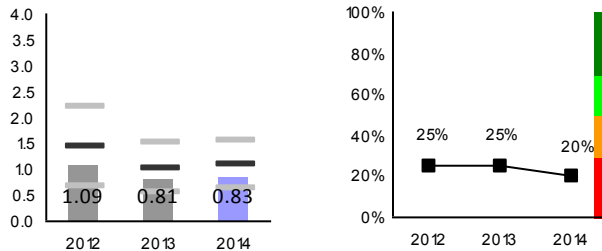
Percent of City Range

Student Progress measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma.

## Science - Weighted Regents Pass Rate (n=1014)

This metric reflects student pass rates on Science Regents exams, weighted based on students' likelihood of passing the exam given their performance on the 8th grade Math exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

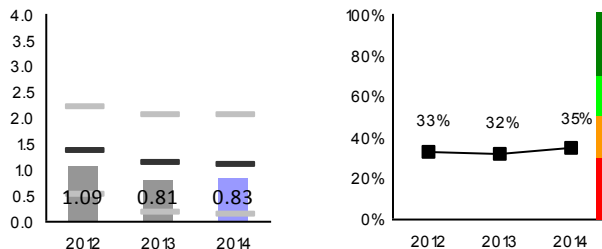
### Peer



School and Peer Values

Percent of Peer Range

### City



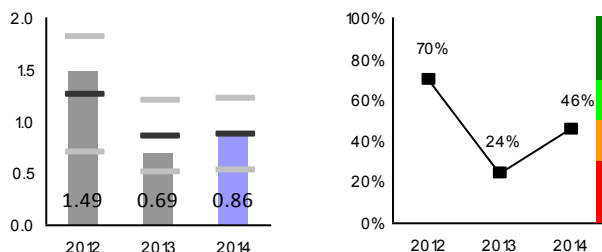
School and City Values

Percent of City Range

## United States History - Weighted Regents Pass Rate (n=798)

This metric reflects student pass rates on the United States History Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

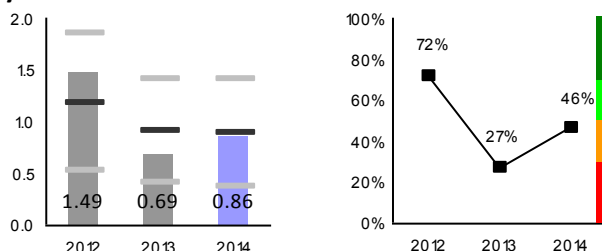
### Peer



School and Peer Values

Percent of Peer Range

### City



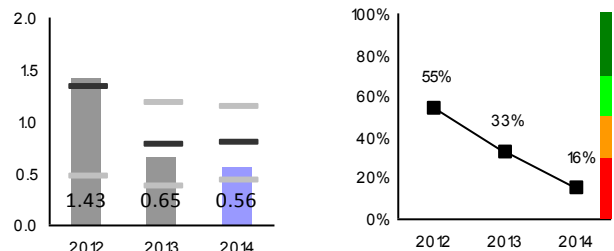
School and City Values

Percent of City Range

## Global Studies - Weighted Regents Pass Rate (n=890)

This metric reflects student pass rates on the Global Studies Regents exam, weighted based on students' likelihood of passing the exam given their performance on the 8th grade ELA exam. Schools receive more credit on this metric when students pass the exam at a greater rate than would be expected based on their 8th grade exam scores.

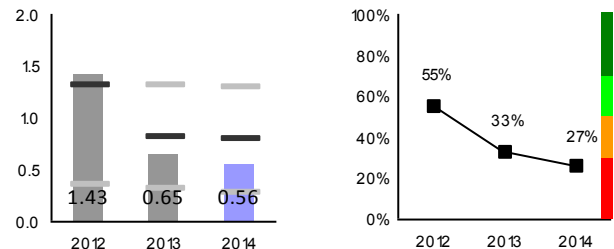
### Peer



School and Peer Values

Percent of Peer Range

### City



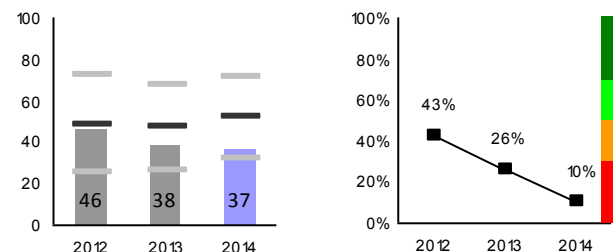
School and City Values

Percent of City Range

## Average Completion Rate for Remaining Regents (n=1769)

This metric measures student progress in the past year towards passing the five Regents subject tests required for a Regents diploma. The metric shows, out of the remaining subjects that the students needed to pass to obtain a Regents diploma, the percentage of subjects that the students passed in 2013-14.

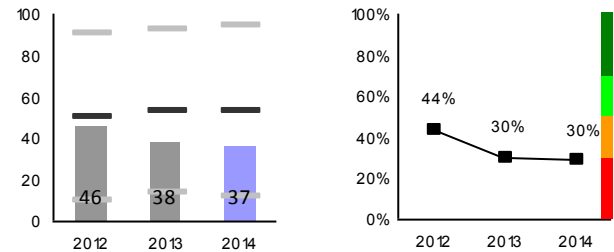
### Peer



School and Peer Values

Percent of Peer Range

### City



School and City Values

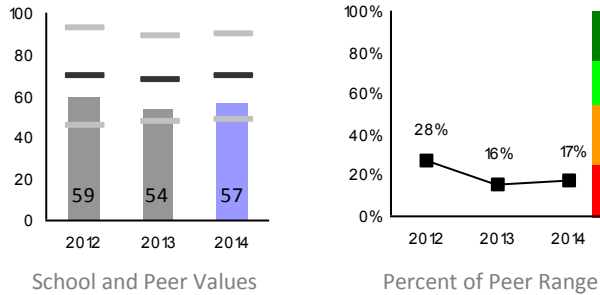
Percent of City Range

Student Achievement measures the school's graduation rates and the types of diplomas received by the school's students.

## Four-Year Graduation Rate (n=766)

This metric shows the percentage of students who graduated with a Regents or Local Diploma within four years, after entering 9th grade in 2010-11.

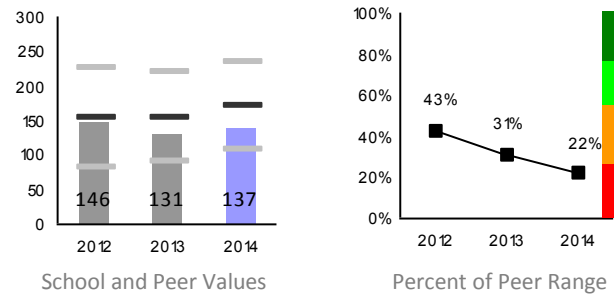
### Peer



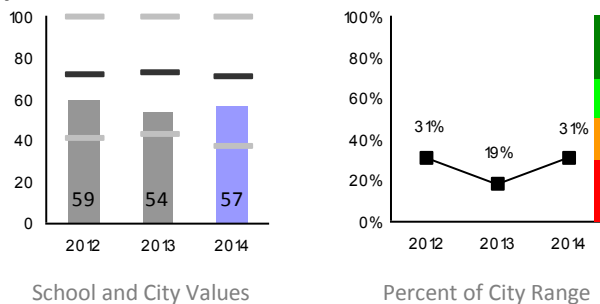
## Four-Year Weighted Diploma Rate (n=766)

This metric reflects the diplomas received within four years by the students who entered 9th grade in 2010-11, and provides greater credit for advanced diplomas associated with greater proficiency and for diplomas obtained by students with higher-need demographic characteristics.

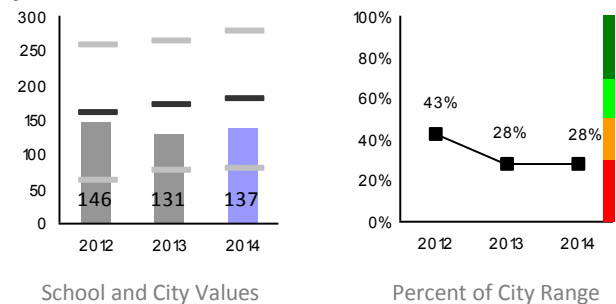
### Peer



### City



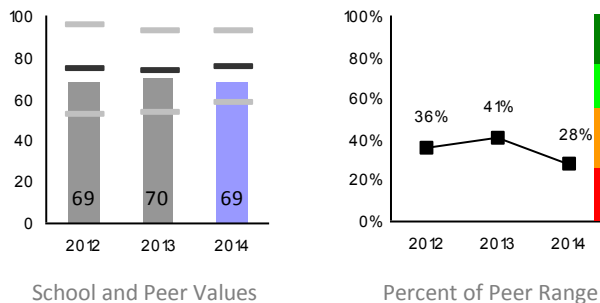
### City



## Six-Year Graduation Rate (n=709)

This metric shows the percentage of students who graduated with a Regents or Local Diploma within six years, after entering 9th grade in 2008-09.

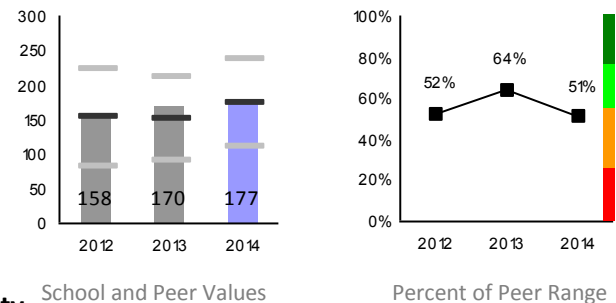
### Peer



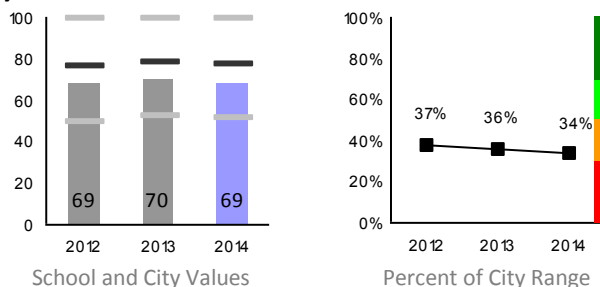
## Six-Year Weighted Diploma Rate (n=709)

This metric reflects the diplomas received within six years by students who entered 9th grade in 2008-09, and provides greater credit for advanced diplomas associated with greater proficiency and for diplomas obtained by students with higher-need demographic characteristics.

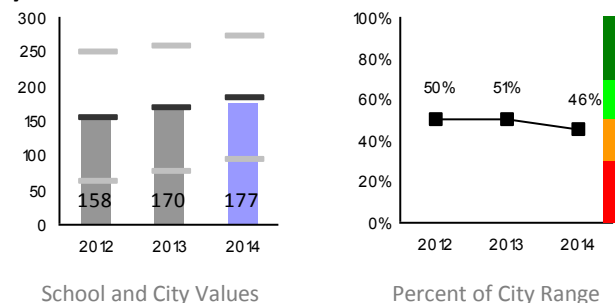
### Peer



### City



### City

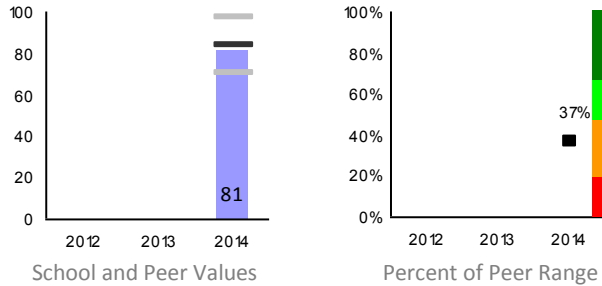


The NYC School Survey is administered annually to all parents, all teachers, and students in grades 6–12. Through the survey, these members of school communities respond to questions that gauge their satisfaction with elements of the school's learning environment. In 2013–14 accountability reports, these responses were reorganized to broadly align to guiding concepts in the Quality Review rubric: the instructional core, school culture, and systems for improvement. Please note that this organization is designed to help school communities better interpret survey responses, but survey responses do not contribute to Quality Review ratings in these categories.

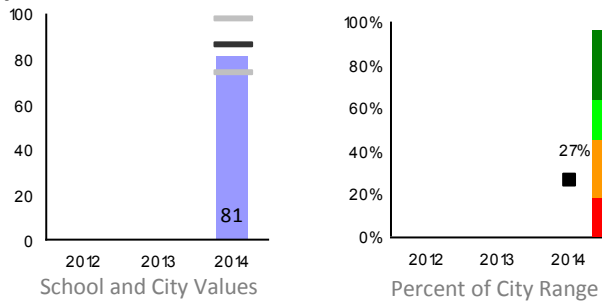
## Survey Satisfaction - Instructional Core

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's instructional core.

### Peer



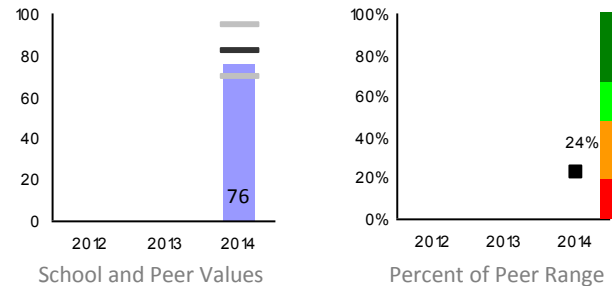
### City



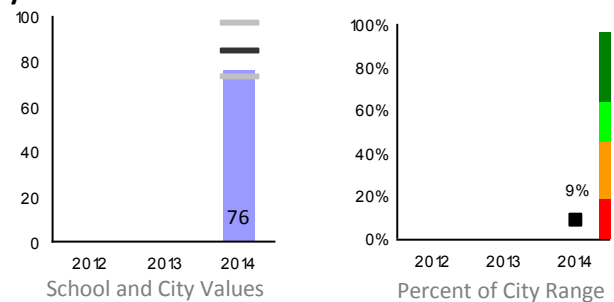
## Survey Satisfaction - School Culture

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's culture.

### Peer



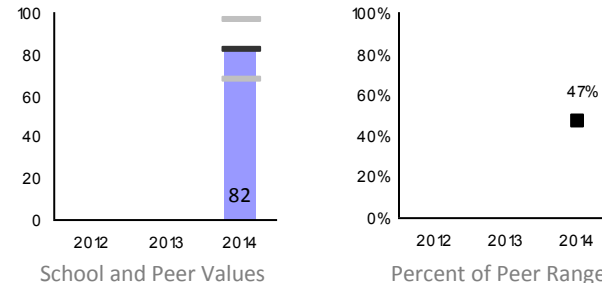
### City



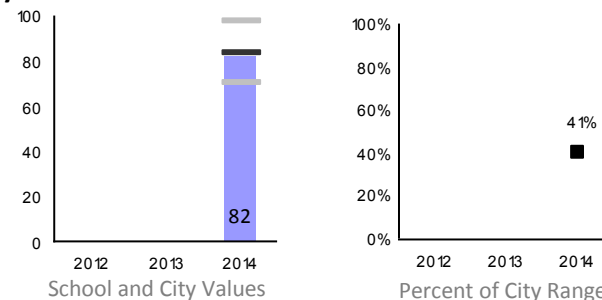
## Survey Satisfaction - Systems for Improvement

This metric shows the average percent of positive responses to the NYC School Survey questions related to the school's systems for improvement.

### Peer



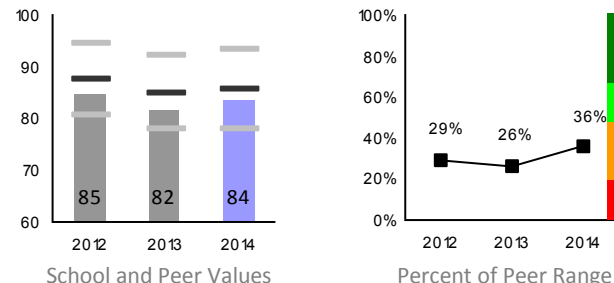
### City



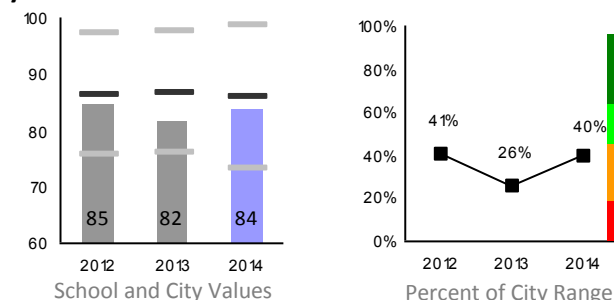
## Attendance

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June).

### Peer



### City

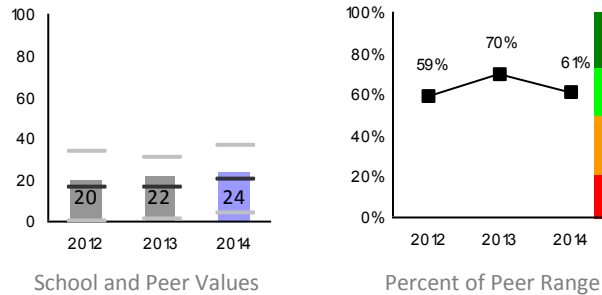


College and Career Readiness measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

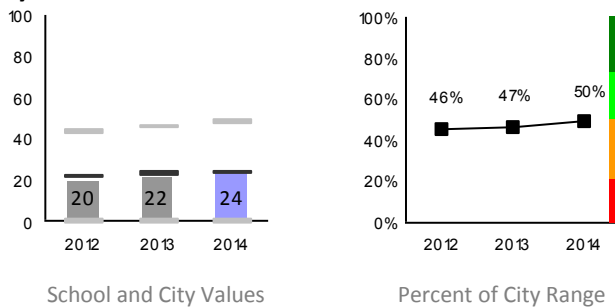
## 4-Year College Readiness Index (n=766)

This metric shows the percentage of students who graduated with a Regents diploma and met CUNY's standards for college readiness in English and math within four years, after entering 9th grade in 2010-11.

### Peer



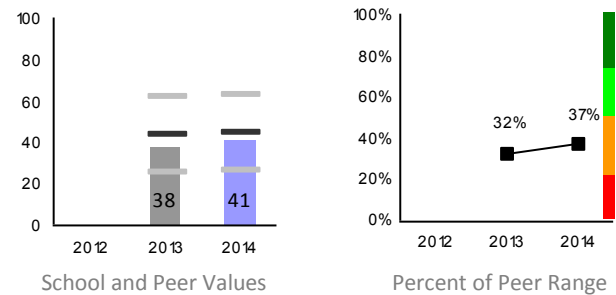
### City



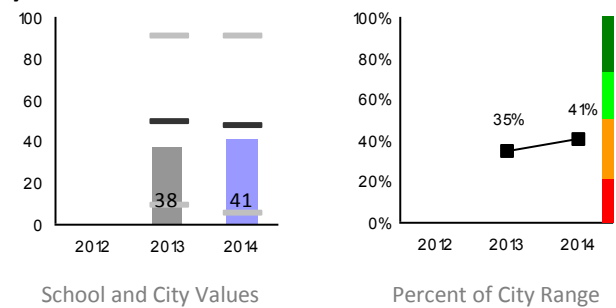
## 6-Year College Readiness Index with Persistence (n=709)

This metric shows the percentage of students who (1) graduated with a Regents diploma and met CUNY's standards for English and math, or (2) graduated from high school, enrolled in college, and persisted in college through the beginning of their third semester; within six years after entering 9th grade in 2008-09.

### Peer



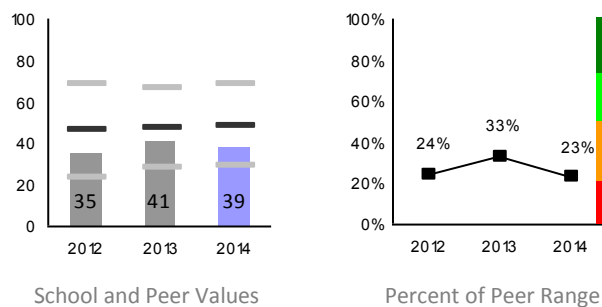
### City



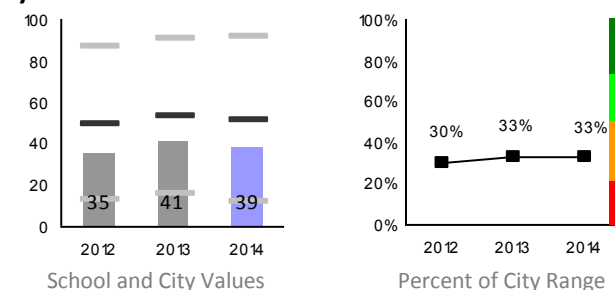
## Postsecondary Enrollment Rate - 6 Months (n=843)

This metric shows the percentage of students who graduated from high school and enrolled in college, a vocational program, or public service within six months of their scheduled graduation date, out of students who entered 9th grade in 2009-10.

### Peer



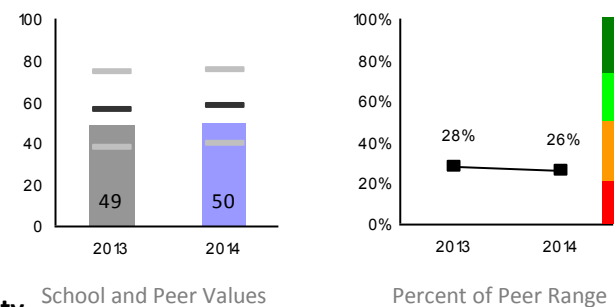
### City



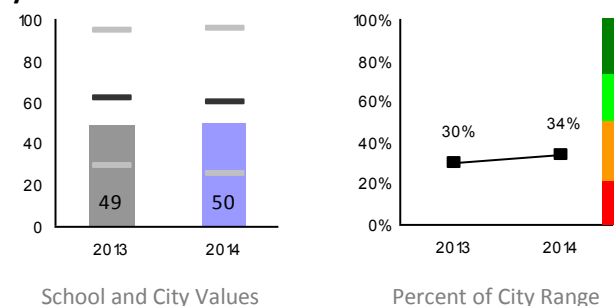
## Postsecondary Enrollment Rate - 18 Months (n=709)

This metric shows the percentage of students who graduated from high school and enrolled in college, a vocational program, or public service within 18 months of their scheduled graduation date, out of students who entered 9th grade in 2008-09.

### Peer



### City

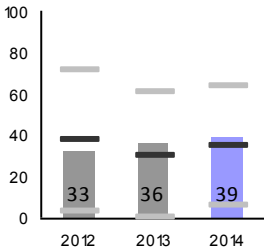


College and Career Readiness measures the college-readiness of students, based on their achievements in high school and their outcomes after leaving high school.

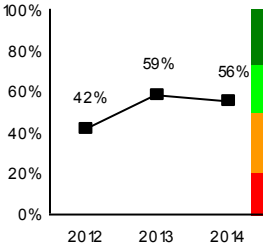
College and Career Preparatory Course Index (n=766)

This metric shows the percentage of students who successfully completed approved rigorous courses and assessments within four years of high school, after entering 9th grade in 2010-11.

Peer

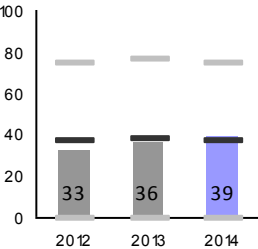


School and Peer Values

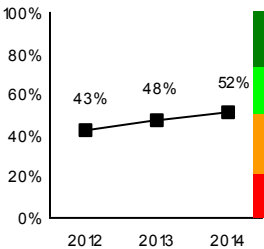


Percent of Peer Range

City



School and City Values



Percent of City Range

Closing the Achievement Gap measures the extent to which the school serves and succeeds with students in special populations.

	2011-12		2012-13		2013-14	
	SCHOOL'S RESULTS	POPULATION PERCENTAGE	SCHOOL'S RESULTS	POPULATION PERCENTAGE	SCHOOL'S RESULTS	POPULATION PERCENTAGE
<b>Four Year Weighted Diploma Rate</b>						
English Language Learners (n = 211)	133.2%	27.4%	121.2%	29.0%	119.9%	27.5%
Self-Contained / ICT / SETSS (n = 108)	112.8%	13.3%	108.9%	10.7%	100.9%	14.1%
All Students in the Lowest Third Citywide (n = 270)	112.2%	37.7%	92.5%	35.0%	77.4%	35.2%
Black / Hispanic Males in the Lowest Third Citywide (n = 152)	88.2%	18.5%	61.5%	15.5%	68.1%	19.8%
<b>College and Career Readiness</b>						
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 270)	20.6%	37.7%	22.1%	35.0%	20.7%	35.2%
Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 270)	6.7%	37.7%	5.4%	35.0%	1.5%	35.2%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 168)	23.9%	46.5%	26.7%	50.6%	10.7%	19.9%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 334)	0.57	11.8%	0.68	13.0%	0.71	13.4%

# Summary of Section Ratings

14

This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, College and Career Readiness, and Closing the Achievement Gap sections.

	This School's Results	Peer Comparison (weighted 75%)				City Comparison (weighted 25%)				Points Possible	Points Earned	
		Peer Range			Percent of Peer Range	City Range			Percent of City Range			
		0%	Average	100%		0%	Average	100%				
Student Progress												
Percent of Students Earning 10+ Credits in 1st Year (n = 414)	69.8%	63.3%	79.5%	95.7%	20.1%	55.4%	80.1%	100.0%	32.3%	7.6	1.8	
Percent of Students Earning 10+ Credits in 2nd Year (n = 589)	53.3%	55.1%	72.6%	90.1%	0.0%	46.9%	75.0%	100.0%	12.1%	7.6	0.2	
Percent of Students Earning 10+ Credits in 3rd Year (n = 708)	60.6%	54.7%	70.9%	87.1%	18.2%	43.6%	72.4%	100.0%	30.1%	7.6	1.6	
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year (n = 128)	53.1%	38.6%	63.1%	87.6%	29.6%	30.1%	66.7%	100.0%	32.9%	7.6	2.3	
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year (n = 169)	33.1%	29.7%	54.9%	80.1%	6.7%	21.0%	61.0%	100.0%	15.3%	7.6	0.7	
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year (n = 205)	40.5%	29.7%	53.9%	78.1%	22.3%	18.7%	58.7%	98.7%	27.3%	7.6	1.8	
Average Completion Rate for Remaining Regents (n = 1769)	36.7%	32.6%	52.5%	72.4%	10.3%	12.1%	53.8%	95.5%	29.5%	9.1	1.4	
English - Weighted Regents Pass Rate (n = 628)	0.71	0.61	0.89	1.17	17.9%	0.45	0.91	1.37	28.3%	9.1	1.9	
Mathematics - Weighted Regents Pass Rate (n = 983)	0.89	0.66	1.05	1.44	29.5%	0.39	1.01	1.63	40.3%	9.1	2.9	
Science - Weighted Regents Pass Rate (n = 1014)	0.83	0.64	1.11	1.58	20.2%	0.16	1.11	2.06	35.3%	9.1	2.2	
Global Studies - Weighted Regents Pass Rate (n = 890)	0.56	0.45	0.80	1.15	15.7%	0.29	0.80	1.31	26.5%	9.1	1.7	
United States History - Weighted Regents Pass Rate (n = 798)	0.86	0.54	0.89	1.24	45.7%	0.38	0.90	1.42	46.2%	9.1	4.2	

Student Progress Section Rating			
Not Meeting Target 29.5 or Lower	Approaching Target 29.6 to 50.1	Meeting Target 50.2 to 69.5	Exceeding Target 69.6 or Higher

22.7

## Student Achievement

Four-Year Graduation Rate (n = 766)	56.5%	49.5%	69.8%	90.1%	17.2%	37.2%	71.4%	100.0%	30.7%	25.0	5.1
Six-Year Graduation Rate (n = 709)	68.5%	58.8%	76.2%	93.6%	27.9%	52.0%	78.3%	100.0%	34.4%	25.0	7.4
Four-Year Weighted Diploma Rate (n = 766)	137.1%	109.3%	172.6%	235.9%	22.0%	81.6%	181.3%	281.0%	27.8%	25.0	5.9
Six-Year Weighted Diploma Rate (n = 709)	177.3%	111.9%	175.9%	239.9%	51.1%	93.8%	184.4%	275.0%	46.1%	25.0	12.5

Student Achievement Section Rating			
Not Meeting Target 26.3 or Lower	Approaching Target 26.4 to 55.1	Meeting Target 55.2 to 75.5	Exceeding Target 75.6 or Higher

30.9

## School Environment

School Survey - Instructional Core	81.4%	71.6%	84.8%	98.0%	37.1%	75.0%	86.8%	98.6%	27.1%	22.0	7.6
School Survey - School Culture	75.9%	69.8%	82.7%	95.6%	23.6%	73.7%	85.5%	97.3%	9.3%	22.0	4.4
School Survey - Structures for Improvement	82.1%	68.4%	82.9%	97.4%	47.2%	71.0%	84.5%	98.0%	41.1%	22.0	10.0
Attendance	83.6%	78.1%	85.7%	93.3%	36.2%	73.4%	86.2%	99.0%	39.8%	34.0	12.6

School Environment Section Rating			
Not Meeting Target 19.0 or Lower	Approaching Target 19.1 to 46.6	Meeting Target 46.7 to 66.1	Exceeding Target 66.2 or Higher

34.6

## College and Career Readiness

4-Year College Readiness Index (n = 766)	23.8%	3.8%	20.1%	36.4%	61.3%	0.0%	23.9%	47.8%	49.8%	20.0	11.7
6-Year College Readiness Index with Persistence (n = 709)	40.9%	27.4%	45.5%	63.6%	37.3%	5.9%	48.4%	90.9%	41.2%	20.0	7.7
Postsecondary Enrollment Rate - 6 Months (n = 843)	38.6%	29.5%	49.3%	69.1%	23.0%	12.1%	52.2%	92.3%	33.0%	15.0	3.8
Postsecondary Enrollment Rate - 18 Months (n = 709)	49.6%	40.3%	58.3%	76.3%	25.8%	25.7%	61.0%	96.3%	33.9%	15.0	4.2
College and Career Preparatory Course Index (n = 766)	39.0%	6.8%	35.8%	64.8%	55.5%	0.0%	37.6%	75.2%	51.9%	30.0	16.4

College and Career Readiness Section Rating			
Not Meeting Target 21.4 or Lower	Approaching Target 21.5 to 49.6	Meeting Target 49.7 to 72.6	Exceeding Target 72.7 or Higher

43.7



This section shows how the ratings are calculated for the Student Progress, Student Achievement, School Environment, College and Career Readiness, and Closing the Achievement Gap sections.

	This School's Population Percentage	This School's Population Percentage (Percent of City Range)	This School's Results	This School's Results (Percent of City Range)
Closing the Achievement Gap				
Four Year Weighted Diploma Rate				
English Language Learners (n = 211)	27.5%	49.8%	119.9%	32.0%
Self-Contained / ICT / SETSS (n = 108)	14.1%	36.7%	100.9%	24.0%
All Students in the Lowest Third Citywide (n = 270)	35.2%	54.2%	77.4%	28.5%
Black / Hispanic Males in the Lowest Third Citywide (n = 152)	19.8%	52.2%	68.1%	27.3%
College and Career Readiness				
Students in the Lowest Third Citywide, College and Career Preparatory Course Index (n = 270)	35.2%	54.2%	20.7%	74.5%
Students in the Lowest Third Citywide, 4-Year College Readiness Index (n = 270)	35.2%	54.2%	1.5%	55.6%
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months (n = 168)	19.9%	33.9%	10.7%	24.7%
Movement from SC/ICT/SETSS to Less Restrictive Environments (n = 334)	13.4%	46.4%	0.71	70.5%
Average of Results (Percent of City Range)				45.4

Closing the Achievement Gap			
Not Meeting Target 26.1 or Lower	Approaching Target 26.2 to 46.8	Meeting Target 46.9 to 67.8	Exceeding Target 67.9 or Higher

This Closing the Achievement Gap section reflects the degree to which the school is helping high-need students succeed. In some cases, schools will not receive a rating in this section because those students make up a very small proportion of the school’s student population.

The metric values, listed as “This School’s Results,” show the school’s results with its students in the relevant group. The metric scores, listed as “This School’s Results (Percent of City Range),” show how the school’s results compared to the rest of the city. A metric will not be scored, however, if those students are a very small proportion of the school—specifically, if “This School’s Population Percentage (Percent of City Range)” is less than 25.0% (meaning that the school’s population percentage is more than one standard deviation below the citywide average). For these unscored metrics, “This School’s Results (Percent of City Range)” will be left blank.

The section score is the average of the school’s metric scores, and the section rating is determined by the range that the score falls within, which will be shaded in the ratings table above. A school will not receive a rating, however, if it has fewer than three scored metrics in this section.

This page provides more granular data on student outcomes. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2013–14 student outcomes.

## Regents Exams Includes all students in the high school who took the respective exams in January, June or August 2014.

		Average Score	% passing	% at College Ready Threshold for Exam
<b>Mathematics:</b>	Integrated Algebra (n = 826)	62	47%	7%
	Geometry (n = 153)	71	70%	26%
	Algebra 2/Trigonometry (n = 129)	72	68%	40%
<b>ELA:</b>	Comprehensive English (n = 669)	61	55%	22%
<b>Social Studies:</b>	U.S. History (n = 796)	67	66%	.
	Global History (n = 889)	58	42%	.
<b>Science:</b>	Chemistry (n = 224)	51	11%	.
	Physics (n = 107)	53	28%	.
	Earth Science (n = 391)	53	29%	.
	Living Environment (n = 808)	62	48%	.
<b>Languages:</b>	Languages Other Than English (n = 209)	87	94%	.

## College Exams Calculated as highest result for the 2014 four-year graduation cohort anytime during their high school career.

		Average Score	% of 4-year Cohort Taking	% at College Ready Threshold for Exam
<b>SAT:</b>	Mathematics (n = 766)	448	49.6%	16.7%
	Critical Reading (n = 766)	410	49.6%	11.6%
	Writing (n = 766)	402	49.6%	.
<b>ACT:</b>	Mathematics (n = 766)	20	5.2%	2.2%
	English (n = 766)	16	5.2%	1.2%
	Reading (n = 766)	.	0.1%	.
	Science (n = 766)	17	5.2%	.
<b>CUNY:</b>	Math 1 (n = 766)	37	19.6%	.
	Math 2 (n = 766)	35	28.5%	9.0%
	Reading (n = 766)	67	16.3%	9.0%
	Writing (n = 766)	51	16.7%	6.7%

## College and Career Readiness Metrics Disaggregated

	% of 4-year Cohort	% of 6-year Cohort
<b>College Readiness Index (counting positively requires ALL thresholds)</b>	23.8%	20.2%
% attaining Local Diploma	53.5%	64.7%
% attaining Math College Readiness Standard	23.0%	23.1%
% attaining English College Readiness Standard	43.5%	53.2%
	<b>% of 4-year Cohort</b>	
<b>College and Career Preparatory Course Index</b>	39.0%	
% scoring 65+ on the Algebra II, Math B, Chemistry or Physics Regents Exam	17.8%	
% scoring 3+ on any Advanced Placement (AP) Exam	15.4%	
% scoring 4+ on any International Baccalaureate (IB) Exam	0.0%	
% earning a diploma with a Career and Technical Education (CTE) Endorsement	3.7%	
% passing an industry-recognized technical assessment	3.7%	
% earning a diploma with an Arts endorsement	0.0%	
% earning a grade of "C" or higher in a course for college credit	27.7%	
% passing another course certified by the DOE as college- and career-ready	0.0%	
	<b>6 Months After Graduating</b>	
<b>Post-secondary Enrollment Rate</b>	38.6%	
CUNY 2-year	26.3%	
CUNY 4-year	6.5%	
NYS Public	3.0%	
NYS Private	1.5%	
Out-of-State	1.2%	
Public Service	0.0%	
Vocational Program	0.0%	

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peering characteristics. Each school has up to 40 peer schools (except for K-8 schools, which have up to 30 peer schools).

Peer groupings are created using a matching methodology that examines the mathematical difference between a school and all potential peers on the peering characteristics. Schools with the smallest difference across all the characteristics are peered together.

DBN	SCHOOL	AVERAGE ENGLISH PROFICIENCY	AVERAGE MATH PROFICIENCY	% STUDENTS WITH DISABILITIES	% SELF- CONTAINED	% OVERAGE
<b>25Q460</b>	<b>Flushing High School</b>	<b>2.37</b>	<b>2.30</b>	<b>16.0%</b>	<b>7.1%</b>	<b>8.6%</b>
02M305	Urban Assembly Academy of Government and Law, The	2.37	2.23	19.3%	4.3%	6.1%
02M392	MANHATTAN BUSINESS ACADEMY	2.34	2.29	18.5%	5.6%	5.2%
02M520	Murry Bergtraum High School for Business Careers	2.35	2.23	18.7%	9.5%	8.9%
02M529	Jacqueline Kennedy Onassis High School	2.32	2.17	19.2%	6.6%	9.3%
02M533	Union Square Academy for Health Sciences	2.46	2.37	17.9%	9.4%	7.2%
02M655	Life Sciences Secondary School	2.37	2.28	19.6%	7.0%	5.8%
03M492	High School for Law, Advocacy and Community Justice	2.38	2.21	19.0%	9.0%	9.0%
10X237	The Marie Curie School for Medicine, Nursing, and Health Pro	2.37	2.29	19.4%	8.7%	7.9%
10X374	Knowledge and Power Preparatory Academy International Hi	2.35	2.31	19.7%	8.1%	7.7%
10X434	Belmont Preparatory High School	2.36	2.28	18.0%	10.0%	5.1%
11X249	Bronx Health Sciences High School	2.47	2.38	10.7%	5.2%	6.4%
13K419	Science Skills Center High School for Science, Technology and	2.44	2.28	17.9%	8.0%	5.4%
13K605	George Westinghouse Career and Technical Education High S	2.36	2.20	18.9%	8.0%	5.7%
14K478	The High School for Enterprise, Business and Technology	2.46	2.41	16.8%	7.2%	7.8%
17K531	School for Human Rights, The	2.30	2.15	16.6%	4.7%	8.7%
17K547	Brooklyn Academy of Science and the Environment	2.31	2.23	16.8%	7.1%	6.3%
17K751	Academy for Health Careers	2.36	2.18	16.9%	9.9%	10.2%
20K445	New Utrecht High School	2.41	2.48	18.7%	8.7%	8.3%
20K505	Franklin Delano Roosevelt High School	2.35	2.40	15.0%	8.1%	13.2%
21K344	Rachel Carson High School for Coastal Studies	2.46	2.31	19.0%	6.8%	5.8%
21K410	Abraham Lincoln High School	2.45	2.36	16.2%	8.6%	6.8%
21K540	John Dewey High School	2.38	2.49	13.2%	5.7%	10.2%
21K559	Life Academy High School for Film and Music	2.35	2.17	21.2%	8.5%	7.7%
21K572	Expeditionary Learning School for Community Leaders	2.36	2.32	18.1%	8.3%	10.9%
24Q267	High School of Applied Communication	2.42	2.39	18.1%	4.8%	5.0%
24Q485	Grover Cleveland High School	2.35	2.29	18.2%	8.4%	8.7%
25Q425	John Bowne High School	2.45	2.42	14.7%	7.1%	8.8%
26Q435	Martin Van Buren High School	2.33	2.15	13.5%	7.0%	12.1%
27Q309	Academy of Medical Technology: A College Board School	2.37	2.14	16.5%	4.4%	8.7%
27Q475	Richmond Hill High School	2.32	2.21	18.4%	9.2%	9.6%
28Q505	Hillcrest High School	2.48	2.36	12.0%	5.0%	7.5%
29Q248	Queens Preparatory Academy	2.35	2.21	15.5%	7.5%	12.3%
29Q492	Mathematics, Science Research and Technology Magnet High	2.35	2.28	12.3%	7.0%	11.5%
30Q445	William Cullen Bryant High School	2.44	2.44	15.0%	8.3%	9.9%
30Q450	Long Island City High School	2.40	2.37	18.1%	9.0%	7.5%
30Q502	Information Technology High School	2.44	2.43	17.3%	6.3%	4.8%
32K168	The Brooklyn School for Math and Research	2.33	2.32	18.2%	9.4%	8.4%
84K473	Williamsburg Charter High School	2.36	2.25	17.1%	4.3%	6.1%
84K693	Northside Charter High School	2.35	2.24	19.6%	5.7%	8.9%
84X539	New Visions Charter High School for Advanced Math and Scie	2.43	2.35	17.1%	7.1%	4.0%
PEER GROUP AVERAGES		2.38	2.30	17.1%	7.3%	8.0%

The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>Student Progress</b>					
Percent of Students Earning 10+ Credits in 1st Year	69.8%	72.0% or lower	72.1% to 79.1%	79.2% to 85.9%	86.0% or higher
Percent of Students Earning 10+ Credits in 2nd Year	53.3%	64.8% or lower	64.9% to 72.7%	72.8% to 80.2%	80.3% or higher
Percent of Students Earning 10+ Credits in 3rd Year	60.6%	63.5% or lower	63.6% to 71.0%	71.1% to 78.1%	78.2% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 1st Year	53.1%	52.6% or lower	52.7% to 63.5%	63.6% to 73.7%	73.8% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	33.1%	44.5% or lower	44.6% to 55.9%	56.0% to 66.6%	66.7% or higher
Percent of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	40.5%	43.7% or lower	43.8% to 54.7%	54.8% to 65.1%	65.2% or higher
Average Completion Rate for Remaining Regents	36.7%	43.2% or lower	43.3% to 52.7%	52.8% to 61.6%	61.7% or higher
English - Weighted Regents Pass Rate	0.71	0.76 or lower	0.77 to 0.88	0.89 to 1.01	1.02 or higher
Mathematics - Weighted Regents Pass Rate	0.89	0.86 or lower	0.87 to 1.03	1.04 to 1.20	1.21 or higher
Science - Weighted Regents Pass Rate	0.83	0.88 or lower	0.89 to 1.10	1.11 to 1.31	1.32 or higher
Global Studies - Weighted Regents Pass Rate	0.56	0.64 or lower	0.65 to 0.79	0.80 to 0.94	0.95 or higher
United States History - Weighted Regents Pass Rate	0.86	0.73 or lower	0.74 to 0.88	0.89 to 1.03	1.04 or higher

### Student Achievement

Four-Year Graduation Rate	56.5%	59.0% or lower	59.1% to 71.8%	71.9% to 80.9%	81.0% or higher
Six-Year Graduation Rate	68.5%	67.2% or lower	67.3% to 78.0%	78.1% to 85.6%	85.7% or higher
Four-Year Weighted Diploma Rate	137.1%	141.1% or lower	141.2% to 181.3%	181.4% to 209.7%	209.8% or higher
Six-Year Weighted Diploma Rate	177.3%	144.8% or lower	144.9% to 184.6%	184.7% to 212.8%	212.9% or higher

### School Environment

School Survey - Instructional Core	81.4%	77.3% or lower	77.4% to 84.4%	84.5% to 89.4%	89.5% or higher
School Survey - School Culture	75.9%	75.6% or lower	75.7% to 82.5%	82.6% to 87.4%	87.5% or higher
School Survey - Structures for Improvement	82.1%	74.4% or lower	74.5% to 82.3%	82.4% to 87.8%	87.9% or higher
Attendance	83.6%	80.5% or lower	80.6% to 85.1%	85.2% to 88.4%	88.5% or higher

### College and Career Readiness

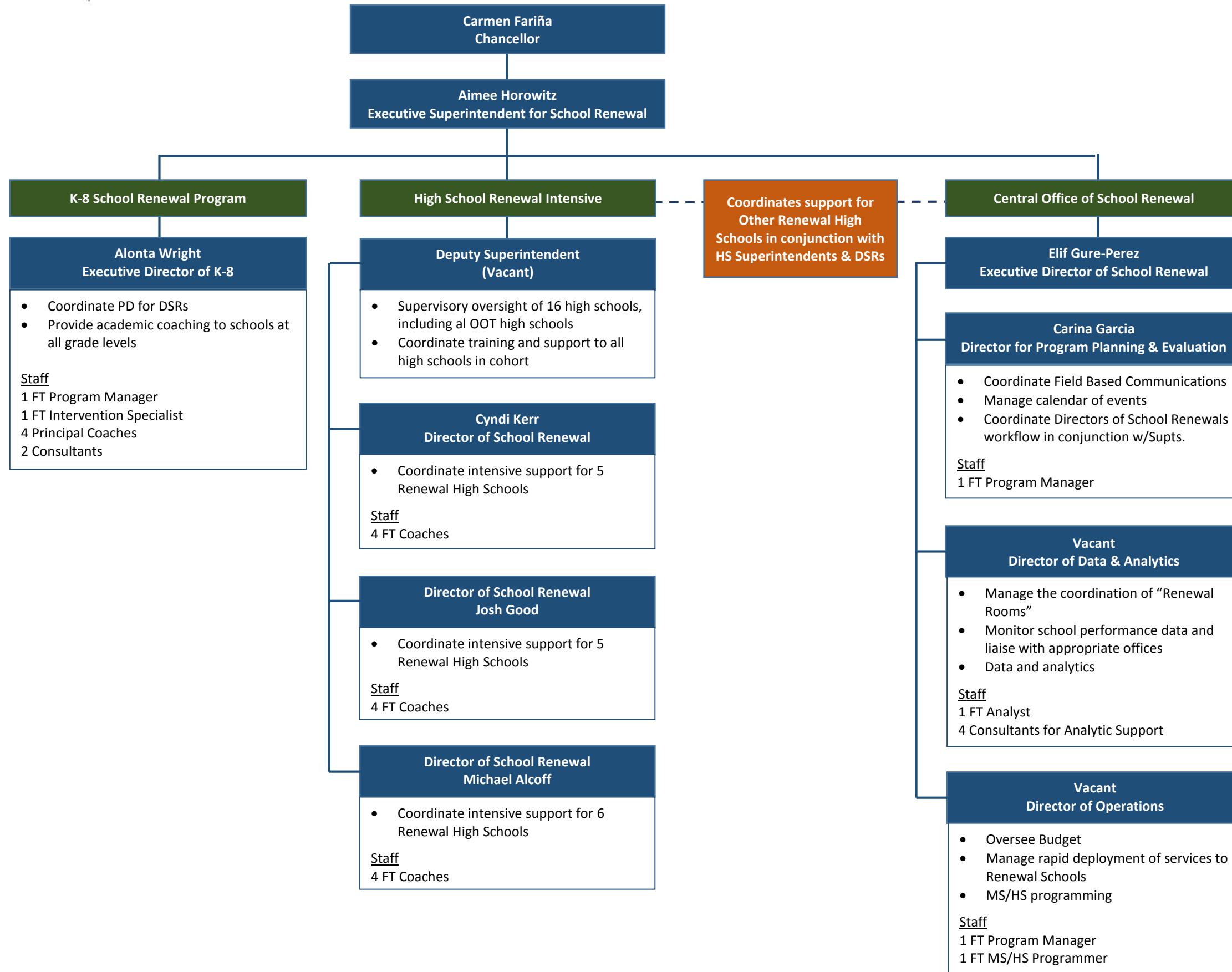
4-Year College Readiness Index	23.8%	10.6% or lower	10.7% to 20.6%	20.7% to 28.7%	28.8% or higher
6-Year College Readiness Index with Persistence	40.9%	33.7% or lower	33.8% to 45.6%	45.7% to 55.4%	55.5% or higher
Postsecondary Enrollment Rate - 6 Months	38.6%	36.7% or lower	36.8% to 49.5%	49.6% to 59.9%	60.0% or higher
Postsecondary Enrollment Rate - 18 Months	49.6%	46.9% or lower	47.0% to 58.5%	58.6% to 67.9%	68.0% or higher
College and Career Preparatory Course Index	39.0%	18.5% or lower	18.6% to 35.9%	36.0% to 50.0%	50.1% or higher

The previous pages in this report have shown the school's performance in 2013-14 and earlier. In contrast, this page is forward looking and shows targets connected to the category ratings for the 2014-15 school year.

	This School's 2013-14 Result	2014-15 Metric Values Needed for Each Rating			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>Closing the Achievement Gap</b>					
<b>Four Year Weighted Diploma Rate</b>					
English Language Learners	119.9%	102.9% or lower	103.0% to 163.8%	163.9% to 225.6%	225.7% or higher
Self-Contained / ICT / SETSS	100.9%	109.9% or lower	110.0% to 196.9%	197.0% to 285.1%	285.2% or higher
All Students in the Lowest Third Citywide	77.4%	71.1% or lower	71.2% to 127.4%	127.5% to 184.5%	184.6% or higher
Black / Hispanic Males in the Lowest Third Citywide	68.1%	65.2% or lower	65.3% to 116.8%	116.9% to 169.1%	169.2% or higher
<b>College and Career Readiness</b>					
Students in the Lowest Third Citywide, College and Career Preparatory Course Index	20.7%	7.2% or lower	7.3% to 12.9%	13.0% to 18.8%	18.9% or higher
Students in the Lowest Third Citywide, 4-Year College Readiness Index	1.5%	1.3% or lower	1.4% to 2.4%	2.5% to 3.6%	3.7% or higher
Students in the Lowest Third Citywide, Postsecondary Enrollment Rate - 6 Months	10.7%	11.3% or lower	11.4% to 20.3%	20.4% to 29.4%	29.5% or higher
Movement from SC/ICT/SETSS to Less Restrictive Environments	0.71	0.26 or lower	0.27 to 0.46	0.47 to 0.67	0.68 or higher

**SCHOOL RENEWAL PROGRAM ORGANIZATION CHART**

**DRAFT – For Discussion Purposes – July 20, 2015**



**School Renewal Program Leadership Team**

**Carmen Fariña, Chancellor**

**Aimee Horowitz**  
Executive Superintendent

**Sharon Rencher**  
Senior Advisor  
to the  
Chancellor for  
State Policy

**Chris Caruso**  
Executive  
Director of  
Community  
Schools

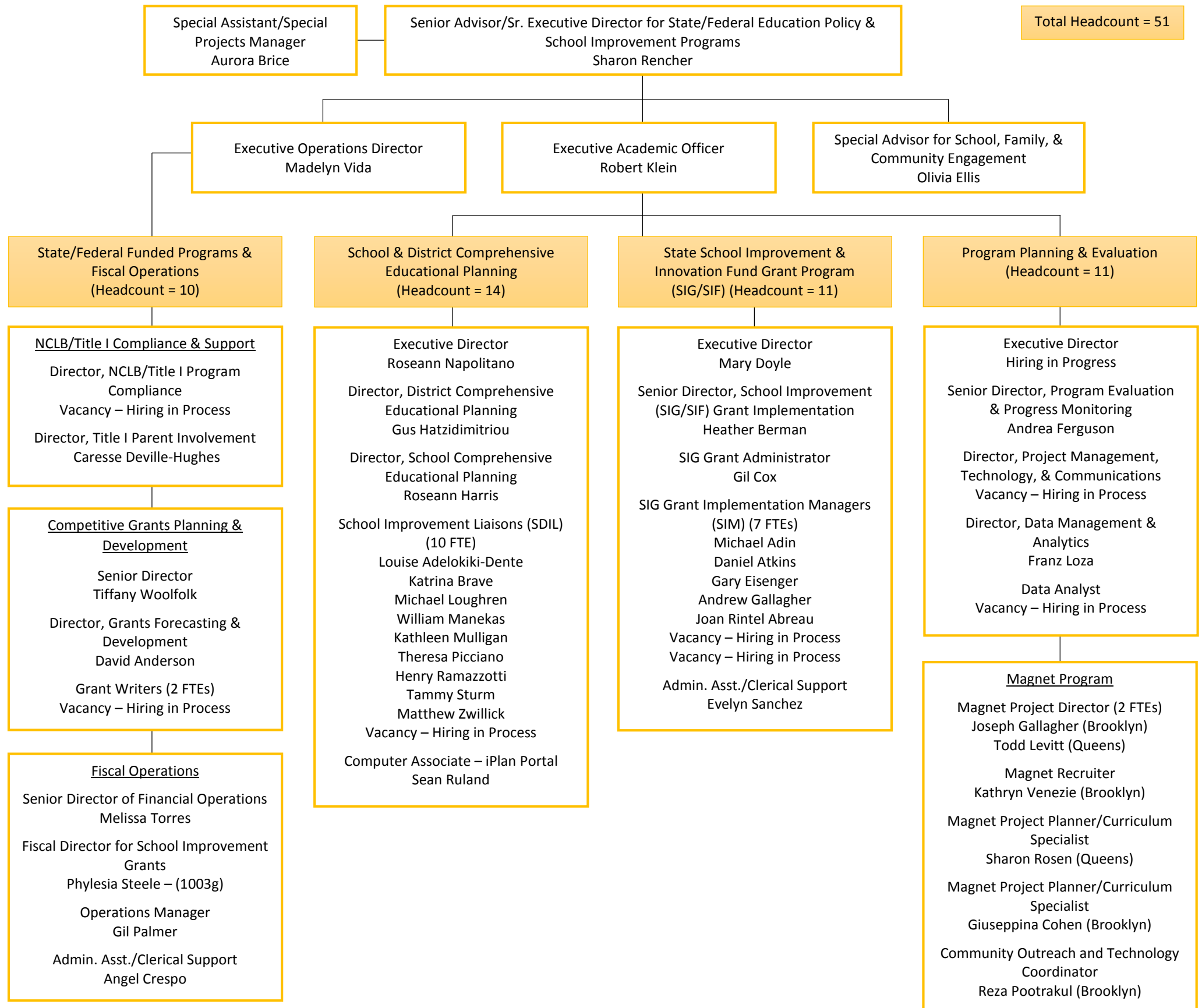
**Alonta Wright**  
Executive  
Director of K-8

**Elif Gure**  
Executive  
Director of  
School Renewal

**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

**Division of the Senior Deputy Chancellor**  
**Office of State/Federal Education Policy and School Improvement Programs**  
**Organization Chart – DRAFT – June 2015**



## **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](http://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**

<b>Number</b>	<b>Name of File</b>	<b>Corresponding District-Level Plan Section</b>
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



## Table of Contents: Additional Attachments 25Q460

Section K- Key Strategy 1 Plan

Section K- Key Strategy 2 Plan

Section K- Key Strategy 3 Plan

School Quality Guide 2014- Provides an overview of all relevant metrics for school year 2013-2014 including attendance, graduation data, Regents results, sub-group performance and college and career readiness.

## **School: 25Q460 Flushing High School**

### **Attachment Z**

#### **Enrollment**

At Flushing High School, students with disabilities comprise 14% of the school's population, 1 percentage point less than the percent of high school students with disabilities in the borough. English Language Learners comprise 21% of the school's population, 9 percentage points higher than the percent of high school English Language Learners in the borough and on par with the percentage of English Language Learners at the school in 2013-14. On average, 39% of incoming students scored a level 1 on the 2014 8th grade ELA/math exams, only 1 percentage points higher than the average high school in the borough.

#### **Leadership**

Mr. Tyee Chin holds New York State permanent certification in School Administrator/Supervisor, School District Leader, and Mathematics 7 – 12 with 14 years of experience in New York State schools as a math teacher, instructional coach and administrator (Assistant Principal and Principal).

As the Principal of Wadleigh Secondary School for the Performing and Visual Arts, a small school in central Harlem with 538 students ranging from grades 6 to 12, he was tasked with improving classroom instruction, hiring, providing meaningful professional development, budgeting, attendance, and developing sustainable protocols and procedures. Through strategic planning and programming, setting clear expectations, observing, coaching, and evaluating teachers using the Danielson teacher framework, the school was able to improve attendance by 14%, increase the graduation rate by 16%, and overhaul staffing and professional development within a span of three years. Mr. Chin provided the staff with professional development on the implementation of the Common Core Standards, effectively using EngageNY to align the school's curriculum, lesson planning, differentiation, Danielson framework for teaching, student engagement, and using DOK and Hess Cognitive Matrix to improve questioning techniques. Currently, he is adjusting Flushing's ELA curriculum to align with the PARCC assessment while implementing The Writing is Thinking Through Strategic Inquiry (WITsi). With extensive knowledge in curriculum design and mapping, Common Core, programming, scheduling, targeting and implementing school improvement initiatives, Mr. Chin has an exemplary track record of department and school gains. He effectively uses data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement in Advanced Placement courses, Regents based and remedial courses. He articulates a clear vision and goals for high student achievement, personal leadership, and professional development.

During his tenure as the Assistant Principal of mathematics at Edward R. Murrow High School, an institution with a diverse multicultural and multiethnic population of over 4,000 students and a superior reputation of high student achievement, he supervised 35 teachers and offered 42 different mathematics courses ranging from remedial algebra to Advanced Placement calculus, Computer programming (Java) and Statistics. He developed, implemented, and evaluated rigorous curricula to accelerate learning for all students, resulting in significant gains for students with disabilities and English language learners, and reduced educational gaps for African American and Hispanic students. During the introduction of the

Common Core standards, he revised and implemented the transitional mathematics curriculum to reflect college and career readiness.

He is very committed, and sensitive to the needs of a diverse community. He is dedicated to making sure that all students succeed in a safe and nurturing learning environment, will maintain the commitment to superior education, and bring new opportunities and support to the entire school community

### **Partnership**

Center for Supportive Schools (CSS) will be the school's lead CBO partner. The partner will provide the following services:

- Solutions that will develop, disseminate, and develop peer leadership, advisory, and other evidence-based K-12 solutions that enable and inspire schools to more fully engage their students in learning.
- Solutions that better connect students to their school, motivate and equip students to make decisions responsibly, and accelerate academic achievement.
- CSS solutions enable and inspire students to become more engaged learners; develop positive social, emotional, and health behaviors; navigate pivotal transitions; and address the overwhelming stresses of youth.

25Q460: FLUSHING HIGH SCHOOL

Attachment D - Budget Summary Chart

Agency Code	3.425E+11
Agency Name	NYCDOE - 25Q460: FLUSHING HIGH SCHOOL (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		
<b>Total</b>		\$ -	\$ -
<b>Grand Total</b>		\$ -	\$ -

Year 1 Implementation Period			
Year 1 (2015-2016)			
Categories	Code	School	Central
Professional Salaries	15	\$ 130,712.70	\$ 31,415.00
Support Staff Salaries	16	\$ -	\$ -
Purchased Services	40	\$ 223,034.50	\$ -
Supplies and Materials	45	\$ 45,000.00	\$ -
Travel Expenses	46	\$ -	\$ -
Employee Benefits	80	\$ 51,252.45	\$ 18,556.84
Indirect Cost (IC)	90	\$ -	\$ -
BOCES Service	49	\$ -	\$ -
Minor Remodeling	30	\$ -	\$ -
Equipment	20	\$ -	\$ -
<b>Total</b>		\$ 450,000	\$ 49,972
<b>Grand Total</b>		\$ 450,000	\$ 49,972

Year 2 Implementation Period			
Year 2 (2016-2017)			
Categories	Code	School	Central
Professional Salaries	15	\$ 130,714.00	\$ 31,415.00
Support Staff Salaries	16	\$ -	\$ -
Purchased Services	40	\$ 223,033.00	\$ -
Supplies and Materials	45	\$ 45,000.00	\$ -
Travel Expenses	46	\$ -	\$ -
Employee Benefits	80	\$ 51,252.96	\$ 18,556.84
Indirect Cost (IC)	90	\$ -	\$ -
BOCES Service	49	\$ -	\$ -
Minor Remodeling	30	\$ -	\$ -
Equipment	20	\$ -	\$ -
<b>Total</b>		\$ 450,000	\$ 49,972
<b>Grand Total</b>		\$ 450,000	\$ 49,972

Year 3 Implementation Period			
Year 3 (2017-2018)			
Categories	Code	School	Central
Professional Salaries	15	\$ 130,714.00	\$ 31,415.00
Support Staff Salaries	16	\$ -	\$ -
Purchased Services	40	\$ 223,033.00	\$ -
Supplies and Materials	45	\$ 45,000.00	\$ -
Travel Expenses	46	\$ -	\$ -
Employee Benefits	80	\$ 51,252.96	\$ 18,556.84
Indirect Cost (IC)	90	\$ -	\$ -
BOCES Service	49	\$ -	\$ -
Minor Remodeling	30	\$ -	\$ -
Equipment	20	\$ -	\$ -
<b>Total</b>		\$ 450,000	\$ 49,972
<b>Grand Total</b>		\$ 450,000	\$ 49,972

Year 4 Implementation Period			
Year 4 (2018-2019)			
Categories	Code	School	Central
Professional Salaries	15	\$ 130,714.00	\$ 15,660.00
Support Staff Salaries	16	\$ -	\$ -
Purchased Services	40	\$ 43,033.00	\$ -
Supplies and Materials	45	\$ -	\$ -
Travel Expenses	46	\$ -	\$ -
Employee Benefits	80	\$ 51,252.96	\$ 9,250.36
Indirect Cost (IC)	90	\$ -	\$ -
BOCES Service	49	\$ -	\$ -
Minor Remodeling	30	\$ -	\$ -
Equipment	20	\$ -	\$ -
<b>Total</b>		\$ 225,000	\$ 24,910
<b>Grand Total</b>		\$ 225,000	\$ 24,910

Year 5 Implementation Period			
Year 5 (2019-2020)			
Categories	Code	School	Central
Professional Salaries	15	\$ 130,714.00	\$ 15,660.00
Support Staff Salaries	16	\$ -	\$ -
Purchased Services	40	\$ 43,033.00	\$ -
Supplies and Materials	45	\$ -	\$ -
Travel Expenses	46	\$ -	\$ -
Employee Benefits	80	\$ 51,252.96	\$ 9,250.36
Indirect Cost (IC)	90	\$ -	\$ -
BOCES Service	49	\$ -	\$ -
Minor Remodeling	30	\$ -	\$ -
Equipment	20	\$ -	\$ -
<b>Total</b>		\$ 225,000	\$ 24,910
<b>Grand Total</b>		\$ 225,000	\$ 24,910

Total Project Period				
Categories	Code	School	Central	Total
Professional Salaries	15	\$ 653,569	\$ 125,565	\$ 779,134
Support Staff Salaries	16	\$ -	\$ -	\$ -
Purchased Services	40	\$ 755,167	\$ -	\$ 755,167
Supplies and Materials	45	\$ 135,000	\$ -	\$ 135,000
Travel Expenses	46	\$ -	\$ -	\$ -
Employee Benefits	80	\$ 256,264	\$ 74,171	\$ 330,436
Indirect Cost (IC)	90	\$ -	\$ -	\$ -
BOCES Service	49	\$ -	\$ -	\$ -
Minor Remodeling	30	\$ -	\$ -	\$ -
Equipment	20	\$ -	\$ -	\$ -
<b>Total Project Budget</b>		\$ 1,799,999	\$ 199,736	\$ 1,999,736