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

321000010000 NYC GEOG DIST #10 - BRONX

Select School Name:

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

321000011438 FORDHAM LEADERSHIP-BUS/TECH

Lead Contact (First Name, Last name):

Mary Doyle

Title (for Lead Contact)

Executive Director

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

`9-12

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

463

School Address (Street, City, Zip Code):

500 EAST FORDHAM ROAD, Bronx, NY 10458

Status of School:

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

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

Select the SIG Model for this School Application

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

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

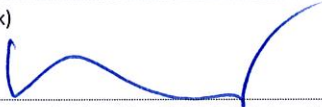Innovation Framework - Community-Oriented School Design

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

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

Lead Contact (First Name, Last Name)

Sharon Rencher/Mary Doyle

Title	Telephone	Fax Number	E-mail Address
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

Legal School Name for the Priority School Identified in this Application	School Beds Code
FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECHNOLOGY	321000011438

Grade Levels Served by the Priority School Identified in this Application	School NCES #
9-12	

Total Number of Students Served by the Priority School Identified in this Application	School Address (Street, City, Zip Code)
463	500 EAST FORDHAM ROAD, Bronx, NY 10458

School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround ☐	Restart ☐	Transformation ☐	Innovation Framework ☒
Closure ☐	Evidence-based ☐	Early Learning Intervention ☐	College ☐ Community ☒ Career ☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER

Signature (in blue ink)   Date
                                                                                          7-21

Type or print the name and title of the Chief Administrative Officer
Carmen Fariña, Chancellor, New York City Department of Education

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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

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

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

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

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

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the school that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found [here](#).

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

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

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

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
• Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
• Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
• Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

    i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

    ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

    iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

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

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

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

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

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the school that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.

ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

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

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

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
- Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
- Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
- Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

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

    i.   Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.

    ii.   Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.

    iii.   Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

    iv.   If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

    i.   Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

    ii.   Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

    iii.   Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES
AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

A. District Overview

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

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

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

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

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

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the school that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

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

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

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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

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

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

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

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

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

STRONG SCHOOLS, STRONG COMMUNITIES

OVERVIEW

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

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

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

BOROUGH FIELD SUPPORT CENTERS

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

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

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

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

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

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

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

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

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

STRONG SCHOOLS, STRONG COMMUNITIES

NYC Department of Education
Carmen Fariña, Chancellor

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*

Director, Field Support Center

Administrative Assistant

Communication Specialist | Payroll Administrator | Data Specialist | Instructional Technology Specialist

Deputy for Teaching and Learning
- Instructional Leads*
- Advance Teacher Development Specialists
- Academic Policy, Performance and Assessment Specialists
- Advance Policy Field Managers
- Academic Support Field Managers

Deputy for Finance and Human Resources
- Senior Managers, Field Support Budget + HR
- Budget Directors
- HR Directors
- Payroll Specialists
- Procurement Specialists

Field Support Center Manager of Operational Support
- SCA – Community Relations Manager
- SCA – Chief Project Officer
- School Facilities – Director of Facilities
- Space Management – Director of District Planning
- Transportation Liaisons
- School Food – Regional Director
- Transportation – Borough Director Liaisons
- Space Management – Director of Space Planning

Deputy for Student Services
- Borough Safety Director
- School Climate & Culture: SAPIS Content Expert
- School Climate & Culture: Students in Temporary Housing Content Expert
- School Climate & Culture: After-School Grant Manager
- School Climate & Culture: Borough Suspension Director
- Attendance Lead
- K-8 Guidance Services
- 9-12 Guidance Services & Post-Secondary Planning
- School Climate
- Crisis Intervention
- Health Directors

Deputy of Specialized Instruction and Student Supports
- Administrators of Special Education
- Specialized Student Support Leads
- Special Education Community Support Coordinator
- Mandated Counseling Compliance Coordinator
- Related Service Transmittal Administrator
- Related Service Transmittal Associate
- D75 Liaison
- Instructional Leads*
- Speech Manager
- OT Manager
- Speech Supervisor
- OT Supervisor
- PT Supervisor
- Senior School Improvement Specialist
- RSE-TASC
- Supervisor of Psychologist
- PT Manager

Deputy for English Language Learners
- Instructional Leads*
- Compliance Coordinator

Legend:
- Direct Report to BFSC
- Reports to a Central Office, but collaborates within the Borough
- * Instructional Leads report to the Deputies for Teaching and Learning, but collaborate across Specialized Instruction and Student Supports, and English Language Learners

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.

1

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

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

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

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

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

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

B. Operational Autonomies

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

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

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

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

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the school that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found [here](#).

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

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

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

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

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

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
- Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
- Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
- Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

E. External Partner Recruitment, Screening, and Matching

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

i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.

ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.

iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at http://www2.ed.gov/programs/sif/index.html. Federal Register, vol. 80, no. 26, pg. 7242.

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

Section D: District trainings offered for Year One

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

New Leaders Emerging Leaders Program	External Partnership with New Leaders and the Office of Leadership	Provides teachers, instructional coaches and other school leaders with hands-on, on-the-job training that deepens their adult leadership skills.	Approximately 25-30 teachers and/or assistant principals provided with high-impact professional development Potential invitation to New Leaders Aspiring Principal Program
Leaders in Education Apprenticeship Program (LEAP)	Office of Leadership	Develops individuals who demonstrate leadership capacity and readiness to take on school leadership positions in their existing school environments.	Approximately 100 apprentices per year Number of certificates obtained for: School Building Leader (SBL) certification Program certificate of completion
NYC Leadership Academy Aspiring Principal Program	External Partnership with NYCLA and Office of Leadership	Focuses on leaders interested in ensuring high academic achievement for all children, particularly students in poverty and students of color.	15 aspiring principals for 2015-16: Program certificate of completion
NYC Leadership Academy Leadership Advancement Program	External Partnership with NYCLA and Office of Leadership	Prepares teachers and guidance counselors who currently serve in school-based leadership roles to become school administrators in NYCDOE schools.	After two years: School Building Leader (SBL) certificate obtained Assume the role of Assistant Principal Potential partnership with an APP graduate
Assistant Principal Institute (API)	Office of Leadership	A year-long program designed to prepare strong assistant principals for principal positions in one to three years.	Approximately 60-75 assistant principals for 2015-16
Wallace Fellowship	Office of Leadership and External Partnerships with	Partnership with Bank Street, Relay Graduate School, Fordham, Queens College, Hunter College,	Approximately 100-150 candidates enrolled in these programs apply and

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

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

A. District Overview

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

    i.   Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.

    ii.   Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.

    iii.   Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

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

    i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

    ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

    iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

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

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

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the school that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.

ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

    i.   Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

    ii.   Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

    iii.   Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

    iv.   Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

    v.   Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

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

1. Strong teachers to meet the citywide instructional expectations and move into more formal teacher leadership development programs;

2. Effective teacher leaders and assistant principals to move into principal pipeline programs and then into principal positions;

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
- Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
- Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
- Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

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

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

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

    i.   Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

    ii.   Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

    iii.   Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

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

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

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

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

Budgeting: A budget for the school is based on the Fair Student Funding (FSF) formula. Funding follows each student to the school that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

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

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

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

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

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

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

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

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

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

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

    i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

    ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

    iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

A. District Overview

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

    i.   Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.

    ii.   Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.

    iii.   Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

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

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

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

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

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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

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

A description of Fair Student Funding, which can be used at principal discretion, is posted here. A description of School Achievement Funding can be found here. The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a NYCDOE procedure known as a School Allocation Memorandum (SAM). The Priority and Focus Schools SAM for school year 2014-15 is posted here and is also attached.

Staffing: Renewal School principals select staff to fill vacancies. Principal staffing actions include additional pay for certified staff for expanded learning as required by NYSED as a Priority School. Schools participate in NYCDOE teacher leadership programs to support the retention and development of expert teachers at their school. The NYCDOE provides organizational assistance to Priority Schools. The Office of State/Federal Education Policy & School Improvement Programs is designated to work with Priority Schools to select and implement their whole school reform models and assist the schools with compliance requirements. School Implementation Managers (SIMs) work with SIG schools on school improvement efforts and SIG compliance requirements.

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

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

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

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

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

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

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

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

Program selection: NYCDOE was among the first large urban school districts in the nation to recommend new high-quality Core Curriculum materials, with English Language Learner supports, for grades K-8 in ELA and math that align to the CCLS and promote the instructional shifts. The NYCDOE conducted an extensive research and review process in order to identify high-quality Core Curriculum materials that align to the CCLS and promote the Common Core Instructional Shifts for ELA and Mathematics. Additional information on NYCDOE and the Common Core may be found here.

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

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

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

Educational partner selection: As part of being a Renewal School and under the Community-Oriented School Design model, the school has selected partnerships with community-based organizations (CBOs) that offer tailored whole-student supports, including mental health services and after school programs. Principals have discretion over selecting educational partners, including those outlined in the SIG plan, that have been formally contracted by the NYCDOE after a vetting process. The NYCDOE oversees a request for proposal process from organizations experienced in working with schools in need of school improvement. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

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

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

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

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

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

Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify certain provisions in the teachers' union (UFT)/NYCDOE Collective Bargaining Agreement. In the SBO process, the school community creates a plan for how to effectively implement extended learning time. The principal and school-based UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members must affirm the proposed SBO in order for it to pass. The intent of the SBO process is to empower the school community on how to best make use of time before, during, and after school. The SBO process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here and is also attached.

C. District Accountability and Support

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

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

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

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

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

- Review quantitative and qualitative data to assess student strengths and weaknesses;
- Investigate root causes or contributing factors for low student achievement;
- Align resources to maximize benefits to students;
- Monitor plan implementation and make mid-course adjustments, as needed; and
- Evaluate the impact of improvement interventions and external partners.

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

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

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

The new school support structure consists of four major parts:

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

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

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

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

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

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

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

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

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

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

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

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

D. Teacher and Leader Pipeline

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

    i.   Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

    ii.   Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

    iii.   Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround*, *Restart*, *Transformation, Innovation Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.*

    iv.   Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.*

    v.   Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

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

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

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

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

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in Priority Schools where the need is great. To accomplish this goal, we developed a pipeline of expert teachers and leaders and provide them with targeted support. To increase the number of candidates who are well-prepared to become principals, we have strengthened our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators and nurturing their leadership skills while they remain in teacher leadership roles. Our theory of action is that if we invest in providing job-embedded leadership development opportunities for our most promising emerging leaders and supporting our strongest current leaders to build leadership capacity in others, then we will build a leadership pipeline that is more cost-effective and sustainable, and produces more high quality next-level leaders.

The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement. The NYCDOE has launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
- Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012-c.
- Offer participants an opportunity to receive high-quality professional development about the NYCDOE's expectations of principals.
- Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which draws skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. In addition to the NYC Teaching Fellows program, the NYCDOE has created an innovative residency program called the NYC Teaching Collaborative that recruits and trains a cohort of 50 new teachers annually through a practice-based teacher training model in hard-to-staff schools. This program is modeled after the nationally known program run by AUSL in Chicago. Additionally, the NYCDOE recruits annually a cohort of new hires that have been identified as top tier recruits to fill positions in struggling schools called the "Select Recruits" program.

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

of school participated in a foundational teacher leadership professional learning series that oriented teachers to the new positions and provided opportunities for foundational skill development in key teacher leadership skills. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

To support schools in recruiting and retaining this new talent at the school level, the DOE produces annual "Smart Retention" reports which create a picture of a school's history in retaining talent year over year. Alongside the report, NYCDOE offers coaching in recruitment and retention strategies for a subset of identified schools. Each year the NYCDOE sets hiring policies to ensure that teachers and principals can be recruited and placed into our schools. Principals are typically in place in schools by July before the start of the next school year to begin year-long planning and school improvement efforts and teachers in place by September. Once selected, principals are empowered to make certain staffing decisions for their schools. Schools receive their budgets for the new fiscal year by June.

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

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, particularly in schools with the greatest need. Our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains. The NYCDOE is now committed to hiring principals with at least seven years of education experience. LEAP, launched in 2009, is a rigorous 12-month on-the-job program. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

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

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

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into beginning the work of developing principals' and teachers' understanding of Charlotte Danielson's Framework for Teaching, while training principals to do more frequent cycles of classroom observations and feedback. Resources to begin this work are provided to principals and educators in a number of ways: central and school-based professional development opportunities, online courses, and Teacher Evaluation and Development Coaches (TDECs) who work across multiple schools within their district. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. We are looking to improve the teacher leadership programs that we offer and are now working to create career ladders for teachers. All of the programs have developed continuous feedback loops (surveys, focus groups, school-based visits) to ensure that professional development is effectively being delivered and meeting the needs of new teachers and teacher leaders. Current programs that exist include the Teacher Incentive Fund (TIF) Program, the three new identified teacher leadership positions, and the Learning Partners Program which allow teachers to stay in the classroom while collaborating with colleagues

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

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

Please see Attachment Z: School-Level Information for District-Level Plan for information about the CBO that is providing support to this Priority School. The school-level plan for this Priority School describes the particular design framework proposed and the scope of the re-design, as well as our rationale for selecting the chosen external partner as a solution to address identified gaps.

Priority Schools receive budget allocations for the new fiscal year by June, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides principals with ample time to secure external partner support through the above-mentioned systems. Principals may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE. Individual principals create a scope of service and solicit proposals from partners based on their specific needs. Once received, principals score proposals and award contracts to the most competitive and cost-effective partners. Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

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

    i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

    ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

    iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

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

The NYCDOE operates a school choice-based system for students and families from Pre-Kindergarten to high school. In the past several years, the NYCDOE has worked to increase equitable access to high quality programs at all grade levels. All students, including students with disabilities, English Language Learners, and students performing below proficiency have access to all public schools as part of the choice-based enrollment system. Students participating in Pre-Kindergarten admissions can access NYCDOE district schools and New York City Early Education Centers (NYCEECs). The NYCDOE works to make as many pre-K programs as possible available to families. This year, families had the benefit of a new streamlined application process. This single application process allowed families to rank their options in order of preference, including both NYCDOE district schools and NYCEECs. Students participating in Kindergarten admissions can access all elementary choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools are schools that do not have a zone and give priority to applicants based on sibling status, district of residence, and in some cases, other criteria. The Kindergarten application process is a single application that allows parents to rank their school options in order of preference, including both zoned and choice schools.

At the middle school level, families also may submit a single application that allows them to rank their school options in order of preference. Some community school districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts also have choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or a lottery (unscreened). At the high school level, approximately 75,000 students participate annually in a single application process that covers over 400 schools. The citywide choice process provides an opportunity for all participants to select up to 12 choices from across the five boroughs. The process consistently matches the majority of students to their top choice schools; for the previous five years, high school admissions has matched over 80% of students to one of their top five choices. Students may participate for both 9th grade and 10th grade admissions.

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

Throughout the 2013-14 and 2014-15 school years, the Division of Specialized Instruction and Student Support (DSISS) partnered with field-based school support teams and schools to proactively support students with disabilities in the following four areas: student engagement in rigorous curriculum with full access to community schools and classrooms, development and implementation of quality IEPs, infusing school-wide and individualized positive behavioral supports, and effective transition planning. For the 2015-16 school year, DSISS will continue this work. All stakeholders will continue to be responsible for ensuring students with disabilities are educated in the most appropriate, least restrictive environment. To that end, through the NYCDOE's special education reform work, schools will engage in professional learning opportunities that focus on the continued commitment to supporting all educators in their understanding and facility with learner variability, access to content, rigorous expectations, inclusion, and the essential knowledge and skills needed for students to be college and career ready. Priorities for professional development are built on themes that reflect research- and evidence-based best practices and are fully integrated with the Common Core Learning Standards and *Advance*.

The NYCDOE has begun to put in place policies and practices designed to ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. Our current SWD and ELL policies and guidance not only support schools in focusing their programming practices around student needs, but also encourage schools to develop a deep knowledge and understanding of their students' strengths, needs, and preferences in order to drive programmatic planning and/or shifts. Schools are supported in expanding their continuum of services to provide differentiated and individualized levels of support rather than stand-alone special education programs, so that students may receive recommended services based on individual needs at their schools of choice. For ELLs specifically, the NYCDOE encourages families of eligible students to request a bilingual program in their schools, knowing that if there is sufficient interest then schools will create and sustain bilingual programs that benefit not only ELLs, but also students interested in learning a second language.

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

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

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled at more than 310 sites. Specialized Programs in community schools (ASD Nest, ASD Horizon, ACES, and BSE Programs) are intended to increase access to community schools even further, for students with these specific disabilities for whom a District 75 school was historically more likely to be recommended. The ASD Nest Program and ASD Horizon Program are two different programs in community schools that serve admitted students with a disability classification of autism. Each program is designed to develop students' academic and social skills, but has different service delivery models and admissions criteria. The ASD Nest Program is primarily designed to support students with ASD who would benefit from intensive social skills development. As the result of significant growth in these programs, in 2014-15, a student on the autism spectrum was more than three times as likely (from 9% to 29%) to attend a community school than in 2007-8. This is especially significant given that over the same time period, the numbers of students classified as autistic has more than doubled, from 5,365 to 13,161 students.

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

In addition to expanding access to high-quality school and program options for SWDs, ELLs, and students performing below proficiency, the NYCDOE is committed to supporting schools in meeting students' unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for students who require additional support in order to succeed, including weights for Academic Intervention Services (AIS), ELLs, and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency.

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

SWDs.

The UFT Teacher Center Field Liaison will work in participating schools with Master/Peer Collaborative and Model Teachers and school-based site staff to:
- Design customized professional development
- Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement
- Collect, analyze and interpret data for making instructional decisions
- Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc.
- Integrate instructional technology into teaching and learning

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency. One important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers (primarily in high school grades) during the period before the start of school. Approximately 15,000 new or returning students are placed during this peak OTC period and many are higher-needs students. For the past several years, the NYCDOE has added seats to every high school's OTC count. As a result, the impact of OTC placements at low-performing schools, including Priority Schools, was minimized, and there was an increase in student access to more programs.

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

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

Furthermore, to increase access to some of NYCDOE's highest performing schools, NYCDOE has reduced the screening requirements for seats in selective programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. Since 2012, the NYCDOE has worked with screened schools to increase the number of SWDs ranked and matched to their programs. In situations where schools do not rank a sufficient number of SWDs, additional SWDs are matched to the unfilled seats in order to provide greater

access for these students to high-quality schools. In its first year, this work resulted in 20 programs placing approximately 900 additional students into academically screened seats that would have otherwise gone unfilled. For students entering high school in 2013, the NYCDOE placed almost 1,300 students were placed into these programs. The NYCDOE will continue this work in the upcoming school year.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

NYCDOE staff met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on June 11 to discuss SIG Cohort 6. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies. NYCDOE staff met with UFT leadership on June 29 and engaged in multiple phone calls and emails with UFT regarding plan and overall school feedback subsequent to this meeting. CSA was also consulted with via phone calls and emails. All groups received district and school drafts for review and feedback.

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

In addition to the district-level Attachment A, NYCDOE asked that schools submit a school-level Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans with staff and parent stakeholder groups. Signatures include the school's principal, parent group president, and UFT representative. These school-level forms are also attached in addition to the required district-level Attachment A. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body as of July 17 and July 20. The individuals who signed are Michael Mulgrew, UFT President; Ernest Logan, CSA President; and Nancy Northrup, CPAC Co-Chair.

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Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date 7/17/15	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) *[signature]* Type or print name		
Teachers Union President / Lead	Date 7/17/15	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) *[signature]* Type or print name		
Parent Group President / Lead	Date 7/20/15	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) *Nancy A. Northrop* Type or print name		

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Fordham Leadership Academy for Business and Technology has a student body of 440 out of which 67% are Hispanic, 29% are African American, 2% are Asian, and 2% are White. The population of Students with Disabilities at our school is currently at 28% and the percentage of English Language Learners is at 18%. The male to female ratio is 62% to 38 %. The percentage of students who receive free or reduced lunch is 85%. Final Attendance Rate for 2014-2015 = **83.4%**. Chronically Absent Students for 2014-2015 = **82.7%** with 67.0% of chronically absent students improving their attendance over the prior school year.

Fordham leadership Academy is identified as a Priority School by the New York State Department of Education because of lagging student achievement as measured by credit accrual and progress towards graduation, performance on Regents exams and graduation rate. Contributing to low student performance is poor student attendance as measured by an average attendance rate of 83.4% (up from 82.9% in 2013-14) and evidenced by chronic absenteeism among a significant number of students. Parent stakeholders have not been highly active.

As stated above, FLAGs serves a large population of SWDs and ELLs. Most of our general education students enter FLAGS reading below grade level. Their academic needs relate to language acquisition and/or proficiency in grade-level literacy skills. Their struggle with speaking, and listening and reading comprehension in English, and with writing in keeping with grade-level standards, hinders their success in other content areas.

The NYSED Integrated Intervention Team conducted an on-site diagnostic school review (DTSDE) to inform the development of the school Comprehensive Education Plan on April 18-19, 2013. Findings from that review indicated that the school had an overall rating of effective in Tenets 2, 5 and 6 and an overall developing rating on Tenet 3 (Curriculum Development and Support) and Tenet 4 (Teacher Practices and Decisions). Parent and community input during the Review was obtained through various interviews with each stakeholder group. The NYCDOE annually reviews schools to determine the quality of three components – the instructional core, school culture, and the systems and structures that support the school. The ratings system scale used is well-developed, proficient, developing, and underdeveloped. In the most recent Quality Review, conducted on March 2015, the school earned a grade of developing in the indicators 1.1 (Curriculum), 1.2 (Pedagogy), 2.2 (Assessment), 3.1 (Goal Setting), 4.1 (Teacher Feedback), 4.2 (Teacher Teams), and 5.1 (Monitoring and Revising). The American Institute of Research facilitated a co-interpretation review of data to identify areas of need and strengths of the school. Various stakeholders participated in this process, including administration, teachers, staff, and parents. The key findings highlighted that curriculum does not focus in depth on the CCL standards and that curriculum implementation expectations are inconsistent.

IIT Results showed that there is a data-driven culture based on student needs, assessments, and analysis of outcomes. That school leaders and instructional coaches provide consistent and systematic support to teachers to address the CCLS, and that school leaders and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs. In spite of these strengths, the IIT report

also found that unit and lesson plans do not appropriately support the CCLS curriculum and introduce complex materials. And that instructional practices are unevenly aligned to a written plan or do not provide necessary instructional interventions.

The Quality Review found that instructional shifts are not explicitly stated nor implemented in classrooms. That lesson plans included differentiation strategies, however, these strategies are usually generic, such as indicating that the teacher will provide additional support to higher need students. They also found that although teachers are creating tasks that mirror the regents in structure, a review of student work samples indicated that students are unaware of how their work is graded and there was no feedback from the teacher to provide guidance.

The AIR co-interpretation concurred in the above findings that not enough time is spent on CCLS depth and complexity and that curriculum expectations and assessment of student learning is inconsistent throughout the content areas. It also supported the strengths of the IIT review in that the school has built a student support program over the last few years which has had a positive impact on academic and social-emotional growth in students.

During the summer a group of teachers and the renewal support team will meet to refine the school's instructional focus based on the review of student data and other documents. We will develop a common understanding of effective and highly effective practices in alignment with the Danielson rubric among members of the school's administration (principal and APs) in order to create a coherent set of instructional supports for teachers (professional learning, targeted feedback, TIP plans) via cabinet inquiry conducted weekly in conjunction with School Renewal Initiative (SRI) coaches and the Division of School Renewal (DSR). Inquiry cycles will be conducted on targeted components of the Danielson Rubric with focus teachers. We will Develop an Inquiry Lead Committee that will meet after school to discuss facilitator moves and analyze results from department and grade level inquiry to establish trends and inform next steps for inquiry and develop expectations for instructional practices based on the CCLS instructional shifts for all curricular areas.

Priorities include:
- Develop expectations for instructional practices based on the CCLS instructional shifts for all curricular areas.
- Ensure regular and frequent communication amongst staff through structured and strategic department and grade-level common planning time to develop activities rigorous enough to push students to do more in-depth analysis of the content and challenge students to produce higher-level work products. Ensure all teachers have support and opportunities to develop and use a wide variety of ways to engage students in learning that enables them to achieve their targeted goals.
- Create environments in which there is a common understanding, recognition and use of strategies sensitive to diverse groups of students and their needs. Provide more access to learning opportunities that acknowledge and tap student experiences and diversity. Stimulate student thinking by asking higher-level questions aligned to instructional materials that contain high levels of text and content complexity.

- Ensure teachers have support to use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Ensure teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. Support teachers in efforts to provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school

Fordham Leadership Academy selected the Innovation Framework - Community School's Model to address the needs of our student population with a large number of English language learners, students with disabilities and students living below the poverty line. This model enables us to leverage select community partnerships through a coherent vision for rigorous curriculum and effective teacher practice, social and emotional learning and increased family and community engagement to drive student achievement.   Our school will adopt an integrated focus on academics, social emotional learning, mental health services, youth development and community engagement to improve student's personal and academic learning, support parents in becoming involved with their children's education and foster a healthier South Bronx community. Working with community-based organizations (CBOs) and through a signature feature of the Community School's model--Extended Learning, Fordham Leadership Academy will serve as a hub for all of our students and their families during the day, evenings and weekends.

This model will address the identified needs of our student population that includes English language learners, students with disabilities, students that are at-risk-for failure because of poor attendance and past performance most of whom live below the poverty level. Our core challenges are related to accelerating the performance of students who enter high school below grade-level in reading and mathematics, helping non-English speaking students to become proficient in reading and writing English while challenging them intellectually through standards-based curriculum, supporting students with disabilities, maintaining a safe and nurturing school environment for all students including those who struggle socially or suffer emotional duress or mental health issues because of a myriad of issues in an urban setting, and in building the school community's capacity to meet these needs.

In 2014 Schools Mayor De Blasio and Chancellor Fariña announced a vision and strategic plan for the administration's Community Schools Initiative within the context of the Mayor's larger agenda for children and families that also builds on the Chancellor's Framework for Great Schools. The plan includes launching 100 Community Schools matched with local Community Based Organizations (CBOs) to provide a slate of new services to help students develop and learn. Renewal Schools were identified to become Community Schools and offer tailored whole-student supports, including mental health services and after-school programs.

The key elements of the School Renewal Program are: transforming Renewal Schools into community schools, creating extended learning time, supplying resources and supports to ensure effective school leadership and rigorous instruction with collaborative teachers. Beginning in the middle of SY 14-15 our school was identified as a Renewal School and we started the process of becoming a community school. Renewal Schools were able to partner with a community-based organization (CBO). In addition to the CBO partnership, we have an in-house community service director. The parallels between the SIG Innovation model and Renewal School Program will help to further support the process of becoming a community-oriented school.

In accordance with the Chancellor's plan, Fordham Leadership Academy established a Community School's Leadership Team and identified a lead CBO, Fordham University.

Working with the American Institutes of Research (AIR) in May 2015, students, parents and teachers participated in a needs assessment to review data sources including the ITT review, Quality Review and feedback from focus groups to identify specific elements from the Framework for Great Schools to develop goals for improvement. Fordham Leadership Academy's School Leadership Team (SLT) worked in partnership with NYCDOE leadership, School Renewal Director and team and the Center for Supportive Schools to create a Renewal School Comprehensive Education Plan (RSCEP) that maps out the school's steps to accelerate its academic improvement and expansion of social, emotional and mental health services. The RSCEP includes the creation of Extended Learning Time (ELT)--an extra hour added to the school day, a key feature of a Community School that will give all students additional instructional time and targeted academic and social and emotional supports. Through collaborative conversations with Fordham Leadership Academy's UFT representative and faculty, a School Based Option vote (SBO) was used to identify new session times for students that frame the longer school day and professional learning time for faculty.

On July 7, 2015, the SLT including the Principal, UFT Chapter Chair, PA president, Lead CBO Fordham University GSE, and School Renewal representatives met to review and develop this SIG Grant application and approve its submission.

ELA Goal: Throughout the grant period, students will demonstrate growth towards proficiency in grade level Common Core Learning Standards for ELA and literacy.

Objective – Rigorous Instruction: Beginning September 2015, ELA curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed. This will be increasing throughout the grant period.

This objective will be assessed as follows:

- The minimum number of teachers rated Effective on Danielson 1e and 3c (as mutually agreed upon by the Director of School Renewal and Principal) is 75% or more each year and stable or increasing in subsequent years.
- The number of students achieving Level 3 on standards-based rubric traits will increase by 20% each year in ELA as measured by the NYC Performance Tasks
- The number of students obtaining a score of 75% or higher on the ELA Regents will increase by 20% in each year of the grant period
- Credit accrual in ELA for each cohort will increase as compared to the number on track in the previous cohort by 10%
- 80% of students will complete at least three CCLS aligned tasks in each year of the grant period.
- NYSESLAT scores will show students' steady progression on raw score and level towards proficiency from their scores in the previous year.

Objective – Rigorous Instruction: Teachers will utilize strategic inquiry and Writing is Thinking strategies in order to modify curriculum across the 9th and 10th grades in order to make data driven instructional decisions and meet the needs of struggling students.

This Objective will be assessed as follows:

- Throughout the 2015-2016 school year, 80% of 9th and 10th grade students will complete a minimum of 2 WIT tasks in each core subject area on a weekly basis. In 2016-2017, this will include the 11th grade and in subsequent years, the entire school.
- By June 2016 and increasing throughout the grant period, 80% of students in the 9th grade will be able to write a well-constructed, grammatically correct paragraph that includes varying complex sentences and vocabulary.
- By June 2016 and increasing throughout the grant period, 80% of students in the 10th grade will be able to write a well-constructed, grammatically correct multi-paragraph essay that fully responds to a given CCLS aligned task.

Objective – Effective School Leadership: Beginning September 2015 and continuing throughout the SIG implementation period leadership will utilize the Danielson framework to provide feedback to teachers on pedagogical practices as well as identify professional development topics to support areas for growth

This Objective will be assessed as follows:
- The minimum number of teachers rated Effective on Danielson 1e, 2d, 3b, 3c, 3d and 4e (as mutually agreed upon by the Director of School Renewal and Principal) is 75% or more each year and stable or increasing in subsequent years.
- The school will receive a rating of Proficient on indicator 4.1 (Teacher Support and Supervision) on the NYCDOE Quality Review in each of the years of the grant period.

Objective – Collaborative Teachers: Beginning September 2015 and continuing throughout the grant period, Fordham Leadership Academy teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to the data collected.
This Objective will be assessed as follows:
- The school will receive a rating of Proficient on indicator 2.2 (Assessment) and 4.2 (Teacher Teams and Leadership Development) on the NYCDOE Quality Review in each of the years of the grant period

Objective – Collaborative Teachers: Beginning September 2015 and continuing throughout the grant period, teachers at FLA will collaborate in teacher teams and utilize the Danielson Framework along with the Common Core Instructional shifts in order to create coherence in teacher's classroom practice and to reflect a consistent culture of high expectations.
This Objective will be assessed as follows:
- The school will receive a rating of Proficient on indicator 2.2 (Assessment), 4.2 (Teacher Teams and Leadership Development) and 3.4 (High Expectations) on the NYCDOE Quality Review in each of the years of the grant period
- A minimum of 65% of teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal.
- A minimum of 65% of teachers will be rated Effective in component 3b of the Danielson framework, as mutually agreed to by the Principal and DSR.
- A minimum 80% of teachers will be rated Effective in component 3d of the Danielson framework, as mutually agreed to by the Principal and DSR.
- The percentage of students on track for graduation as measured by credit accrual and Regents passage will increase 15% by the end of year one ('15-'16) and 20% total by the end of year two ('16-'17). We aspire to a graduation rate of 58.5% by year two.

Math Goal: Throughout the grant period, Student cohorts will increasingly demonstrate growth towards proficiency in subject area Common Core Learning Standards for Math.

Objective – Rigorous Instruction: Beginning September 2015, math curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed. This will be increasing throughout the grant period.

  This objective will be assessed as follows:
- The minimum number of teachers rated Effective on Danielson 1e and 3c (as mutually agreed upon by the Director of School Renewal and Principal) is 75% or more each year and stable or increasing in subsequent years.
- Beginning June 2016, the number of students obtaining a minimum score of 75% on the Common Core Algebra Regents exam will increase by 20% and maintain or increase in each subsequent year of the grant period.
- Beginning June 2016 on-track credit accrual in math for each cohort will increase as compared to the number on track in the previous cohort by 10%
- 80% of students will complete at least three CCLS aligned tasks in math in each year of the grant period.
- NYSESLAT scores will show students' steady progression on raw score and level towards proficiency from their scores in the previous year.

Objective – Effective School Leadership: Beginning September 2015 and continuing throughout the SIG implementation period leadership will utilize the Danielson framework to provide feedback to math teachers on pedagogical practices as well as identify professional development topics to support areas for growth

This Objective will be assessed as follows:
- The minimum number of teachers rated Effective on Danielson 1e, 2d, 3b, 3c, 3d and 4e (as mutually agreed upon by the Director of School Renewal and Principal) is 75% or more each year and stable or increasing in subsequent years.
- The school will receive a rating of Proficient on indicator 4.1 (Teacher Support and Supervision) on the NYCDOE Quality Review in each of the years of the grant period.

Objective – Collaborative Teachers: Beginning September 2015 and continuing throughout the grant period, Fordham Leadership Academy teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to the data collected.

  This Objective will be assessed as follows:
- The school will receive a rating of Proficient on indicator 2.2 (Assessment) and 4.2 (Teacher Teams and Leadership Development) on the NYCDOE Quality Review in each of the years of the grant period

Objective – Collaborative Teachers: Beginning September 2015 and continuing throughout the grant period Fordham leadership Academy teachers will collaborate in teacher teams and utilize the Danielson Framework along with the

Common Core Instructional shifts in order to create coherence in teacher's classroom practice and to reflect a consistent culture of high expectations.

This Objective will be assessed as follows:

- The school will receive a rating of Proficient on indicator 2.2 (Assessment), 4.2 (Teacher Teams and Leadership Development) and 3.4 (High Expectations) on the NYCDOE Quality Review in each of the years of the grant period
- A minimum of 65% of teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal.
- A minimum of 65% of teachers will be rated Effective in component 3b of the Danielson framework, as mutually agreed to by the Principal and DSR.
- A minimum 80% of teachers will be rated Effective in component 3d of the Danielson framework, as mutually agreed to by the Principal and DSR.
- The percentage of students on track for graduation as measured by credit accrual and Regents passage will increase 15% by the end of year one ('15-'16) and 20% total by the end of year two ('16-'17). We anticipate a graduation rate of 58.5% by year two and to see continued increases thereafter.

Supportive Environment Goal: Throughout the grant period, Fordham Leadership will promote the social and emotional development of all students by providing a safe, supportive, and respectful environment and offer broader array of services to address student and family's' needs.

Objective – Supportive Environment: During the 2015-2016 school year teachers and staff at Fordham Leadership Academy will utilize structures and protocols for prevention and intervention by referring students to services that support social and emotional development, mental health and academic success.

This objective will be assessed as follows:

- By June 2016, student attendance will increase from 83% to 88% and continue to increase by 2% in each year of the grant.
- Reduction by 10% of the number of chronically absent students in each year of the grant.
- Significant reduction in severely over-age under credited students (3rd, 4th and 5th year students with fewer than 15 credits) through transitional support to target their individual interests and needs while working toward academic progress.
- By June 2016 and continuing throughout the grant period, at least 70% of year 2 and 3 students will be on track towards graduation.
- By June 2017 (2016 cohort) the percentage of rising freshmen with 10+ credits will increase by 10% from the previous year. This rate of increase will continue throughout the grant period.

- By June 2017 (2016 cohort) the percentage of incidents as reported by OORS will decrease by 10%.   This rate of decrease will continue throughout the grant period.
- The school will maintain or exceed an overall proficient rating on sub-indicator 1.4 (Positive Learning Environment) on each Quality review throughout the grant period.

Objective - Supportive Environment: During 2015-2016 the planning and implementation of a peer mentoring program for incoming 9th graders (2016 cohort) will be rolled out with support by Center for Supportive Schools following the Peer Group Connection Curriculum.
This objective will be assessed as follows:
- Teachers participation in Peer Group Connections professional development
- Students successful completion of Peer Group Connection mentor training
- Creation of structures and protocols for mentoring program in preparation of 2016-17 school year and continued successful implementation of the program throughout the grant period.

Objective - Collaborative Teachers: Teachers will collaborate in teacher teams and utilize the Danielson Framework along with the Common Core Instructional shifts in order to create coherence in classroom practice and to reflect a consistent culture of high expectations.
This objective will be assessed as follows:
- Throughout the grant period, curricula and tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula.
- Throughout the grant period, teachers will consistently develop and use pacing calendars or guides and coherent CCLS-aligned unit plans across all content areas and assure that the organization of content is a logical progression of sequenced and increasingly more complex materials.
- Throughout the grant period, teachers will collaboratively develop, share, and use CCLS-aligned lesson plans in all content areas, with a focus on higher-order questioning and discussion, and multiple points of entry to engage all students in higher-order thinking and analysis of information as evidenced by department meeting agendas.
- By June 2016, 80% of teacher teams consistently analyze assessment data and student work for students they share or on whom they are targeting, resulting in improved teacher practice and progress toward goals for groups of students (QR 4.2b rating of Proficient).

10X438
High school: Fordham Leadership Academy for Business

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

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	SY10	SY11	SY12	SY13	Baseline Data	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2017-19	Target for 2017-20
I. Leading Indicators												
a. Number of minutes in the school year	min	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%	16.0%	22.5%	16.4%	19.4%	22.0%	20.9%	19.8%	18.7%	17.6%	16.6%
f. Student average daily attendance	%	86.6%	82.0%	80.0%	82.0%	82.0%	84.7%	85.7%	86.7%	87.7%	88.7%	89.7%
g. Student completion of advanced coursework	89.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
h. Suspension rate *(baseline based on SY13)*	%	1.4	8.0	11.0	4.0	4.0	4.0	3.5	3.0	2.4	1.9	1.4
i. Number of discipline referrals *(baseline based on SY13)*	num	65.0	55.0	40.0	29.0	75.0	75.0	73.0	71.0	69.0	67.0	65.0
j. Truancy rate	%	6.3%	5.5%	6.8%	6.5%	5.1%	6.6%	6.4%	6.2%	6.0%	5.8%	5.6%
k. Teacher attendance rate	%	96.0%	95.6%	95.2%	96.9%	97.9%	97.7%	97.8%	97.9%	98.0%	98.1%	98.2%
l. Teachers rated as "effective" and "highly effective"	%	91.6%	N/A	N/A	N/A	N/A	72.4%	76.1%	79.8%	83.6%	87.3%	91.0%
m. Hours of professional development to improve teacher performance	hours / year	77	N/A	N/A	N/A	N/A	77	77	77	77	77	77
n. Hours of professional development to improve leadership and governance	hours / year	32	N/A	N/A	N/A	N/A	32	32	32	32	32	32
o. Hours of professional development in the implementation of high quality interim assessments and data-driven action	minutes / week	900	N/A	N/A	N/A	N/A	30	80	80	80	80	80
II. Academic Indicators												
p. EMS - ELA performance index	PI	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	172.0	129.0	102.0	90.0	93.1	96.3	99.4	102.5	105.7
q. HS - Math performance index	PI	110.2	173.0	169.0	92.0	87.0	78.0	80.6	83.1	85.7	88.3	90.8
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	5.8%	10.5%	12.0%	3.7%	4.7%	5.7%	6.7%	7.7%	8.7%
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	0.2	0.2	0.1	0.0	0.1	0.1	0.1	0.2	0.2
w. High school graduation rate	%	68.4%	54.2%	49.6%	52.6%	38.0%	40.4%	44.4%	48.4%	52.3%	56.3%	60.3%
x. Ninth graders being retained	%	18.5%	34.8%	41.1%	31.2%	22.5%	29.3%	29.1%	28.8%	28.6%	28.3%	28.1%
y. High school graduates accepted into two or four year colleges	%	61.3%	N/A	N/A	42.4%	47.1%	45.2%	45.4%	45.6%	45.9%	46.1%	46.3%
z. Student completion of advanced course work	%	41.3%	N/A	17.4%	18.4%	13.9%	1.8%	5.6%	9.3%	13.1%	16.8%	20.6%

*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

To lead true school change, Fordham Leadership Academy looks to a Principal capable of transforming the culture of the school to one in which students believe that their teachers, their parents, and their peers have high expectations for them academically, socially, and emotionally. This school leader also needs to be data-driven with an ability to sort through large quantities of data to determine both large-scale patterns in student achievement and issues within particular classrooms. This principal will continue to focus on revising curriculum, increasing proficiency levels, and improving teacher performance. As part of this focus, the leader of Fordham Leadership needs to work closely with key staff in the building, collaborate with the Superintendent, and facilitate outside consultants and professional development partners. She needs to believe in community outreach and be able to listen completely and effectively to families and the larger school community. The principal must be adept at aligning the school's budget to clearly stated goals for teacher development and increased student achievement, while maintaining a focus on, and prioritizing, both of those over other issues and concerns.

Effective July 1, 2015, Ms. Fiorella Cabrejos, who has 13 years of experience in New York City public schools, was named Interim Acting Principal of Fordham leadership Academy. Ms. Cabrejos has previously worked as an Assistant Principal, ESL teacher, ESL and Special Education coordinator, and inquiry team leader. Ms. Cabrejos has served in both an administrative and instructional leadership capacity. Her responsibilities included supervision and support of a team of nearly 60 staff members, including guidance counselors, social workers, teachers, and school aides. She has also been responsible for the effective implementation of high-impact initiatives at her previous school, including a ninth grade mentoring program, ESL and bilingual programs, and led various family engagement activities. As part of her work, Ms. Cabrejos has also worked closely with the School-Based Support Team and community-based organizations. Her responsibilities have included establishing systems and structures to support special education and ESL compliance, academic planning, and student academic intervention services.

There are a total of three full time assistant principals who are aligned by cohort of students and by supervisory area. The fourth assistant principal is shared with the other schools on the campus and is responsible for safety and security.

Assistant Principal Position 1 - This AP is responsible for tracking data, coordinating interventions and general oversight of the 'R' Cohort 2016 Student services team - 12th Grade (R cohort) Guidance Counselor and the 12th Grade support staff (attendance school aide/dean). As well, this assistant Principal shares with the Principal instructional supervision of Social Studies and English departments (inclusive of Special Education), conducting ADVANCE observations, creating TIP plans, coordinating with coaches on teacher development and designing and implementing professional learning sessions as informed by ADVANCE.

Assistant Principal Position 2 - This AP is responsible for tracking data, coordinating interventions and general oversight of the 'S' Cohort 2017 Student services team - 11th Grade (S cohort) Guidance Counselor and the 11th Grade support staff (attendance school aide/dean).

As well, this assistant Principal shares with the Principal instructional supervision of Math and Science departments (inclusive of Special Education), conducting ADVANCE observations, creating TIP plans, coordinating with coaches on teacher development and designing and implementing professional learning sessions as informed by ADVANCE.

Assistant Principal Position 3 - This AP is responsible for tracking data, coordinating interventions and general oversight of the 'T' and 'U' Cohort 2018 and 2019 Student services team - 9th and 10th Grade (T and U cohorts) Guidance Counselor and the 9th and 10th Grade support staff (attendance school aide/dean). As well, this assistant Principal shares with the Principal instructional supervision of ESL, World Language departments, elective courses (inclusive of Special Education), conducting ADVANCE observations, creating TIP plans, coordinating with coaches on teacher development and designing and implementing professional learning sessions as informed by ADVANCE. This AP is also responsible for Special Education and ELL compliance.

Assistant Principal Position 4 - Shared campus assistant principal responsible for building security including OORS reporting, supervision of Fordham Leadership's dean, safety aides, and shared space and other resources.

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

The SIM provides direct targeted support for all the schools in their caseload. 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. The SIM is on-site in each school at least twice per month. Additional visits support crafting quarterly progress reports, budget modifications, annual renewals, and SED site visits.

The current leadership profile of the school will remain the same but be enhanced by increasing the level of accountability and strategic support all administrators will be expected to provide to meet the needs of students and this proposed model for whole school reform. All members of the school's administration will remain on the table of organization under new roles and in charge of specific areas where their capacity is maximized to increase student achievement. To accomplish this vision, systems and structures for school improvement were created to address the following areas of need
   1. implementation of rigorous curriculum

2. teacher development and support
3. attendance
4. credit accumulation
5. graduation rate

The new principal has met with all assistant principals and other constituents to finalize the vision for the school's new structures and spearhead new initiatives for systems of accountability and support for students and staff to increase student achievement. Some of the anticipated obstacles will be under the period of implementation as the school transitions to the new leadership structures and systems of supervision and support; however, periodic assessments of our theory of action (that systems and structures around accountable supervision and support of students and staff will increase student achievement) as evidenced by attendance, scholarship, and incident reports as well as feedback from our constituents will inform our need to strengthen our practices and help us to devise ways to bridge gaps.

By shifting the table of organization so that each assistant principal now leads the student services team responsible for meeting the needs of a specific cohort of students, a clear line of accountability is drawn. This line of accountability creates clarity around expectations and responsibility and has led to buy-in of the system.

FIORELLA CABREJOS

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OBJECTIVE

I aspire to become a principal in the NYC public school system to continue to provide varying opportunities for all students to thrive academically as well as socially and emotionally with an instructional focus that places high regard to academic rigor, data-driven strategies, and attention to the whole child.

PROFESSIONAL WORK EXPERIENCE

2010 to Present, Assistant Principal Administration/Director of Student Services, Herbert H. Lehman High School, NYC DOE

- Organizational and instructional leader in charge of supervising a team of 37 pedagogical and 20 non-pedagogical staff members inclusive of guidance counselors, social workers, teachers, school aides, CBOs and psychologists.
- Instructional supervision and support for teachers in ESL, Social Studies, and Science departments.
- Responsible for collaborating with teacher teams and other administrators about best instructional practices and the use of the Danielson Framework for Teaching.
- Instructional support administrator for TIP teachers.
- Experienced in implementing effective use of resources including budget in alignment with the school's vision.
- Manages and supervises varying teams for effective compliance of ESL and Special Education services including 6 IEP teams across all academies, SBST psychologists and social workers, paraprofessionals, and mandated counselors.
- Responsible for the instruction of ELLs and bilingual programs (TBE) and Emergent Bilingual in partnership with CUNY NYSIEB.
- Responsible for developing CEP goals as it pertains to English Language Learners and Title III programs.
- Responsible for creating, executing, and managing Title III programs school-wide including the administration of Title III funding of over $60,000.
- Responsible for the organization and implementation of all social emotional activities including training for staff and students; as well as the development of new initiatives resulting from data results.
- Responsible for the organization and implementation of a 9th grade mentoring program with the support of Peer Group Connection by Center for Supportive Schools, currently in its third year with positive results, showing an increase in scholarship of over 10% by the incoming freshman class by the end of their first year compared to other cohorts and a low rate of disciplinary issues.
- Created the Multicultural Peer to Peer program for English Language Learners to allow successful former or long-term English Language Learners to provide mentoring and peer tutoring to newcomers (scholarship of newcomers is up 3% compared to last year).
- Successfully developed a grant proposal for NYSIEB's bilingual grant to develop a bilingual initiative and enhance the school's existing ESL program for the school year 2013-14 for which the school received $30,000, now in entering its second year.
- Responsible for creating a Co-teaching ESL pilot, currently in its first year (cohort of 25 students)—Emergent Bilingual program in which a team comprised of an ESL teacher, Social Studies teacher and Science teacher are trained and co-plan lessons that focus on nurturing, developing and using students' native languages as a tool for learning English and achieving success in the content areas. This program is supported via Professional Development sessions by CUNY NYSIEB.
- Responsible for the articulation of incoming 9th graders and building partnerships with intermediate schools to successfully transition their students into high school.
- Created and supervised an intensive bridge program for all incoming 9th graders, including special needs and ESL students that focused on literacy and math development currently in its upcoming third year.

- Responsible for creating and maintaining a bridge between guidance and safety in the school by collaborating with all school constituents to form effective and individualized plans for at-risk students in support of academic and social emotional growth.
- Responsible for developing and implementing academic and social emotional prevention and intervention plans school-wide in support of the school's academy structure.
- Developed and introduced the IGP (Individualized Graduation Plan) as an academic contract for all students and parents currently utilized by every guidance counselor for every student as a mandatory tool and practice.
- Supervises all guidance activities school-wide including academic planning, parental outreach, advisory, crisis intervention, peer mediation, conflict resolution and college planning.
- Supervises the analysis and sharing of all student data to help improve the level of student achievement and instruction including for those with special needs and English Language Learners with key team members such as guidance counselors, social workers, teachers, CBOs, culminating in the creation of effective individualized intervention plans.
- Supervises all after school, holiday and Saturday tutoring and credit accumulation programs.
- Developed a Targeted Intervention Recovery (TIR) program after school for credit accumulation which targets students who as per DOE academic policy qualify for credit recovery (currently in its fourth year) which has produced an increase of 10% overall gain in credit accumulation.
- Created a crisis intervention team, I-Team, comprised of social workers and teachers who work closely with 100 of the most at-risk students school-wide via varying modes of intervention and act weekly as on-call crisis intervention support in collaboration with the school's office of safety and climate.
- Developed along with school principal the model for a new screened honors program currently in its third year—The Anne Hutchinson Academy for Engineering.
- Developed the Satellite Excel Academy for at-risk under-credited and over-aged students.
- Coordinated the creation and implementation of a school wide Peer Mediation Program that resulted in over 40 students receiving training in peer mediation who currently work with the school's office of safety and climate to conduct peer mediations for low infraction incidents.
- Experience in grant writing which entitled our school with various special grants for extended learning opportunities for our students.
- AIDP Team Leader who works closely with Social Emotional Coordinator, Attendance teachers, Family Workers and Academy directors to monitor the attendance and academic growth of our at-risk student population.
- LEAP (Leaders in Education Apprenticeship Program) Apprentice—cohort 2014 (Cluster 6).

2008 to 2010, Compliance Coordinator for ESL and Special Education Services, Christopher Columbus High School, NYC DOE

- Supervised all compliance related items pertaining to services for English Language Learners and students with IEPs.
- Supervised the in-take process of all incoming newly-arrived foreign students and administered the Home Language Identification Survey, worked together with pupil accounting secretary to ensure all students were properly screened.
- Administered the LAB-R assessment for all incoming newly-arrived foreign students, determined students' level of proficiency and recommended specific services and programs as per CR –Part-154.
- Monitored the proper programming and accommodations of all students identified as ELLs during the regular school year and during state-wide assessments as per CR-Part-154.
- Organized and supervised the administration of the NYSESLAT every year for all of the Columbus campus schools and supervised the grading of NYSESLAT exams for Columbus High School, proper scoring, packaging and submission of all documents as required upon completion of the examination period for all modalities
- Developed the *Buddy System* where former or long-term ELLs with positive behaviors mentored the

newcomers and met weekly to discuss any issues, concerns, share experiences and to help them assimilate to their new school environment.
- Responsible for maintaining accurate records of all documentation pertaining to English Language Learners and updating mandatory reports in ATS such as BESIS.
- Monitored the proper programming and accommodations of students as per their IEP during the regular school year and during state-wide assessments.
- Supervised the school's IEP team and SBST to successfully complete all IEPs timely and effectively.
- Successfully updated the school's discrepancy report in ATS which led to accurate student register number for students with IEPs and led to the school's budget increase in support of these students.

2002 to 2009 Teacher, Christopher Columbus High School, NYC DOE
- Social Studies teacher with consecutive satisfactory ratings. Excellent results in Global History and U.S. History Regents exams results (85% passing rate) including with students in the lowest-third city wide.
- Extensive instructional experience with English Language Learners and students with IEPs whom earned a 65% increase in state-wide assessment results due to data-driven instructional practices.
- Developed and led an inquiry team with special focus on the school's population of English Language Learners and students with IEPs who also fell under the city's lowest third. Results of the inquiry were used to target the needs of this population and address them with instructional, social, emotional strategies.
- Developed differentiated unit projects in Global History and U.S. History for students with IEPs and English Language Learners utilized as part of the credit accumulation after-school program.
- Developed a curriculum in economics for on-line blended learning utilized by struggling seniors in need of credit accumulation with successful results.
- Developed a Human Rights elective curriculum that culminated in a service learning project based on current human rights issues and collaborated with organizations such Amnesty International.
- Extensive instructional experience with over-aged and under-credited youth as part of the YABC program for 9 years with outstanding results in student achievement including Regents examinations.

Certifications
- School Building Leader—*Professional Certificate -New York State*
- Social Studies Teacher Secondary Education (7-12)—*Permanent Certification-New York State*

Education

o **M.S. in School Administration and Supervision**
  May 2010
  Mercy College Dobbs Ferry, NY

o **M.A. in Secondary Education**
  May 2006
  Lehman College, Bronx, NY

o **B.A. in Liberal Arts**
  June 2002
  Lehman College, Bronx, NY

References furnished upon request

The total number of instructional staff in the building are 32 of which:

- 20 teachers were rated Effective
- 11 teachers were rated Developing
- 1 teacher was rated Ineffective

Teachers at Fordham Leadership in terms of quality, effectiveness and appropriateness are at varying levels of performance as evidenced by Advance observation reports. While the majority of teachers earned Effective Measure of Teacher Practice (MOTP) HEDI Ratings, there is a need for quantitative and qualitative change in our instructional practices with specific emphasis on 1E (Designing coherent instruction), 3C (Engaging students in learning), and 3D (Using assessment in instruction) under the Danielson rubric and framework for teaching. In order to achieve this goal, all administrative staff will undergo a norming stage to align feedback and support for teachers to the instructional vision of the school. Teachers will receive ongoing support from colleagues, administrators, WiTSI consultants, Teachers College consultants, as well as from renewal coaches to meet specific benchmarks and engage in professional learning in order to improve the quality of instruction in the aforementioned components. The following timeline breaks down the cycles of school-wide norming and professional collaboration:

Lead teachers in each content area (ELA, Mathematics, Science and Social Studies) must be able to facilitate professional learning sessions for teachers around the Writing is Thinking and Strategic Inquiry (WiTsi) strategies and framework for which they had received intensive training in the prior year by the school renewal coaches. In addition, they must be able to lead teachers across grade levels and by content area to unpack the new EngageNY curriculum, Scope and Sequence in Science, ELA, Math, New Visions curriculum in the Social Studies as well as engage in Strategic Inquiry work with teacher teams and lead groups of teachers in unit and lesson planning.

The process by which instructional staff are to be screened, selected, retained and/or recruited is based on the strengths and needs of the school. Existing teachers will receive targeted support according to their ratings as evidenced in Advance, with specific emphasis on TIP teachers for whom instructional support plans are to be designed and implemented at the start of the upcoming school year. In addition, all teachers will receive training to engage and further develop in the strategies around Writing is Thinking and Strategic Inquiry and the implementation/adaptation of the EngageNY curriculum in ELA and Math. Vacancies are to be filled with teachers with experience in professional learning communities, student centered lessons, writing across content areas in their lesson planning, and who are reflective practitioners open to constructive feedback and professional growth.

The teacher teams will be as follows:
9th grade--Teachers trained in writing and student inquiry strategies in the 2014/15 school year will remain as teachers of this grade level and will work with the incoming 9th grade class (cohort 2019) to continue to integrate the writing strategies into their instruction as well as strategic inquiry. The 9th grade Global History teacher will loop with cohort 2018 for 10th grade Global History (H3 and H4) to ensure students are prepared to succeed in the Global

History Regents. Lead teachers will lead the professional learning sessions during the school year.

10th grade--Teachers at this grade level will be trained by our School Renewal coaches and Strategic Inquiry consultants and content lead teachers (trained in WiTSI). The 10th grade team will work with our 2018 cohort (having experienced WIT in their 9th grade classes) to strengthen their writing across content areas. Lead teachers will lead the professional learning sessions during the school year.

11th and 12th grade--Teachers at this grade level will be trained by our School Renewal coaches and Strategic Inquiry consultants with the support of a lead teacher (trained in WiTSI). AP courses will be introduced at the 11th and 12th grades in AP Environmental and AP Literature.

Fordham University Graduate School of Education:
Fordham University's Graduate School of Education (GSE) has been selected as the lead organization in the Community Schools Program (CSP). The Center for Educational Partnerships (part of Fordham's GSE) will manage the CSP's day-to-day operations. Created in 2006, the Center has administered a comprehensive array of funded programs embedded in scores of PK-12 schools across New York City and outlying Metropolitan areas, providing technical assistance and professional development in school leadership, ELL education, special education, mental health services, science, technology, math and literacy to thousands of public and private school students, parents, teachers, administrators and other key community constituents.

The CSP will provide additional time to the school day (zero period, lunch, after-school and/or Saturdays) and have the students participate in one or more of the activities/initiatives offered by our subcontractors which include: Mentoring in Medicine; New York Botanical Garden; Art Horizon; *Footprintz* Basketball; Dance Brazil; Junior Achievement; and Tutoring.

The CSP at Fordham Leadership will sponsor an in-school, Traumatic Stress Intervention Project call Fordham CARES which will be used to support Fordham Leadership Academy and provide mental health services focusing on trauma to groups of students throughout the school year. In addition to addressing the school community's mental health and social needs, the CSP will offer social and emotional development learning aligned with State Education Department guidelines. These supports will include: individual, family and group counseling; in addition to stress management and life skills workshops. This component will be supported by mental health professionals retained by Fordham. These groups will include St. Barnabas, Puerto Rican Family Institute and St. Rita's Immigration Services. CSP will also offer support to the physical health of FLA's students and their families through linkages with the Bronx Health Link, a coalition of health care providers. The CSP will also sponsor an Adolescent Health and Wellness Fair which will include information about free and low-cost medical coverage, Medicaid and New York State's Child and Family Health Plus programs.

Center for Supportive Schools:
Center for Supportive Schools will provide Fordham Leadership Academy with the evidence based curriculum and training for select staff members to implement Peer Group Connection (PGC), a peer mentoring program whereby upperclassmen (selected based on their skills and range of positive behaviors) are provided with intensive training via a yearlong leadership course enabling them to become mentors to incoming 9th graders to help them transition successfully into high school. The curriculum under Peer Group Connection (PGC) focuses on decision making, academic achievement, social–emotional skills, school attachment, and relationships with other students across grades. All incoming 9th graders will participate with a staff/faculty member in the capacity of "faculty advisor". PGC will enable us to increase attendance, reduce the number of incidents as reported in OORS, and thus build stronger student to student relationships and sense of pride and belonging to their school community.

Strategic Inquiry

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. In 2014, Strategic Inquiry partnered with the NYC DOE School Renewal Initiative to provide support to 14 NYC Renewal High Schools to implement strategic inquiry with a specific focus on writing. The vision for Strategic Inquiry is to support the spread of inquiry and Judith Hochman's Writing is Thinking strategies through on-site training from a consultant to provide the following services:

- Provide direct training in inquiry and/or writing as needed
- Support school leads in conducting learning walks and inter-visitations
- Support curriculum development that is aligned with the writing strategies and common core
- 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 and provide support and coaching as needed. This will have a direct impact on building teacher knowledge in effective literacy strategies and support students in meeting common core standards across all content areas.

Teachers College - The Center for the Professional Education of Teachers (CPET)
CPET on-site coaching activities include: coaching individual teachers by visiting their classrooms and reflecting on their practice with them; goal-setting; modeling strategies; co-planning lessons; facilitating teams as they align curriculum across grades or develop interdisciplinary units of study; curriculum mapping with individual teachers or with teams; facilitating study groups; mentoring new teachers; developing consistent, and respectful classroom management routines and procedures; incorporating literacy practices and routines, and facilitating professional learning sessions with whole staff.

Single-session workshops are co-constructed with school/network partners to meet the specific needs and goals of targeted participants. Workshops are experiential. Participants learn by doing rather than sitting and listening. We model the practices and strategies of 21st century skills and literacies, and work on authentic tasks participants can use in their classrooms and schools. CPET workshops are designed to complement on-site coaching. This model enables CPET coaches to support institute participants as they apply what they've learned in their classrooms. Schools determine the specific audience for each workshop, which can include new, experienced and lead teachers, APs, instructional coaches, principals and prospective school leaders.

The Leadership Program
For 20 years the Leadership Program has supported the transformation of hundreds of the most educationally and environmentally challenged of NYC. Leadership has been nationally recognized for their curricula and strategies in engagement and motivation. The mission is to teach children and adults how to view and express themselves and how to interact with one another and the outside world in a positive, pro-active way. Through this process they help shape environments that cultivate personal and social development. With a variety of high quality programs The Leadership Program that has been proven to change student behaviors towards violence, gang involvement, and substance abuse. They continually work to forge, evolve, and implement our curricula so that we can continue to promote youth engagement,

family involvement, and personal and professional development. Through this program the following services will be provided:

- RISE – Attendance Improvement and Dropout Prevention-targets and re-engages students that are over-aged, under-credited, and on a path to drop out. The program addresses obstacles in these students' attendance and reintegrates them back into the school community.
- Advisory Program to support at risk students
- One on one mentoring to support students attendance and engagement

Achieve3000®

Achieve3000® has the worlds most advanced and only patented online model of differentiated instruction available today. Achieve3000 differentiates lessons at 12 levels of English and 7 levels of Spanish to ensure all learners engage at their individual reading levels, accelerating reading gains, boosting mastery of state and Common Core Standards and performance on high-stakes tests, and preparing them for college and career—and beyond. Achieve3000 software will be used as a tool for raising academic achievement of our English Language Learners and Students With Disabilities by using technology and differentiated learning opportunities to increase their level of reading comprehension, language development, and writing skills.

Edmentum - Plato Courseware

Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. Plato offers rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content.

Plato Courseware will be used to advance students' content knowledge in the core academic areas of English Language Arts, Mathematics, Social Studies, and Science.

College Summit

The College Summit (CS) comprehensive program addresses postsecondary courses for students in grades 9-12; curricula, training, and professional development for guidance counselors and other student support services staff; college exploration and matching; and financial aid.

Atlas Rubicon

Online curriculum mapping solution will enable the school to vertically and horizontally align each subject's course and unit plans to track CCLS fidelity and establish uniform ways of writing and modifying the school's curriculum to insure access by struggling students.

Brienza's Academic Advantage

Brienza's Academic Advantage works in tandem with schools to help students succeed. Brienza's Academic Advantage curriculum choices align to Common Core Curriculum Standards, and help students develop the skills to demonstrate content and the understanding of the concepts which will prepare them for performance based assessments. Brienza's services will be used to provide an effective expanded learning time program, built around hands-on, innovative approaches to prepare students for the SATs and Regents in core subject areas.

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 / Contracts (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)
The Leadership Program Laban Reeves 535 8th Avenue, Floor 16 New York, NY 10018 P: (212) 625 8001 F: (212) 625 8020 Attendance Improvement and dropout prevention, advisory and mentoring at-risk students	1. Hillside Arts and Letters (Q325) 2. Progress HS for Professional Careers (K474) 3. East Flatbush Community Research School (K581) 4. PS 333 Goldie Maple Academy (Q333) 5. PS 165 Ida Posner (K165) 6. MS 142 John Phillip Sousa (X142) 7. IS 93 (Q093) 8. 9. 10.	1. Raquel Nolasco – rnolascc@schools.nyc.gov 2. William Jusino – wjusino@schools.nyc.gov 3. Daveida Daniel – ddaniel6@schools.nyc.gov 4. Angela Logan – alogansmith@schools.nyc.gov 5. Fran Ellers – fellers@schools.nyc.gov 6. Louisa Palmer – lpalmer3@schools.nyc.gov 7. Edward Santos – esantos3@schools.nyc.gov 8. 9. 10.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided. *Shayna Grunfeld* **ACHIEVE3000** 1985 Cedar Bridge Ave., Suite 3 Lakewood, NJ 08701 office: 888.968.6822 ext.102 fax: 316.221.0718 www.Achieve3000.com Differentiated Literacy Solutions for Struggling Readers	**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 / Contracts** (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)
	The Christa McAuliffe School	Justin Berman, Principal, jberman3@schools.nyc.gov
	High School for Health Careers and Sciences	Teresa Ratkowski, Assistant Principal, tratkow@schools.nyc.gov
	PS 171 - Patrick Henry School	Dimitres Pantelidis, Principal, dpantel2@schools.nyc.gov
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.

Partner Organization **Name and Contact Information and description of type of service provided.** College Summit Jameika Bristol jbristol@collegesummit.org College Summit provides two postsecondary courses: *Navigator* for seniors, and *Launch* for 9-11 have online curriculum and resource center and in-school support from CS staff. Classes build cognitive and non-cognitive life skills: budgeting, self advocacy, problem-solving, self-confidence, organization, time management, interviewing, and resume writing.	**Schools the partner has successfully supported in the last three years** 1. (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 / Contracts** 1. (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)
	2. Pathways College Preparatory HS	2. Principal Kimberly Mitchel - 718-454-4957
	3. NYC Charter HS for Architecture, Engineering and Construction Industries	3. Principal Charles Gallo - 646-400-5366
	4. Cobble Hill HS of American Studies (turn-around school)	4. Principal Anna-Marie Mule - 718-403-9544
	5. Humanities & Arts Magnet HS	5. Miranda Smalls, College Advisor - 718-978-2135
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Partner Organization **Name and Contact Information** **Partner Organization** **Name and Contact Information and description of type of service provided.** Strategic Inquiry Nell Scharff Panero, Executive Director, nellscharff@hotmail.com (916) 575-1980. Curriculum and Assessment Development, Inquiry Teams and teacher and leadership coaching	**Schools the partner has successfully supported in the last three years** 1. (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 / Contracts** 1) (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)
	2. New Dorp High School	2) Deirdre DeAngelis, Principal (718) 667-8715
	3. Hillcrest High school	3) Steve Duch, Former Principal (917) 903-8414
	4. John Adams High School	4) Daniel Scanlon, Principal (718) 843-2948
	5.	5)
	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)

Partner Organization Name and Contact Information 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 / Contracts (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)
Atlas Rubicon Rubicon International World Trade Center Portland 121 SW Salmon St Portland, OR 97204 (503) 223-7600 Contact: Brian Erickson On Line Curriculum Mapping Solutions	Theatre Arts Production Company (10X225)	Ron Link, Principal, RLink@Schools.nyc.gov, (646) 206-7961
	Van Nest Academy (11X498)	Carol Ann Gilligan, Principal, cgillig2@schools.nyc.gov
	District 79 Office of Student Support Services	Rachel Dahill-Fuchel, Executive Director of Academic Support, rdahill@schools.nyc.gov
	York Early College Academy (28Q284)	Noah Angeles, Assistant Principal, NAngeles2@schools.nyc.gov

Partner Organization Name and Contact Information 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 / Contracts (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)
Edmentum 5600 West 83rd Street Suite 300, 8200 Tower Bloomington, MN 55437 Contact: Garry Haraveth, Meg Ventura Garry.haraveth@edmentum.com Meg.ventura@edmentum.com (952) 382 1796 standards-based online learning program	Forest Hills High School	Neil Rosenblatt Assistant Principal, nrosenb@schools.nyc.gov; 718-268-3137
	Francis Lewis High School	David Marmor/Principal dmarmor@schools.nyc.gov; 718-281-8200
	High School of Violin and Dance	Sophia Pentoliros /Assistant Principal, spentoliros@schools.nyc.gov; 718-842-0687
	August Martin High School	Joe Simmons, Assistant Principal jsimon3@schools.nyc.gov; 646-729-4669
	Teachers Preparatory School	Carmen Simon /Principal csimon6@schools.nyc.gov; 718-498-2605
Partner Organization Name and Contact Information Partner Organization		

Name and Contact Information and description of type of service provided.		
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided. Teachers College Center for Professional Education of Teachers Teachers College, Columbia University Box 182, 525 West 120th Street New York, NY 10027-6696 Phone: (212) 678-3161 | Fax: (212) 678-6631 CPET Director: Dr. Ruth Vinz Contact for Grant: Dr. Roberta Kang, Initiative Director On-Site Teacher and Leadership Coaching and Professional Development	**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 / Contracts** (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)
	NYCDOE, Children's First Network 402	Cristina Jiminez, Network Leader MJimenez5@schools.nyc.gov
	Morris Academy for Collaborative Studies	Matthew Mazzaroppi, Principal, **Mmazzaroppi2@schools.nyc.gov**
	Martin Van Buren High School	Sam Sochet, Principal, SSochet@schools.nyc.gov
	High School for Violin and Dance	Franklin Sim, Principal (718) 842-0687
	The Marie Curie HS for Medicine, Nursing & Health Professions	Peta Williams, Assistant principal
	The Heritage School	Dyanand Sugrim, principal (212) 828-2858
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided. Center for Supportive Schools (CSS) Erin O'Leary, Senior Director 461 Grand Street, Brooklyn, NY 11211 (609) 252-9300 ext. 129, eoleary@supportiveschools.org	**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 / Contracts** (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)
	Herbert H. Lehman High School	Rose LoBianco, Principal rlobian@schools.nyc.gov
	HS of Computers and Technology	Bruce Abramowitz, Principal babramo2@schools.nyc.gov
	Central Park East High School	Bennett Lieberman, Principal blieberman2@schools.nyc.gov
	Bronx Lab School	Sarah Marcy, Principal smarcy@schools.nyc.gov

Peer Group Connection (PGC): an evidence-based and school-based program that supports and eases students' transition from middle to high school through peer based mentoring.		

Partner Organization Name and Contact Information 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 / Contracts (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)
Brienza's Academic Advantage 8696 18th Ave. Brooklyn, NY 11214 Phone: 718-232-0114 Toll Free: 800-581-0887 Fax: 718-232-0447 Expanded Learning Time Programs aligned to CCLS and built around hands-on, innovative approaches to prepare students for the SAT's and Regents exams in core subjects.	PS 179K - New York City Public Schools	Principal Amoto - (718) 438-4010
	PS 160K - New York City Public Schools	Principal Russo - ((718) 438-0337
	Daniel Beard Junior High School 189Q	Cindy Diaz Burgos, Principal (718) 359-6676 cburgos@schools.nyc.gov
	America's School of Heroes - Middle School 137	Laura Mastrogiovanni, Principal (718) 659-0471 lmastro2@schools.nyc.gov

CENTER FOR SUPPORTIVE SCHOOLS

PGC has been rigorously evaluated by research organizations, universities, and independent evaluators. Results consistently demonstrate improvements in students' leadership, academic, social, and emotional skills that lead to: significantly lower dropout rates; improved grades; improved attendance; fewer discipline referrals; and avoidance of high-risk behaviors.

For example, with funding from the National Institute on Drug Abuse, Rutgers University conducted a randomized, longitudinal study of the effect of PGC on four-year cohort graduation rates. Participants were 269 9th graders from Union City High School in NJ, a school serving a predominantly Latino and low-income population. Participants were randomly assigned either to receive the program (n = 94) or to participate in the control group (n = 175). Results indicated that *PGC improves the graduation rates of participants by nine percentage*

points, with 77% of the students in the program group graduating from high school in four years compared to only 68% in the control group (p = .075). Results also show that PGC improves the graduation rate of male participants by 18 percentage points with 81% of the males in the program group graduating from high school in four years compared to only 63% in the control group (p = .023), *cutting by half the number of male students who would otherwise dropout* (Johnson, Simon, and Mun, 2013

Strategic Inquiry Consulting

See Attached Data Charts -
- Growth in Leadership of Strategic Inquiry
- Inquiry Team Growth
- Student Progress in Writing – Sentence Skills – Special populations
- Student Progress in Writing – Sentence Skills
- Student Progress in Writing – The Paragraph

ACHIEVE 3000

Supporting Documentation Attached:
- 2013-14 National ELL Lexile Study
- 2013-14 National Lexile
- NYC Lexile Study 2013-14
- NYC Districts – July 2015 Implementation Highlights
- Research to Practice 2015

Teachers College Center for the Professional Education of Teachers (CPET)
Reference #1:
Children's First Network 402
Cristina Jiminez, Network Leader
MJimenez5@schools.nyc.gov

A network-wide workshop series was designed to help struggling classroom teachers using a deep exploration of the Danielson Framework. The teachers were primarily new teachers with less than 3 years in the classroom and veteran teachers who needed to update their practice. Over the course of the 5 session series, teachers experienced research based classroom practices that they then could incorporate into their own practice. Some

of what teachers found most useful included: collaborating and co-planning with other teachers across schools and classroom management/instructional strategies that align to Danielson.

CFN 402 L.I.F.T. Workshop Series

Percentage of Effectiveness: 0-33% Below expectations, 34-66% Meets Expectations, 67-100% Exceeds Expectations
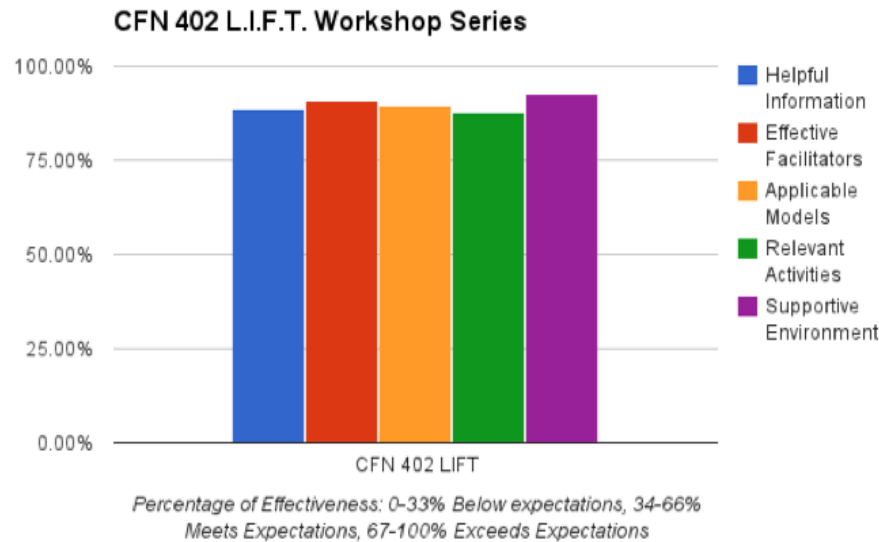
Teachers College Center for the Professional Education of Teachers (CPET)
Morris Academy for Collaborative Studies
Matthew Mazzaroppi, Principal
Mmazzaroppi2@schools.nyc.gov

The 9th and 10th grade ELL teacher was concerned about his students' performance on their baseline periodic assessment.
After the first administration, his ninth grade students had a 0% passing rate on the assessment. With 36% of his students scoring an average score of 1, the lowest possible score, 58% scoring at a level 2, leaving only 6% of students on the border of a passing score. Out of six points, the average score was a 1.5 which is the equivalent to a 28%.

9th Grade - Growth Report

	Meaning	Development	Organization	Language and Conventions
Cycle 1	1.9	1.6	1.7	1.6
Cycle 2	2.9	2.8	2.8	2.5
Cycle 3	4	3.6	3.7	3.2
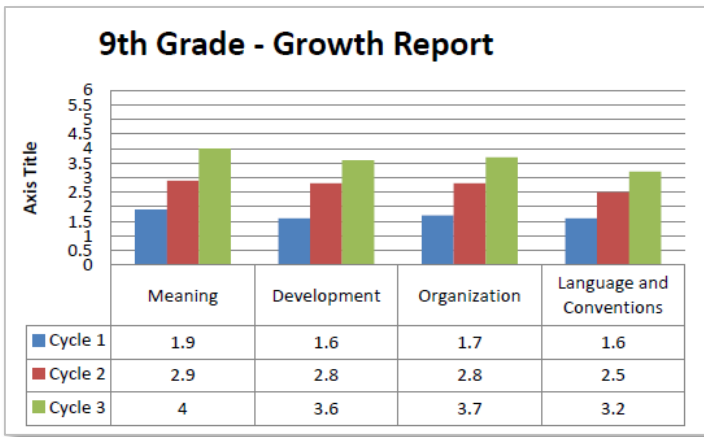
After seeing the data, the teacher worked with a CPET coach who provided guidance and professional development that helped the teacher use the data to inform instruction.

By the end of the school year, it was clear that the results were consistent. The final periodic assessment cycle demonstrated a continued increase in student scores in every trait with an overall average of 3.6/6, a 60%. Typically, we wouldn't be cheering over a 60%. In most schools, a 60% is a failing grade. But when we consider that the starting average was 28% -- this 60% average represents a 32% increase in student performance within 7 months. When these students took the Regents two years later – their performance was consistent with these periodic assessment scores with a 62% average and a 53% passing rate across the school.

Teachers College Center for the Professional Education of Teachers (CPET)
Martin Van Buren High School
Sam Sochet, Principal
SSochet@schools.nyc.gov

Through a SIG funded professional development partnership, CPET has been providing professional development support to Martin Van Buren since 2013. A significant portion of CPET's support has been in content area coaching where the coach is helping teachers to implement specific, data-informed instructional strategies based on an in-depth analysis of Regents data.

In tracking the data as a measurement of teacher and student growth, CPET noted significant gains across content area Regents performance from June 2014 to June 2015 Regents exams. The chart below indicates the different performance zones and number of students within each zone. It is clear from this data that the school saw a sharp increase of students in the Green Zone (65-84) with over 350 additional students earning a passing score. These scores are directly related to the professional development coaching and support CPET provided to the teachers within the department, as coaches partnered with teachers to help them better understand their data as well as develop effective instructional strategies as a result.

MVB Overall Zone Peformance June 2014-2015

Nmber of Students

	Red	Yellow	Green	Blue
Jun-14	871	423	698	420
Jun-15	774	483	1081	298
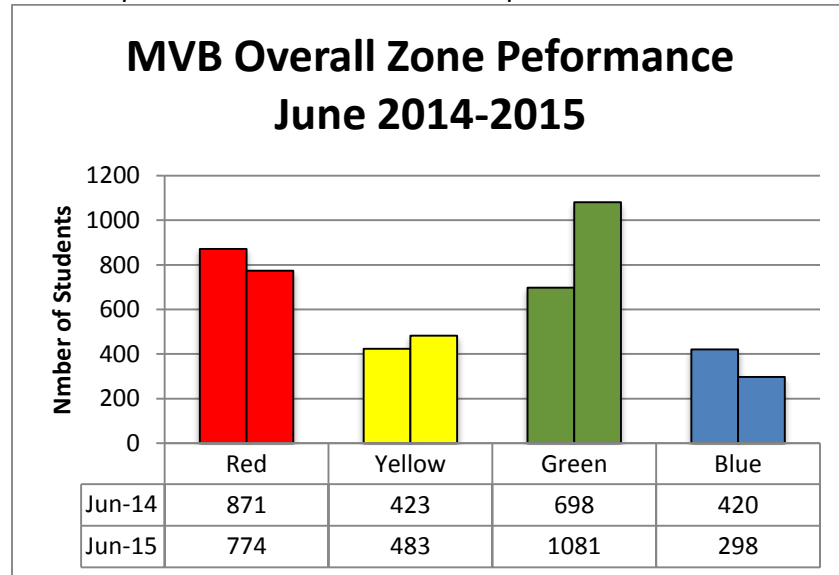
BRIENZA'S ACADEMIC ADVANTAGE

Brienza's Academic Advantage is an academic solutions company led by experienced educators who provide proven results-focused K-12 tutoring, test preparation, and professional development services both in schools and at our full-service learning centers in Brooklyn, Staten Island and Queens. Based in Brooklyn, NY, Brienza has been providing high quality educational services, such as tutoring and test preparation courses, in the New York area for eighteen years, delivering personalized learning programs that improve

academic achievement, enhance self-esteem, raise test scores, and promote excellence in learning and teaching. In the years 2004 through 2012, Brienza worked with 164 schools, servicing more than 25,700 students, 17% of whom were classified as Special Education students and 22% of whom were English Language Learners. Each year student enrollment has increased due to Brienza's growing reputation for its management of programs, excellent curricula, and dedicated staff and teachers. Twenty one of the schools Brienza has worked with in New York have subsequently been removed from the Schools In Need of Improvement (SINI) list.

In 2002, Brienza applied to the New York State Education Department to provide Supplemental Educational Services (SES) under the No Child Left Behind Legislation. Brienza was granted authorization to become an SES provider and subsequently was awarded a contract to provide SES programs to eligible schools in New York City. To date, Brienza has successfully provided SES programs to over 25,000 students.

High Quality, Research-based, Targeted Instruction in Mathematics:
Brienza's philosophy has been to allow students to reach their full potential by providing high quality research-based academic assistance. The program has been designed to provide specific, focused, and accurate assessments of students' strengths and weaknesses, and then to provide targeted instructions based on those results. Using student learning plans developed for each student, teachers utilize a variety of multi-sensory approaches-auditory, kinesthetic, visual, and tactile-to assure that instructional methods and lesson plans are compatible to the student's style of learning. This approach has proven highly successful in Brienza's SES program and should provide equally rewarding results at the end of the implementation of the ELT Tutoring program.

Research-based instructional methods include data driven instruction, diagnostic assessments at intake, followed by ongoing and post program assessments, differentiated instruction, pre-service professional development, understanding learning styles, higher order thinking skills, effective questioning techniques, and small group discussions. As a result of using these methods, student achievement will be maximized.

Summary of Demonstrated Record of Effectiveness Data.
The research method utilized is a comparison of the students' pre- test scores and the post-test results. At the beginning of the program, each student is administered the Edmentum Assessment pre-test embedded in the Plato Learning Curriculum, which is aligned with the New York State Standards. The scores are recorded in our data management system and analyzed. Once the students have completed a minimum of 75% of their instructional hours a post-test is administered.

Brienza's Academic Advantage was established as a full service learning center in 1998. The learning center provides one-on-one private tutoring for K-12 students. Brienza also offers test preparation for SATs, the Specialized High School entrance exam, the Catholic school entrance exams, and the NY State tests. Since its inception, Brienza has serviced thousands of students successfully. Over the years, Brienza has steadily increased its offerings and expanded its capacity by serving schools with during and after school, and weekend programs. Because of the organization's stellar reputation and high rate of success, it was a natural transition to begin offering services under the Supplementary Education Services (SES) program when it was established.

While Brienza continues to provide services such as private and small group tutoring, test preparation, and study skills to K-12 students in its learning centers in Brooklyn, Staten Island and Queens, since 2002 the organization also has provided SES to schools on a consistently expanding scale. On average, during the period 2004-2012 Brienza students achieved an overall increase of 23.66% in Math scores. Brienza currently has eight (8) ELT programs serving 650 students in New York City.

In a 2010 survey of Brienza's New York City SES after-school tutoring programs given to participant teachers and students and students' parents, there was overwhelming acclaim for the program. The teachers reported the effectiveness of the program in the participating students' ability to comprehend and in improvement in their grades. More than 95% percent of parents surveyed felt that the tutoring program was important to their children, and over half reported a vast improvement in their children's grades and overall attitudes. Most of the students appreciated the program because they felt that they understood more, that their Math grades improved, and that they felt better about themselves. The students cited the lack of interruptions and noise as a positive factor, and they appreciated the individual attention they received from their tutors/teachers.

MEMORANDUM OF UNDERSTANDING
BETWEEN Fordham University
AND
NEW YORK CITY DEPARTMENT OF EDUCATION

1. **Parties**. This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between Fordham University ("Fordham") and <u>New York City Department of Education</u> ("NYCDOE") effective as of signature date, below.

2. **Purpose**. The purpose of this MOU is to establish projected responsibilities under which Fordham provides services to FORDHAM LEADERSHIP-BUS/TECH 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 Fordham**

The proposed CSP will be aligned with the Fordham Leadership Academy's mission as stated in its most recent SCEP, specifically, to "create a community of diverse life-long learners. Fordham Leadership Academy (FLA) will graduate all students as confident, goal-oriented, well-adjusted individuals who possess the skills and knowledge of the 21st Century and the values necessary to be successful in a changing world." Within that framework, Fordham University will build upon the FLA's plans to deliver college and career readiness services within the context of expanded learning time (ELT) and academic enrichment services. Consistent with the CSP's guidelines, these services will take place before, during and after the regular instructional day and will include a special Saturday Academy. The program's services in this regard are in line with a growing consensus (within the school community), that the FLA has a demonstrated need to increase the time students spend in school and get involved in extracurricular activities that are fun, challenging and rewarding. To that end, the college and career readiness and STEM expanded learning and academic enrichment services, as described in the pages to follow, will be of great benefit and interest to FLA students.

The activities to be provided by Junior Achievement of New York (JANY) will use research-based curriculum to prepare youth for future entry into the nation's workforce and/or to become successful entrepreneurs. Fordham Leadership is also committed to moving its students towards increased independent study activities to place these young people on sustained paths towards becoming reflective and self-motivated life-long learners.The CSP will actively work to marshal and coalesce a variety of resources (both internal and external) to help resolve long-standing instructional challenges at the FLA. As an example, similar to many Renewal Schools, the FLA is plagued by poor student attendance. The school's current rate of daily student attendance, at 82.8%, falls far below the Chancellor's Mandate of 90% for all DOE schools. Fordham University plans to use CSP monies and other resources to address this serious problem. A zero period will be utilized in the morning to get a targeted set of student to come to school for basketball through Footprintz. This is a program that uses basketball mentors (professionals) to provide coaching in basketball and social skills development.

Another strategy might be to employ an inter-generational mentoring program that addresses this problem in a less clinical way. In this approach, volunteers recruited from the Retired Senior Volunteer Corps (RSVP) will provide group and one-to-one mentoring to students, offering a different life perspective than these students might hear from parents/caregivers, peers or other adults in their lives. Other program activities will support the host school's focus on leadership development and socio-emotional learning. One way this outcome will be accomplished is by introducing the FLA to the Search Institute's 40 Developmental Assets for Adolescents. This paradigm represents research-based, positive qualities that influence young people's development, helping them grow into caring, responsible, and productive adults.

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This model, highly respected across the United States and abroad, emphasizes a number pro-social attitudes and behaviors, e.g., respect for self and others; personal responsibility and time devoted to learning; etc., which may help resolve some of the FLA's more urgent issues (e.g., chronic absenteeism and poor student performance, etc.). FLA faculty, guidance counselors and other important stakeholders will receive professional development in this paradigm. Similar trainings will be offered on the SED's social and emotional development guidelines as well as the DOE's Respect For All (RFA) requirements.

Fordham CSP is also providing social-emotional support through Fordham C.A.R.E.S. a Federally funded treatment program under Dr. D'Onofrio. He will be supervising psychology interns to provide social/emotional – trauma support for the students. This program is provided at no cost to the school and is an in-kind support being offered by (worth about $100,000.00).

In the event that FORDHAM LEADERSHIP-BUS/TECH is awarded a 1003(g) SCHOOL IMPROVEMENT GRANT (SIG) (RFP# TA-16), Fordham 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 Fordham compliance with DOE's security clearance procedures for all Staff that will have direct contact with DOE students or personally identifiable student records.

Fordham will tailor existing products and services for implementation in FORDHAM LEADERSHIP-BUS/TECH. These products and services include:

Professional Development through enrichment curriculum where participants plan and implement model lessons and co-teaching in collaboration with school-based staff, which takes place in the classroom, alongside the teachers. Fordham University's efforts in this area will be informed by the effective practice articulated in "Scaling the Community Schools Strategy in New York City" (Belay, Mader and Miller, September 2014). As stated in that document, the CSC will establish and maintain a "culture of communication" which enables all partners to learn from one another and inform each other's practice through shared reflection. Every effort will be made to ensure that this two-way communication flows as easily as possible. Through SLT and CST meetings, the FLA's Principal and Community Schools Coordinator will solicit input and feedback from all constituents on a regular basis. During these sessions, all stakeholders will be actively encouraged to voice issues, share ideas and initiate dialogue. Everyone's voice will be equally weighted in this totally democratic process.

The creation of standing, functional committees will play a prominent role in the CSP's operation. To ensure that such groups are organized and productive, all committees created by the proposed CSP will be governed by the Parliamentary Protocols as articulated in Robert's Rules of Order. Workshops on these protocols will be included in the CSP's professional development sessions. These groups will feature officers (e.g., Chairperson, Vice Chairperson and Recording Secretary) elected on an annual basis. One member of each group will be elected as the Parliamentarian to ensure that meetings are governed by the proper procedures. Detailed minutes will be recorded for each committee's meetings. These documents will be shared among stakeholders via an internal CSP listserv. These strategies ensure that all constituents remain informed about CSP activities. The Community Schools Program will also feature a semi-annual newsletter that keeps the public and other interested parties informed about the contract's progress.

Policies will be put into place to resolve conflict within each body. Every committee created by the CSP will feature an odd number of members. When a group cannot arrive at a consensus in an informal fashion, the issue on the table will be put to a vote and the majority opinion will determine the final decision. As stated in the CSP concept paper and RFP, public forums will be used to ensure that all constituents have a voice in program operations. Accordingly, the program will convene a Town Hall Meeting open to the entire community.

To maximize the effectiveness of these various bodies, Fordham University will convene semi-annual, full-day retreats where members of each group meet for reflection and strategic planning. These sessions, to be held at the University's spacious and well-accommodated Rose Hill Campus in the Bronx, as the University schedule allows, will provide all stakeholders with at least two opportunities annually to meet and discuss the program on a face-to-face basis. At other times, members of different CSP-affiliated groups will communicate with each other by tele-conferencing.

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 Fordham University 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 FORDHAM LEADERSHIP-BUS/TECH.
- Receipt of written notice from NYSED that NYCDOE has received a SIG grant award, **and** a final service agreement is negotiated between Fordham and <u>NYCDOE.</u>

Either Fordham 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.

Fordham University

Dr. Anita Batisti, Associate Dean GSE   7-20-15

Signature   Title   Date

NYCDOE

_____

Signature   Title   Date

Fordham Leadership is a small learning community where staff members at all levels have frequent and daily interactions where the use of student data sources (attendance, scholarship, behavioral) are utilized to inform decisions and assess our theory of action.

- Principal, APs and Dean meet daily as cabinet to identify and prioritize any issues that may arise in compliance, student discipline, school culture, and high school articulation.
- Lead teachers meet with administration twice a month to norm the process of teacher inquiry
- Guidance Counselors and Assistant Principals/Principal meet weekly to discuss cohort data analysis and overage under-credited students.
- Attendance team led by the Assistant Principal meets weekly to focus on chronic absences, LTAs intervention, success mentoring, and parent outreach.
- Grade teams meet 1-2 times weekly to focus on data, analyze student work, align performance tasks to the CCLS and conduct inquiry related to cohort subgroups. Referrals for interventions stem from these meetings.
- School Intervention Team led by the Assistant Principal meets weekly for IEP progress monitoring for SWD's.
- Consultation Committee consists of UFT rep and other members and meets twice monthly to discuss curriculum and other matters of concern to improve school culture
- Beginning 2015-16, Community School Leadership team will meet twice monthly to monitor and adjust implementation of Community School implementation
- Weekly meetings between guidance team (inclusive of social worker) and dean along with Leadership counselors will take place in order to discuss at-risk students' progress and support intervention plans.

Meetings follow a general routine and process where action areas are identified, practices and needs are reviewed, recommendations for future actions are shared, and responsibilities and duties are assigned with timelines. When appropriate, each of these groups will explore student achievement, behavior, or fiscal data with the school leader to devise action plans and make recommendations. The data examined in these meetings leads to conclusions about instructional expectations, approaches to managing school climate and student behavior, or the allocation of financial resources that are then rolled out with the entire staff during team, department, and/or faculty meetings

In order to provide the 35 instructional staff at Fordham Leadership Academy with frequent and timely observation feedback the principal and three instructional assistant principals will divide the responsibility for conducting and reporting the results of pre-observation conference, classroom observations and post-observation conferences for all teachers based on subject areas as reflected in the above organizational chart. The leadership team will collaboratively set goals with all instruction staff members based on ADVANCE ratings from the previous year. They will engage in a round of informal non-evaluative observations with all teachers before beginning official ADVANCE ratings. Leadership team members will engage in cycle of pre-observation conference, classroom observation and post-observation conferences with 2-3 teachers per week. Leadership team members will norm observations and feedback by participating in cabinet inquiry with the Director of School Renewal and SRI coaches.

Title	School Wide Area of Responsibility
Principal	Vision and Instructional Leadership: School improvement and RSCEP goal setting and monitoring; Instructional, organizational and operational alignment; Curriculum, instruction and assessment direction, Supervision of teacher effectiveness and development. Oversight of operations including budget, procurement and personnel.
Instructional Assistant Principal *(3 positions)*	**Report to Principal** **Position 1**- Instructional supervision of Social Studies and English, Oversight and Intervention services for Cohort 2016 with support of assigned guidance counselor **Position 2**- Instructional supervision of Math and Science, Oversight and Intervention services for Cohort 2017 with support of assigned guidance counselor **Position 3**- Instructional supervision of elective courses, Special Education and ESL compliance as well as oversight and intervention services for Cohort 2018 and Cohort 2019 with support of assigned guidance counselors
Campus Director Assistant Principal	**Report to Principal** Shared campus Assistant Principal responsible for building security including OORS reporting, supervision of Fordham Leadership's dean, safety aides, and shared resources.
Lead Teachers	**Report To Assistant Principal** Lead teachers in each content area (ELA, Mathematics, Science and Social Studies) facilitate professional learning sessions for teachers around the WiTSI strategies and framework. Lead Strategic Inquiry work with teacher teams and lead groups of teachers in unit and lesson planning.
Secretary	**Report to Principal** **Position 1** Administrative assistance, support for organizational functions, supply requisition, payroll data input and purchasing execution **Position 2** Administrative assistance, support for pupil accounting services including attendance, admissions, records, SESIS and ENL compliance
Dean	**Report to Campus Assistant Principal** Student behavioral crisis intervention, monitoring student entry during scanning and departure, hallway and cafeteria supervision, disciplinary incident investigation, and Online Occurrence Reporting date input, parent contact

Guidance Counselors *4 positions* *and* *Social Worker* *1 position*	***Report to Assigned (Cohort) Assistant Principal*** ***1 social worker--***responsible for crisis intervention and mandated counseling services for students with IEPs. ***4 Guidance Counselors***- Each guidance counselors will be teamed with one of the instructional assistant principals and be responsible for tracking a specific cohorts' data along with providing intervention services.
Parent *Coordinator*	***Report to Principal*** Parent and community outreach, new student recruitment, PA and SLT liaison
School aides	***Report to Assigned (Cohort) Assistant Principal*** General office management, reception, Pupil Accounting, distribution of student working papers, support with climate and culture as well as attendance tracking

Time Period	Event
September 2015 to Mid-October 2015	Initial planning Conferences & Goal Setting around Danielson component
September 2015	DSR, SRI, WiTSI and Teachers College coaches begin Cabinet Inquiry with Leadership team
September 2015	Informal non evaluative observations with actionable feedback
September 2015	Professional development based on ADVANCE ratings from last year as well as early informal observations above begin along with on-site SRI content coaching
October 2015	Begin ADVANCE observations
October -November 2015	Cycle 1 observations for all teachers. Normed feedback and next steps through cabinet inquiry. ADVANCE data used to drive coaching strategies and professional development plan.
December 2015-January 2016	Cycle 2 observations for all teachers. Normed feedback and next steps through cabinet inquiry. ADVANCE data used to drive coaching strategies and professional development plan.
February -March 2016	Cycle 3 observations for all teachers. Normed feedback and next steps through cabinet inquiry. ADVANCE data used to drive coaching strategies and professional development plan.
April-May 2016	Cycle 4 observations for all teachers. Normed feedback and next steps through cabinet inquiry. ADVANCE data used to drive coaching strategies and professional development plan.
June 2016	End of Year Conferences

At Fordham Leadership we will ensure all students access to rigorous, thoughtful curricula that is aligned with the Common Core Learning Standards and NYS subject-area standards while also fostering active learning resulting in high levels of engagement, thinking and learning. Along with rigorous curricula, effective instruction must be ensured in each classroom to deliver the curricula with fidelity and to meet diverse student needs. To accomplish this we will adopt curricula from Engage New York, WiTSI writing exercises embedded within Engage NY units (developed by the Renewal Team) and New Visions. These curricula are aligned and inclusive to the Common Core Learning Standards. Teacher teams meet 1-2 times per week to align performance tasks to the CCLS and analyze student work. WiTSI and Teachers College consultants will also work with teacher teams and administration to ensure our curriculum is CCLS aligned.

ELA:
Shift 1: Balanced Literacy/Information Texts - curricular units and modules from EngageNY are arranged with a variety of nonfiction and fiction texts that require students to synthesize various text types to respond to various CCLS performance based assessments.
Shift 2: Knowledge in the Disciplines – authentic primary source documents are utilized in social studies curriculum, informational text and data sources anchor science curriculum. Finally, Engage NY ELA modules encompass texts that support discussion of themes and ideas in history curriculum.
Shift 3: Staircase of Complexity – texts build in complexity within units and modules at which time students use close reading strategies and annotation strategies to access difficult text. EngageNY utilizes masterful reading and multiple readings for gist and meaning to support
Shift 4: Text-Based Answers – text-based responses are evidenced in both written performance tasks and oral conversation, as Engage NY units rely on text dependent question sequence as drivers for the lessons, units and modules progression.
Shift 5: Writing from Sources – performance tasks require students to draw on and synthesize information and analysis from anchor texts rather than creating personal responses.
Shift 6: Academic Vocabulary – students learn a variety of vocabulary as identified by EngageNY units at the lessons level. Students utilized vocabulary words in written tasks in order to gain ownership and build the

Math:
Shift 1: Focus – the EngageNY Math curriculum is organized so that teachers focus on the major content that is recommended by the CCLS. Teachers focus deeply on these prioritized standards so that students have deep conceptual understanding of fewer standards.
Shift 2: Coherence- the 9-12 EngageNY curriculum is titled "The Story of Functions" which is meant to capture the coherence between grade levels. As students study functions throughout high school, the standards are connected to each other within the grade and between grades, gradually increase in complexity.
Shift 3: Fluency – the EngageNY math curriculum identifies and provides explicit opportunities for students to develop speed and accuracy in the recommended fluencies for each grade level.

Shift 4: Deep Understanding – EngageNY provides tasks and learning experiences that support students in developing deep conceptual understanding of the mathematics learned. Problems and tasks require students to write and speak about their understanding.

Shift 5: Application – The End of Module assessments embedded the EngageNY curriculum require students to apply the math learned to new situations.

Shift 6: Dual Intensity – Within each EngageNY Module (unit), the lessons are organized to allow for a balance between fluency, deep understanding and application. Students are practicing the math skills required as prerequisites for more challenge problems, while also developing conceptual understanding of the content.

Students will engage in expanded learning time beginning in the 2015-16 school year according to grade level and academic need which help them to accelerate academically as follows:

9th grade--double period of ELA will permit teachers to delve into the EngageNY curriculum with students and provide them opportunity to engage in developing their writing skills. The block of two ELA periods will provide students with ELA and elective credits.

10th grade--use of electives in Science (Environmental or Safe Development) will provide students in need of a review of concepts for the Living Environment Regents an opportunity to do so during their day schedule and for those on track with their Science Regents requirement, a Teen Pregnancy and Prevention elective known as Safe Development will be offered; both of these electives are credit bearing courses.

11th grade--new courses in advanced science (Chemistry and AP Environmental Science) and in the Arts will be available to this cohort of students in addition to Science and Social Studies electives to review Living Environment, Mathematics and Global History concepts to prepare them for their respective Regents exams if required.

12th--Advanced Arts and electives intended for students in need of Regents review will be available

Additionally, College Summit will be providing electives for 9th – 12th grade that will build the college going culture at the school creating incentive for students who have fallen behind in credits and/or Regents exams to get back on track.

The schedule for Fordham Leadership Academy will maximize our use of resources to include both Expanded Learning Time (ELT) via instruction of credit bearing courses aligned with academic policy for every student and an increase in the number of professional learning periods from 5 per week to 10 per week per teacher by strategically scheduling teachers for 4 vs. 5 classes per day (20 periods per week). This purposeful programming decision is also in alignment with our budgetary resources and will have a direct impact on teacher pedagogy and student achievement. The Expanded Learning Time (ELT) will carry into our Credit Accumulation Program (CAP) which will begin at 4pm and will end at 6pm. During this time of supplemental instruction, students will also receive tutoring in ELA, Global History, US History, Algebra/Geometry, Living Environment, Earth Science, Chemistry and AP Literature/AP Environmental Science.

Attached is an example of a proposed daily student class schedule that illustrates the daily hours of operations and allocation of time for core instruction, supplemental instruction and ELT. Attached sample teacher schedule reflects extended planning time

Using the Writing is Thinking Strategic Inquiry (WiTsi) model teachers, in 9th and 10th grade, will engage in Data Driven Instruction Inquiry though the analysis of student work to target writing deficits. Teachers in 9th and 10th grade inquiry teams will be interdisciplinary. During the month of September students will engage in common baseline assessment in all core subject areas. Teachers in grade level teams will then analyze student work, during common planning time, to determine the focus of their first cycle of inquiry around a specific writing skill along with target students that they will track for the duration of the year. Teachers will then use formative WiTsi tasks to assess student progress weekly during common planning meeting and make instructional decision based on student work products. Cycles of inquiry will be based on student's mastery of targeted skills. Progress will also be monitored through the use of the performance based assessments in ELA as a midpoint indicator. An end of year assessment that mirrors the skills assessed in the baseline will be administered in order to measure student progress. Teachers in 9th and 10th grade will be provided ongoing professional development on utilizing WIT strategies in the classroom. Inquiry leaders will receive training around facilitation of strategic inquiry through the train the trainer model.

Teachers in department teams (ELA, Math, Social Studies and Science, grades 9-12) will engage in Data Driven Instructional Inquiry around students' CCLS performance tasks and Regents aligned tasks in order to identify trends and adapt curriculum to address student's needs. During the month of September teachers will administer a baseline to students. Teachers will meet weekly in department teams in order to analyze student work (formative and summative) and make decisions to inform instruction. With the implementation of the EngageNY ELA and Math curriculum, mid unit and end of unit tasks will be administered and analyzed to identify student gaps and craft interventions to support student needs. The structure of Fordham Leadership schedule will allow for one day in which teachers have extended time to plan with on-site coaches (WiTSI and Teachers College) in order to adapt lessons to meet the needs they uncover in their analysis of student work.

The school-wide framework in our school for providing academic and social emotional support for our students encompasses the idea that we must cater to the "whole child". Rigorous instruction and a robust social emotional curriculum under a supportive environment will provide our students with the structures necessary to thrive both academically and socially/emotionally. Our framework consists of cohort teams with caring and motivated teachers and a large guidance team comprised of four guidance counselors and one social worker, as well as one psychologist. In addition, our lead partner (CSP) – Fordham University GSE will guide our partnerships with Center for Supportive Schools, The Leadership Program, and College Summit to further provide students with the tools for leadership and character development and college and career readiness.

The CSP at Fordham Leadership will sponsor an in-school, Traumatic Stress Intervention Project call Fordham CARES which will be used to support Fordham Leadership Academy and provide mental health services focusing on trauma to groups of students throughout the

school year. In addition to addressing the school community's mental health and social needs, the CSP will offer social and emotional development learning aligned with State Education Department guidelines. These supports will include: individual, family and group counseling; clinical social work interventions, in addition to stress management and life skills workshops. This component will be supported by social work interns and mental health professionals retained by Fordham. These groups will include St. Barnabas, Puerto Rican Family Institute and St. Rita's Immigration Services. CSP will also offer support to the physical health of FLA's students and their families through linkages with the Bronx Health Link, a coalition of health care providers. The CSP will also sponsor an Adolescent Health and Wellness Fair which will include information about free and low-cost medical coverage, Medicaid and New York State's Child and Family Health Plus programs.

School-wide efforts to identify students at-risk in need of targeted services will include:
1. analysis of academic transcripts, attendance and OORS reports to find patterns by cohort teams
2. parental outreach to engage parents in the discussion about patterns of behavior and establish a plan of action in connection with the home in collaboration with the parent coordinator
3. seek teacher feedback and referrals (strategic inquiry meetings and weekly student services meetings)

The school's operational structures will function to ensure that these systems of support operate in a timely and effective manner by:

1. Establish cohort teams--Assign supervisors to support, monitor and revise social emotional teams by cohort
2. Following clear protocols by which all stakeholders' input is valued and everyone is accountable for student success in each individual cohort
3. Assessment and evaluation of student progress--monitoring and revising practices by establishing benchmarks and intervention plans accordingly
4. Principal's involvement in weekly meetings will support the work and decisions made by cohort teams

The strategies used by Fordham Leadership Academy to develop and sustain a safe and orderly school climate will involve progressive discipline model as well as prevention and intervention plans targeted to meet the needs of varying subgroups. Our progressive discipline model stems from our whole-child perspective whereby developing character and understanding underlying causes for behavioral issues are promoted. Our ladder of referral begins with a teacher's conversation with student, parental outreach, intervention by student support team member, dean's referral, assistant principal referral, principal's referral; detention, suspension.

Students will participate in:
1. small group and individual counseling conducted by crisis counselors, guidance counselors, SAPIS
2. mandated counseling for students with IEPs

3. in-class presentations by SAPIS and guidance counselors
4. Peer Group Connection--all incoming 9th graders
5. AIDP activities--at-risk students
6. Transitional Services—SWDs

For students for whom targeted interventions above are not successful, Fordham CARES, a Traumatic Stress Intervention Project call will be used to support students with additional mental health services. In addition to addressing the school community's mental health and social needs, the CSP will offer supports that include: individual, family and group counseling; in addition to stress management and life skills workshops. This component will be supported by mental health professionals retained by Fordham. These groups will include St. Barnabas, Puerto Rican Family Institute and St. Rita's Immigration Services.

The follow outlines formal and mechanisms and informal strategies for how Fordham Leadership will continue to encourage parent/ family involvement and communication to support student learning and how to gauge parent and community satisfaction:

- Families are invited to school orientations where they will have an opportunity to meet and talk with school leaders, parent leader, community school partners, guidance and support staff and safety officers.
- As has been our practice, we will continue to provide translation where necessary. We will conduct a series of meetings for our families to explain our new Community School Partnership with Fordham University and all of the resources and programs that Fordham will be providing that will enrich and support the lives of our students and families.
- We will continue to assign guidance counselors to all students based on cohort. All families are informed as to who the guidance counselor is and how the services provided.
- Collaborative meetings will be conducted by school leaders, teacher and community school partnerships to introduce families to the newly formed partnerships and linkages which will provide support to students and their families, both academically and socially-emotionally
- There will be ongoing training and classes for families providing them with information regarding their child's academic/social emotional growth. As delineated in the Community School description, the addition of a full time on site Community School Director, After School Director and Instructional Specialist will give families additional people to contact and share their concerns with.
- A bilingual psychologist and social workers will also provide support to families through the Community School Partnership.
- Teachers will continue to contact and meet with families to share and gather information about students. Guidance staff, Community School Staff, School Leaders and teachers will collaborate to ensure that families are receiving support and the necessary resources
- We will continue to use our guidance suite to meet with parents/families. Community School staff will be housed in the suite as well, as this will afford further collaboration.

- School and Community School Staff will do parent outreach and provide many avenues for support with the linkages and resources Fordham has identified.
- In collaboration with school leaders and support staff, our community school partner will survey families to gather information of support and services parents may need. Examples of adult education offering may include GED classes, ESL classes, and computer classes; however we will plan additional offerings after surveying families.
- School leaders and Community School partner staff will conduct meetings for families to share information on student achievement data. Individual meetings will also be conducted so that families can access and understand their child's progress and any concerns that may impact their achievement goals
- ESL classes for parents will be introduced for the first time in the fall of 2015
- The CSP will also sponsor an Adolescent Health and Wellness Fair for families which will include information about free and low-cost medical coverage, Medicaid and New York State's Child and Family Health Plus programs
- College Summit will develop FAFSA and College planning workshops with parent coordinator to present at Parent Association meetings

I. Training, Support, and Professional Development **– 6 Points**

During the spring of 2015 members of the Fordham Leadership school community including leaders, teachers and parents were involved in the development of a Renewal School Comprehensive Education Plan (RSCEP) for the school. The RSCEP identifies the school's priority needs based on data gathered from the Quality Review, State Integrated Intervention Team Report, and American Institute for Research co-interpretation. Additionally, this July, the School Leadership team (including UFT Chapter Chair and PA President) met again to review the data, assess areas where the renewal plan required additional support and developed this SIG plan. Based on our needs, key stakeholders developed a plan for training and professional development that are outlined below.

Fordham Leadership along with WiTSI, Teachers College and Fordham University consultants will be regularly evaluating the effects of the training, support and professional development provided by the organizations outlined above. In regards to the impact of the training and professional development on improving teacher practice the principal and assistant principal will be using ADVANCE teacher rating data to track the impact of the organization's services on teacher practice. Specifically, cycles for review of observations data in October, December, February, April and June will inform evaluation of the supports provided. And data generated on specific components of the Danielson Framework for Teaching will enable us to see where training was successful and where adjustments are necessary. Additionally, student progress will be monitored through our review of student's marking period grade data, attendance, credit accrual at the end of terms and graduation rate. Periodic assessments, in the form of CCLS tasks and January Regents data will also inform whether the training, support and professional development have impacted student performance or need to be modified. Through this progress monitoring the effectiveness of the supports provided will be regularly evaluated and all stakeholders will collaboratively determine next steps in the implementation process.

Planned Training/ Professional Development	Agent/Organization Responsible	Desired Measurable Outcome	Method by which outcomes will be analyzed and reported
Engage NY Curriculum PD for Math and ELA Implementation: 7 PDs will be offered throughout the school in order to support teachers in utilizing and adapting Engage NY curriculum for students **Professional Development Dates:** September 30, 2015 October 2015 (exact date TBD) November 3, 2015 December 2015 (exact date TBD) February 1, 2015 March 2016 (exact date TBD) April 2016 (exact date TBD) May (exact date TBD)	School Renewal Initiative	By June 2016, the minimum number of teachers rated Effective on Danielson 1e and 3c is 75% or more By June 2016, the number of student obtaining a score of 75% or higher on the Regents exam or higher will increase by 20%. and in each subsequent year By June 2016 credit accrual in ELA and Math for each cohort will increase as compared to the number on track in the previous cohort by 10% By June 2016 80% of students will complete at least 3 CCLS aligned task in Math and ELA.	Review of ADVANCE Teacher ratings Review of students transcripts Review of student portfolios for CCLS aligned task completion

Science Curriculum PD: 2 PDs will be offered during the course of the school year in order to support teacher in utilizing and adapting Science Curriculum from sources such as New Visions **Professional Development Dates:** November 3, 2015 February 1, 2015	School Renewal Initiative	By June 2016, the minimum number of teachers rated Effective on Danielson 1e and 3c is 75% or more By June 2016, the number of student obtaining a score of 75% or higher on the Regents exam or higher will increase by 25%. and in each subsequent year By June 2016 credit accrual in Science for each cohort will increase as compared to the number on tract in the previous cohort by 10% By June 2016 80% of students will complete at least 2 CCLS aligned task in Science	Review of ADVANCE Teacher ratings Review of students transcripts Review of student portfolios for CCLS aligned task completion
Weekly on Site Content Coaching- SRI coaches will provide weekly coaching to teachers in core subject areas in order to build teacher capacity in implementing CCLS aligned curriculum **Coaching Dates:** Ongoing on a weekly basis, commencing in September 2015	School Renewal Initiative	See above measured outcomes in combined boxes	Review of ADVANCE Teacher ratings Review of students transcripts Review of student portfolios for CCLS aligned task completion
Writing is Thinking Strategic Inquiry	Strategic Inquiry	The school will receive a rating of Proficient on indicator 2.2, 4.2 of the	Observation of Inquiry Teams and review of agendas

Train the Trainer PD:: Training will take place twice a month and is designed to develop Strategic Inquiry lead teachers who facilitate school based inquiry teams. **Professional Development Dates:** Bimonthly on Fridays throughout the 2015-2016, commencing September 2015		Spring 2016 Quality Review.	Increase in student achievement around target skills in inquiry teams.
CPET Teachers College Design and Implement PD for 35 (Teachers and Administrators) focused on specific elements of Danielson, Domain 3	Teachers College	By June 2016 80% of teachers will be rated effective in domain 3 under the Danielson framework. By June 2016, 80% of students will have earned 10+ credits in cohorts U-S (2017-2019) By June 2016 70% of students in cohort R (2016) will have met all graduation requirements	Review of ADVANCE teacher ratings MOSL Scholarship reports

J. Communication and Stakeholder Involvement/Engagement – **4 points**

Fordham Leadership Academy will regularly update stakeholders on the SIG plan's implementation. Updates on our leading indicators: student attendance, school occurrences, credit accrual as well as interim assessment data as it becomes available as a data 'snapshot' will be consistent agenda items for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with monthly Parent Teacher Association and other parent group meetings. During these meetings, stakeholders in the school will present the impact that key strategies have had on the school community. The school leader will elicit feedback from the parents, families, the community and other stakeholders during these meetings. In addition, the school will provide a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2015-16 school year and annually thereafter. At regularly scheduled events, the principal other administrators, staff and students will brief parents on SIG related activities, emerging initiatives, progress towards goals and to address challenges if outcomes are not being met.

The overarching goal for 1 year implementation is to have buy-in from all stakeholders, provide extensive professional development to teachers and key staff members to support the implementation and sustainability of new initiatives, and to form a collaborative relationship with our Community Based Organization, Fordham School of Graduate Education, to streamline supports provided to students and parents. Key strategies include:

● ELA curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed.

● Math curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed.

● All teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to the data collected.

● Teachers will utilize strategic inquiry and Writing is Thinking strategies in order to modify curriculum across the 9th and 10th grades and make data driven instructional decisions that meet the needs of struggling students.

● Leadership will utilize the Danielson framework to provide feedback to all teachers on pedagogical practices as well as identify professional development topics to support areas for growth

● Teachers will collaborate in teacher teams and utilize the Danielson Framework along with the Common Core Instructional shifts in order to create coherence in their classroom practice and to reflect a consistent culture of high expectations.

● Teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to the data collected.

● Teachers will collaborate in teacher teams and utilize the Danielson Framework along with the Common Core Instructional shifts in order to create coherence in teacher's classroom practice and to reflect a consistent culture of high expectations.

● Teachers and staff will utilize structures and protocols for prevention and intervention by referring students to services that support social and emotional development, mental health and academic success.

● A peer mentoring program for incoming 9th graders (2016 cohort) will be rolled out with support by Center for Supportive Schools following the Peer Group Connection Curriculum.

● Teachers will collaborate in teacher teams and utilize the Danielson Framework along with the Common Core Instructional shifts in order to create coherence in classroom practice and to reflect a consistent culture of high expectations.

● Continuous evaluation of programs, policies and data through cabinet meetings, consultation committee meetings and meetings with CBO's to determine adjustments, if any, that need to be made to insure program fidelity

The roll out plan will begin on September 1, 2015, when the Principal informs the school community that they are the recipient of a School Improvement Grant, provides a clear

outline and vision to all stakeholders on short-term and long-term goals of the grant, expectations, partnerships, and supports that will be funded through the grant.

ii. Early wins

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

- Fully active, collaborative and on-schedule work with partner organizations
- Professional development kick off in September to address teachers' curriculum implementation and use of Writing is Thinking Strategies and Strategic Inquiry.
- Restructured daily schedule that incorporates extensive collaborative planning for all teachers on a daily basis.
- Coaching and support for school leaders as they develop and monitor teacher improvement through the use of cabinet inquiry.
- The continuation and expansion of data driven inquiry teams for the systematic analysis of student work to inform teacher practice.
- CCLS aligned curriculum/unit maps are increasingly available on Atlas Rubicon and best practices are shared and available for all staff to access
- The implementation of the Expanded Learning Time model will improve student engagement levels and student achievement
- Students and families of students with continued behavioral and/or attendance issues are referred to appropriate services.
- The appointment of a Community School Director who will be responsible for the 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.
- Strong family participation at the school's Adolescent Health and Wellness Fair which will include information about free and low-cost medical coverage, Medicaid and New York State's Child and Family Health Plus programs.
- Daily attendance will increase from 83.4% to 83.8% minimum as measured weekly by ATS
- Peer mentoring program has begun

iii. Leading indicators of success to be examined at least quarterly.

- Baseline performance analysis will be established using the ADVANCE teacher rating data from the 2014-15 school year; 30% of teachers will show growth on key indicators by January 2016. The principal will conduct classroom observations along with the Director of School Renewal and SRI content coaches in order to track teacher progress using cabinet inquiry. The information will be tracked using written observation records. School leaders will aggregate, analyze and report their findings after each observation cycle, approximately every 8 weeks
- All students in grades 9-12 will complete at least 1 CCLS aligned task per marking period
- 75% Students in grades 9-12 will receive a 65 or higher in each of their core classes during quarterly marking periods, which will indicate progress toward measured credit accrual in January and June 2016.

- Students on track for 4 year graduation will improve by 5% in each cohort by the end of the first semester. The primary measure of this goal is reported by a "Progress to Graduation tracker" which is released at the end of each semester. Cohort data is given to guidance counselors and teachers to analyze, set goals, and action plan. Additionally, guidance counselors maintain credit accumulation trackers after each marking period to help teachers design interventions for students at risks of falling off track.
- Reduction in number of chronically absent students with attendance in 70 to 89% range by intervals of 2.5% each marking period.
- Significant reduction in severely over-age under credited students (3rd, 4th and 5th year students and other with fewer than 15 credits) through transition support as measured on quarterly basis.
- Student performance on interim assessment and benchmarks, as measured by Inquiry teams will show growth and improvement in key standards for at least 50% of students.
- Improved student attendance from same period last year as well as from previous quarter
- Strong teacher attendance (greater than 95% weekly average) indicating increased job satisfaction
- Decreased discipline referrals from same period last year and from previous quarter
- Decreased suspension rate from same period last year and from previous quarter

The means by which key strategies identified throughout Sections I and II will ensure that each of the required elements of the selected model have been met via observations, feedback sessions with teachers, professional learning circles and open discussion with teachers about informal/ non-evaluative observations.

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 - 10X438: Fordham Leadership Academy for Business and Techno (Cohort 6)

Mailing Address: 52 Chambers Street, Room 213

	Street	
New York	NY	10007
City	State	Zip Code

Telephone #: 212-374-2762   County: Bronx

E-mail Address: mdoyle5@schools.nyc.gov / psteele2@schools.nyc.gov

Project Operation Dates: 9 / 1 / 2015   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/ 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.

10X438

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
		Subtotal - Code 15	0

Central

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
UFT Teacher Center Field Liaison	0.37	85,000	31,450
		Subtotal - Code 15	31,450

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.

10X438

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.

10X438

Description of Item	Provider of	Calculation	Proposed
685 - Educational Consultant	CENTER FOR SUPPORTIVE SCHOOLS INC.		60,000
686 - Professional Services Other	THE LEADERSHIP PROGRAM; COLLEGE SUMMIT; Atlas Rubicon; BRIENZA'S ACADEMIC ADVANTAGE		210,683
689 - Curriculum & Staff Development Consultant (PD)	STRATEGIC INQUIRY; ACHIEVE3000, INC.; EDMENTUM,INC.; TEACHERS COLLEGE,COLUMBIA UNIVERSITY		173,471
		Subtotal - Code 40	444,154

Central

Description of Item	Provider of	Calculation	Proposed
		Subtotal - Code 40	0

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

10X438

Description of Item	Quantity	Unit Cost	Proposed
Computer and Printers under $5,000 per unit			5,846
		Subtotal - Code 45	5,846

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.

10X438

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		0
FRINGE - Central		18,578
Subtotal - Code 80		18,578

INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds) $468,578 (A)

B. Approved Resticted Indirect Cost Rate   0.0% (B)

C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90 $0 (C)

PURCHASED SERVICES WITH BOCES: Code 49

10X438

Description of Services	Name of BOCES	Calculation	Proposed
		Subtotal - Code 49	0

Central

Description of Services	Name of BOCES	Calculation	Proposed
		Subtotal - Code 49	0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work	Calculation	Proposed
	Subtotal - Code 30	0

EQUIPMENT : Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of $5,000 or more should be itemized in this category. Equipment items under $5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	31,450
Support Staff Salaries	16	0
Purchased Services	40	444,154
Supplies and Materials	45	5,846
Travel Expenses	46	0
Employee Benefits	80	18,578
Indirect Cost	90	0
BOCES Services	49	0
Minor Remodeling	30	0
Equipment	20	0
GRAND TOTAL		500,028

Agency Code: 3 2 1 0 0 0   0 1   1 4 3 8

Project #: (If pre-assigned)

Tracking/Contract #:

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

Agency Name: NYCDOE - 10X438: Fordham Leadership Academy for Business and Techno (Cohort 6)

FOR DEPARTMENT USE ONLY

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

FROM   TO

Program Approval: _____   Date: _____

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

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/22/2015
DATE

_____ SIGNATURE

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

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
10X438: Fordham Leadership Academy for Business and Techno									
		Subtotal Code 15	0	0	0	0	0	0	
		Subtotal Code 16	0	0	0	0	0	0	
Code 40	School Climate and Discipline	Vendor CENTER FOR SUPPORTIVE SCHOOLS INC. - will provide professional services to support the following SIG Goal: Supportive Environment. The Center for Supportive Schools will Provides an evidence based curriculum and training for select staff members to implement Peer Group Connection (PGC), a peer mentoring program whereby upperclassmen are provided with intensive training via a yearlong leadership course enabling them to become mentors to incoming 9th graders to help them transition successfully into high school.	$60,000	$60,000	$60,000	$58,683	$58,683	$297,366	Through the building of capacity -in house, this expense will no longer be needed at the conclusion of the grant period
Code 40	Data-Driven Instruction/Inquiry (DDI)	Vendor STRATEGIC INQUIRY - will provide professional services to support the following SIG Goal: Rigorous Instruction. and Collaborative Teachers. WITSI - $3000 per visit = 26.3 visits. Writing is Thinking Strategic Inquiry (WiTSi) - Professional Development for teachers, in 9th and 10th gradeto engage in Data Driven Instruction Inquiry though the analysis of student work to target writing deficits.	$54,000	$54,000	$54,000	$25,000	$25,000	$212,000	Through the building of capacity -in house, this expense will no longer be needed at the conclusion of the grant period
Code 40	Student Support	Vendor THE LEADERSHIP PROGRAM - will provide professional services surrounding student support services to support the following SIG Goal: Supportive Environment. RISE - Re-Integrating Students through Education - The Leadership Program pledges to improve attendance of the schools that we serve and get the students we serve on track to graduate. We embolden the confidence of students by giving them the skills they need to excel in school and in life. We expand options by giving students the tools and resources they need to research alternative learning placements.Through daily mentoring check ins, individual and group supportive counseling, weekly mentoring meetings, and In class curricula we work to Re-Integrate students back into the classroom setting and school community - Platinum package 5 days =$109,200. To include two Leadership Program staff members that are (on-site at least one day together) plus 2-3 Social Work interns, including 1 LMSW Social Worker to provide administrative supervision.	$109,000	$109,000	$109,000	$109,000	$109,000	$545,000	Through the building of capacity -in house, this expense will no longer be needed at the conclusion of the grant period
Code 40	Curriculum	Vendor COLLEGE SUMMIT - will provide professional services surrounding student support services to support the following SIG Goal: Supportive Environment and Strong Family-Community Ties. College Summit will provide two postsecondary courses: Navigator for seniors, and Launch for 9th, 10th and 11th graders. Navigator focuses on goal-setting, writing personal statements, college application completion, financial aid planning, and the Free Application for Federal Student Aid (FAFSA). Launch builds younger students' skills in self-advocacy, academic excellence, college-career connection, "College 101," and financial awareness.	$20,257	$20,257	$20,257			$60,771	Through the building of capacity -in house, this expense will no longer be needed at the conclusion of the grant period
Code 40	Curriculum	Vendor ACHIEVE3000, INC. - will provide professional services surrounding student support services to support academic intervention to support the following SIG Goal: Rigorous Instruction. Achieve3000 software will be used as a tool for raising academic achievement of our English Language Learners and Students With Disabilities by using technology and differentiated learning opportunities to increase their level of reading comprehension, language development, and writing skills.	$15,271	$15,271	$15,271	$15,271	$15,271	$76,355	At the conclusion of the grant period, additional funding sources including Tax levy and Title I will be used to fund this activity.
Code 40	Curriculum	Vendor EDMENTUM,INC. - will provide professional services surrounding professional development for instructional purposes in support of the following SIG Goal: Rigorous Instruction. Plato Courseware (Edmentum) will be used to advance students' content knowledge in the core academic areas of English Language Arts, Mathematics, Social Studies, and Science. It is a standards-based online learning program that offers rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content.	$8,200	$8,200	$8,200	$8,200	$8,200	$41,000	At the conclusion of the grant period, additional funding sources including Tax levy and Title I will be used to fund this activity.
Code 40	Curriculum	Vendor Atlas Rubicon - will provide professional services surrounding professional development for instructional purposes in support of the following SIG Goal: Rigorous Instruction. Online curriculum mapping solution will enable the school to vertically and horizontally align each subject's course and unit plans to track CCLS fidelity and establish uniform ways of writing and reviewing the school's curriculum and integrating strategies for adapting curriculum for access by struggling students.	$3,000	$3,000	$3,000	$3,000	$3,000	$15,000	At the conclusion of the grant period, additional funding sources including Tax levy and Title I will be used to fund this activity.
Code 40	Extended Learning Time (ELT)	Vendor BRIENZA'S ACADEMIC ADVANTAGE - will provide professional services surrounding expanded learning time (ELT) programming in support of the following SIG Goal: Rigorous Instruction. Provide academic support to prepare students for regents in core subject areas of Math, Social Studies, and Science, SAT preparation	$78,426	$78,426	$78,426			$235,278	Through the building of capacity -in house, this expense will no longer be needed at the conclusion of the grant period
Code 40	Instruction	Vendor Teachers' College, Columbia University - will provide professional development for school leaders and teachers to support the following SIG Goal: Rigorous Instruction and Collaborative Teachers. Job embedded PD to both develop humanities rich, CCLS aligned curriculum and assessments and assist teachers to implement the curriculum with fidelity in their classrooms. This funding will build capacity of staff and will no longer be required after the first three years of the grant.	$96,000	$96,000	$96,000			$288,000	Through the building of capacity -in house, this expense will no longer be needed at the conclusion of the grant period
		Subtotal Code 40	444,154	444,154	444,154	219,154	219,154	1,770,770	
Code 45	Instruction	Computer and Printers under $5,000 per unit - Goal: Rigorous Instruction. Document Cameras - 439.88 each * 13 Cameras = $5,718.00. Document Scanners will help teachers integrate technology into the delivery of instruction and add functionality to the existing SmartBoards at the school.	$5,846	$5,846	$5,846	$5,846	$5,846	$29,230	This expense will no longer be required at the conclusion of the grant period. Any additional technology needs will be supported through Tax Levy and Title I funcing sources.
		Subtotal Code 45	5,846	5,846	5,846	5,846	5,846	29,230	
		Subtotal Code 46	0	0	0	0	0	0	
		Subtotal Code 80	0	0	0	0	0	0	
		Subtotal Code 49	0	0	0	0	0	0	
		Subtotal Code 30	0	0	0	0	0	0	
		Subtotal Code 20	0	0	0	0	0	0	
		Subtotal School	450.000	450.000	450.000	225.000	225.000	1.800.000	
CENTRAL									
Code 15		UFT Teacher Center Field liaison = 0.37 Yr 1 FTE. The UFT Teacher Center Field liaison will support educators in SIG 6 schools through customized professional learning opportunities targeted to meet the unique needs of each school. The Teacher Center Field Liaisons will collaborate with administrators and the school-based staff development committee to design learning opportunities to meet the needs of all learners, including ELLs and SWDs. The UFT Teacher Center Field Liaison will work in participating schools with Master/Model Teachers and school-based site staff to: Design customized professional development, Provide intensive, ongoing, job-embedded professional development, including one-on-one coaching, in-classroom support and coaching, demonstration lessons, co-teaching, classroom learning labs, study groups and work sessions, to impact student achievement, Collect, analyze and interpret data for making instructional decisions, Use data and facilitate the creation of action plans for data-driven professional development, learning laboratories and study groups, etc. and Integrate instructional technology into teaching and learning.	$31,450	$31,450	$31,450	$15,640	$15,640	$125,630	
		Subtotal Code 15	31,450	31,450	31,450	15,640	15,640	125,630	
		Subtotal Code 16	0	0	0	0	0	0	
		Subtotal Code 40	0	0	0	0	0	0	
		Subtotal Code 45	0	0	0	0	0	0	
		Subtotal Code 46	0	0	0	0	0	0	
Code 80		Employee Fringe	$18,578	$18,578	$18,578	$9,239	$9,239	$74,210	
		Subtotal Code 80	18,578	18,578	18,578	9,239	9,239	74,210	
		Subtotal Code 49	0	0	0	0	0	0	
		Subtotal Code 30	0	0	0	0	0	0	

Category	Primary SIG Activity	Description of Budget Item	Year 1 (2015-2016)	Year 2 (2016-2017)	Year 3 (2017-2018)	Year 4 Extension (2018-2019)	Year 5 Extension (2019-2020)	Total	Sustainability
		Subtotal Code 20	0	0	0	0	0	0	
		Subtotal Central	50,028	50,028	50,028	24,879	24,879	199,840	
		TOTAL SIG	500,028	500,028	500,028	249,879	249,879	1,999,840	

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: Fordham Leadership Academy for Business and Techno (10X438)

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		$ 1,999,840
2	Professional Salaries	$ 125,630	
3	Support Staff Salaries	$ -	
4	Fringe Benefits	$ 74,210	
5	Indirect Costs	$ -	
6	Rent/Lease/Utilities	$ -	
7	Sum of lines 2, 3 ,4, 5, and 6		$ 199,840
8	Line 1 minus Line 7		$ 1,800,000
9	M/WBE Goal percentage (20%)		20%
10	Line 8 multiplied by Line 9 =MWBE goal amount		$ 360,000.00

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: Fordham Leadership Academy for Business and Techno (10X438)

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

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

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

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

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Mary Doyle (mw)
Typed or Printed Name of Authorized Representative of the Firm
Mary Doyle
Typed or Printed Title/Position of Authorized Representative of the Firm
Executive Director, State Portfolio Planning
Signature/Date
07/22/2015

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name:	Fordham Leadership Academy for Business and Techno (10X438)
Address:	500 EAST FORDHAM ROAD
City, State, Zip:	BRONX, NY 10458
Telephone/Email:	718-733-5024 / MTucker2@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	NYS ESD Certified	Vendor STRATEGIC INQUIRY - will provide professional services to support the following SIG Goal: Rigorous Instruction. and Collaborative Teachers. WITSI - $3000 per visit = 26.3 visits. Writing is Thinking Strategic Inquiry (WiTsi) - Professional Development for teachers, in 9th and 10th gradeto engage in Data Driven Instruction Inquiry though the analysis of student work to target writing deficits.		
ADDRESS: 102 MURRAY AVE	MBE ____		Year 1	$ 54,000
CITY, ST, ZIP: LARCHMONT, NY 10538	WBE __X__		Year 2	$ 54,000
			Year 3	$ 54,000
PHONE/E-MAIL: (917) 575-1980 / NELLSCHARFF@HOTMAIL.COM			Year 4	$ 25,000
			Year 5	$ 25,000
FEDERAL ID No. 465015016			**TOTAL**	$ 212,000

PREPARED BY (Signature) _Mary Doyle (mn)_   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		
UTILIZATION PLAN APPROVED:	YES/NO	DATE _____
NOTICE OF DEFICIENCY ISSUED:	YES/NO	DATE _____
NOTICE OF ACCEPTANCE ISSUED:	YES/NO	DATE _____
		DATE _____

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

Bidder/Applicant Name: Fordham Leadership Academy for Business and Techno (10X438)

Address :	500 EAST FORDHAM ROAD	**Federal ID No.:** 13-6400434
City, State, Zip:	BRONX, NY 10458	**Phone No.:** 718-733-5024
		E-mail: MTucker2@schools.nyc.gov

Signature of Authorized Representative of Bidder/Applicant's Firm

Date: 01/22/2015

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:** NELLSCHARFF@HOTMAIL.COM

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

Vendor STRATEGIC INQUIRY - will provide professional services to support the following SIG Goal: Rigorous Instruction. and Collaborative Teachers. WITSI - $3000 per visit = 26.3 visits. Writing is Thinking Strategic Inquiry (WiTsi) - Professional Development for teachers, in 9th and 10th gradeto engage in Data Driven Instruction Inquiry though the analysis of student work to target writing deficits.

DESIGNATION:	_____ MBE Subcontractor	_____ WBE Subcontractor	_____ MBE Supplier	__X__ 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),

__X__ 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:	$	212,000

Date: 7/21/15

Signature of Authorized Representative of M/WBE Firm

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

Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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:

[X] Work force to be utilized on this contract OR

[ ] Applicant's total work force

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

Race/Ethnicity - report employees in only one category

EEO - Job Categories	Total Work Force	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	6		2		1							3							
Co-owners	2											2							
TOTAL	8		2		1							5							

PREPARED BY (Signature): *(signature)*

NAME AND TITLE OF PREPARER: Phylesia Steele, Fiscal Director
(Print or type)

DATE: 07.21.2015

TELEPHONE/EMAIL: Psteele2@schools.nyc.gov

EEO 100

M/WBE UTILIZATION PLAN

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

Bidder/Applicant's Name: Fordham Leadership Academy for Business and Techno (10X438)
Address: 500 EAST FORDHAM ROAD
City, State, Zip: BRONX, NY 10458

Telephone/Email: 718-733-5024 / MTucker2@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	
	NYS ESD Certified	Vendor BRIENZA'S ACADEMIC ADVANTAGE - will provide professional services surrounding expanded learning time (ELT) programming in support of the following SIG Goal: Rigorous Instruction. Provide academic support to prepare students for regents in core subject areas of Math, Social Studies, and Science, SAT preparation		
NAME: BRIENZA'S ACADEMIC ADVANTAGE			Year 1	$ 78,426
	MBE _____		Year 2	$ 78,426
ADDRESS: 1762 BENSON AVENUE			Year 3	$ 78,426
	WBE __X__		Year 4	
CITY, ST, ZIP: BROOKLYN, NY 11214			Year 5	
PHONE/E-MAIL: 718-232-0114 / academicadvantage@msn.com			**TOTAL**	$ 235,278
FEDERAL ID No. 113437776				

PREPARED BY (Signature) _Mary Doyle_   DATE 01.22.2015

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

M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE

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

Bidder/Applicant Name: Fordham Leadership Academy for Business and Techno (10X438)   **Federal ID No.:** 13-6400434

Address : 500 EAST FORDHAM ROAD   **Phone No.:** 718-733-5024

City, State, Zip: BRONX, NY 10458   **E-mail:** MTucker2@schools.nyc.gov

Mary Doyle

Date: 01-22-2015

Signature of Authorized Representative of Bidder/Applicant's Firm

Mary Doyle, Executive Director

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

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

Name of M/WBE: BRIENZA'S ACADEMIC ADVANTAGE   **Federal ID No.:** 113437776

Address : 8696 18th Avenue   **Phone No.:** 718-232-0114

City: BROOKLYN   **State:** NY   **Zip Code:** 11214   **E-mail:** academicadvantage@msn.com

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

Vendor BRIENZA'S ACADEMIC ADVANTAGE - will provide professional services surrounding expanded learning time (ELT) programming in support of the following SIG Goal: Rigorous Instruction. Provide academic support to prepare students for regents in core subject areas of Math, Social Studies, and Science, SAT preparation

DESIGNATION: _____ MBE Subcontractor   _____ WBE Subcontractor   _____ MBE Supplier   _X_ WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):

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

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

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

The estimated dollar amount of the agreement:	$	235,278

Date: _____

Signature of Authorized Representative of M/WBE Firm

Lillian V. Brienza, President & CEO

Printed or Typed Name and Title of Authorized Representative

M/WBE 102

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

Applicant Name: Brienza's Academic Advantage   Telephone: 718-232-0114

Address: 8696 18th Avenue   Federal ID No.: 113437776

City, State, ZIP: Brooklyn, NY, 11214   Project No: TA-16

Report includes:
[X] Work force to be utilized on this contract OR
[ ] Applicant's total work force

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

Race/Ethnicity - report employees in only one category

EEO - Job Categories	Total Work Force	Hispanic or Latino Male	Hispanic or Latino Female	Not-Hispanic or Latino Male — White	African-American or Black	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran	Female — White	African-American	Native Hawaiian or Other Pacific Islander	Asian	American Indian or Alaska Native	Two or More Races	Disabled	Veteran
CEO/President	1											1							
COO	1			1															
Directors of Programs	5		1	4															
Asst. to CEO	1			1															
Office Assistants	3		1									2							
Part Time Prof. Developers	7			4								3							
Part Time Teachers	36	1	4	20								12							
TOTAL	54	1	6	30								18							

PREPARED BY (Signature): _[signature]_

NAME AND TITLE OF PREPARER: Phylesia Steele, Fiscal Director _(Print or type)_

DATE: 07.21.2015

TELEPHONE/EMAIL: Psteele2@schools.nyc.gov

EEO 100

MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT (the "MOA" or "Agreement") entered into this_____day of _____ by and between the Board of Education of the City School District of the City of New York (the "Board") and the United Federation of Teachers, Local 2, AFT, AFL-CIO (the "Union") modifying certain collective bargaining agreements between the Board and the Union that expired on October 31, 2009, as set forth more particularly below.

IN WITNESS THEREOF NOW, THEREFORE, it is mutually agreed as follows:

1. INTRODUCTION

The collective bargaining agreements between the Board and the Union which expired on October 31, 2009, covering the titles and/or bargaining units set forth in paragraph 3, below, shall be replaced by successor agreements that shall continue all their terms and conditions except as modified or amended below.

2. DURATION

The terms of the successor agreements shall be from November 1, 2009 through October 31, 2018.

3. WAGES

A. Ratification Bonus

A lump sum cash payment in the amount of $1,000, pro-rated for other than full time employees, shall be payable as soon as practicable upon ratification of the Agreement to those employees who are on the payroll as of the day of ratification. This lump sum is pensionable, consistent with applicable law, and shall not be part of the Employee's basic salary rate.

B. 2009-2011 Round –

Salaries and rates of pay as customarily done:
  i.   5/1/15: 2%
  ii. 5/1/16: 2%
  iii. 5/1/17: 2%
  iv. 5/1/18: 2%

C. Structured Retiree Claims Settlement Fund

Upon ratification, the City shall establish a Structured Retiree Claims Settlement Fund in the total amount of $180 million to settle all claims by retirees who have retired between November 1, 2009 through June 30, 2014 concerning wage increases arising out of the 2009-2011 round of bargaining. The Fund will be distributed based upon an agreed upon formula.

D. Retirements after 6/30/14 shall receive lump sum payments based on the same schedule as actives as set forth below in paragraph E.

E. Lump Sum Payments stemming from the 2009-2011 Round and schedule for actives for those continuously employed as of the day of payout.

  i.   10/1/15 – 12.5%
  ii. 10/1/17 – 12.5%
  iii. 10/1/18 – 25%
  iv. 10/1/19 – 25%
  v.   10/1/20 – 25%

F. General Wage Increases

Salaries and rates of pay as customarily done:

  i.   5/1/13: 1%
  ii. 5/1/14: 1%
  iii. 5/1/15: 1%
  iv. 5/1/16: 1.5%
  v.   5/1/17: 2.5%
  vi. 5/1/18: 3%

G. Entry Level Salary Schedule

  a. A joint labor-management committee shall be established to discuss increases to the entry level steps on the salary schedule for the pedagogues and increases for physical therapist, hearing officers (Per Session), nurses, and occupational therapist titles.

  b. A fund in the amount of $20 million shall be established for these purposes.

H. Healthcare Savings

  a. The UFT and the City/DOE agree the UFT will exercise its best efforts to have the MLC agree to the following:

  i. for fiscal year 2015 (July 1, 2014-June 30, 2015),

there shall be $400 million in savings on a citywide basis in health care costs in the NYC health care program.

ii. for fiscal year 2016 (July 1, 2015-June 30, 2016), there shall be $700 million in savings on a citywide basis in health care costs in the NYC health care program.

iii. for fiscal year 2017 (July 1, 2016-June 30, 2017), there shall be $1 billion in savings on a citywide basis in health care costs in the NYC health care program.

iv. for fiscal year 2018 (July 1, 2017-June 30, 2018), there shall be $1.3 billion in savings on a citywide basis in health care costs in the NYC health care program.

v. for every fiscal year thereafter, the savings on a citywide basis in health care costs shall continue on a recurring basis.

vi. The parties agree that the above savings to be achieved on a Citywide basis are a material term of this agreement.

vii. In the event the MLC does not agree to the above citywide targets, the arbitrator shall determine the UFT's proportional share of the savings target and, absent an agreement by these parties, shall implement the process for the satisfaction of these savings targets.

viii. Stabilization Fund: (1) Effective July 1, 2014, the Stabilization Fund shall convey $1 billion to the City of New York to be used in support of the pro rata funding of this agreement. (2) Commencing on July 1, 2014, $200 million from the Stabilization Fund shall be made available per year to pay for ongoing programs (such as $65 welfare fund contribution, PICA payments, budget relief). In the event the MLC does not agree to provide the funds specified in this paragraph, the arbitrator shall determine the UFT's proportional share of the Stabilization Fund monies required to be paid under this paragraph.

I. Dispute resolution regarding paragraph H.

a. In the event of any dispute, the parties shall meet and confer in an attempt to resolve the dispute. If the parties cannot resolve the dispute, such dispute shall be referred to Arbitrator Martin F. Scheinman for resolution.

b. Such dispute shall be resolved within 90 days.

c. The arbitrator shall have the authority to impose interim relief that is consistent with the parties' intent.

d. The arbitrator shall have the authority to meet with the parties at such times as the arbitrator determines is appropriate to enforce the terms of this agreement.

e. The parties shall meet and confer to select and retain an impartial health care actuary. If the parties are unable to agree, the arbitrator shall select the impartial health care actuary to be retained by the parties.

f. The parties shall share the costs for the arbitrator and the actuary the arbitrator selects.

J. Covered Titles and Rates of Pay

The increases pursuant to B and F above and lump sum payments pursuant to E above cover the following titles and rates of pay:

1. Teacher
2. Teacher's Assistant
3. Teacher Aide
4. Educational Assistant
5. Educational Assistant A-I
6. Educational Assistant A-II
7. Educational Assistant B
8. Educational Associate
9. Auxiliary Trainer
10. Bilingual Professional Assistant
11. Guidance Counselor
12. School Psychologist and School Social Worker and related titles
13. School Secretary and related titles
14. Laboratory Specialist and Technician
15. Mental Health Worker
16. Attendance Teacher
17. Bilingual Teacher in School and Community Relations
18. Education Administrator
19. Education Analyst/Officer
20. Associate Education Analyst/Officer
21. School Medical Inspector
22. Director and Assistant Director of Alcohol and Substance Abuse Programs
23. Registered Nurse, Occupational Therapist, Physical Therapist and related titles
24. Supervising Nurse, Supervising Physical Therapist and Supervising Occupational Therapist
25. Supervisor of School Security
26. Adult Education Teacher
27. Sign Language Interpreter
28. Occasional Per Diem Teacher
29. Occasional Per Diem Secretary
30. Occasional Per Diem Paraprofessional
31. Education Associate A
32. Auxiliary Trainer A
33. Educational Associate B
34. Auxiliary Trainer B
35. Per Session Rate
36. Coverage Rate
37. Shortage Rate
38. Daily Training Rate
39. Staff Development Rate
40. Lead Teacher Differential
41. Hearing Officer (Per Session)

All longevities, step increments, differentials and other

rates of pay not otherwise covered in Appendix A or else-where in this Agreement shall be increased as customarily done in a manner consistent with the increases set forth in paragraphs B, E and F above, unless explicitly excepted.

K. Any disputes arising under this section 3 of this Agreement shall be determined by Martin F. Scheinman. The parties shall share the costs of his services.

4. PAPERWORK

Article 7R of the collective bargaining agreement covering teachers shall be amended to add the following:

Curriculum

The Board of Education (DOE) agrees to provide teachers with either a year-long or semester long Curriculum that is aligned with State Standards in all Core Subjects.

Curriculum is defined as:
    a) a list of content and topics;
    b) scope and sequence; and
    c) a list of what students are expected to know and be able to do after studying each topic.

Core Subjects are defined as follows: Math (including, but not limited to, Algebra and Geometry), Social Studies, English Language Arts, Science (including, but not limited to, General Science, Biology, Earth Science, Chemistry and Physics), Foreign Languages and other subject areas named by the DOE and shared with the UFT. It is understood that the DOE's obligation to provide curriculum shall extend to Core courses that may be electives.

It is further understood by both parties that there are instances where teachers may want to participate in the development of curriculum. Such instances include, but are not limited to, the creation of new themed schools or programs within a school, or where a teacher or group of teachers wishes to create or help create a set of lessons around a particular theme or subject, where approved by the principal. Nothing in this agreement is intended to prohibit voluntary collaboration or work by teachers and other school staff on curriculum.

However, if there is a specific request by the DOE or a school administrator for a teacher or teachers to write curriculum, then the teacher(s) must be given sufficient time during the work day to do so, in accordance with provisions of the collective bargaining agreement or given sufficient time after school, in accordance with the provisions of the collective bargaining agreement pertaining to Per Session.

The failure to provide curriculum as defined above shall be subject to the grievance and arbitration procedures set forth in Article Twenty-Two of the collective bargaining agreement. However, such grievances shall be strictly limited to whether a curriculum, as defined above, was provided. The sufficiency and quality of the curriculum provided shall not be grievable.

Paperwork Reduction

The following shall replace Article 8I of the collective bargaining agreement covering teachers and shall be added to the other UFT-BOE collective bargaining agreements:

A Central Paperwork Committee (the "Central Committee") will convene within 30 days of the ratification of this agreement by the UFT. The Central Committee will be made up of an equal number of representatives appointed by the UFT President and the Chancellor. The representatives appointed by the Chancellor will include someone from the office of the Deputy Chancellor for Teaching and Learning. The Central Committee will meet at least monthly, on the first Wednesday of the month or at a mutually agreeable time, to review system-wide paperwork issues (whether paper or electronic), including, but not limited to, the requests for data in connection with the Quality Review process. The Central Committee will also establish, subject to agreement by the Chancellor and the UFT President, system-wide standards for the reduction and elimination of unnecessary paperwork ("System-wide Standards"). Should the Central Committee fail to establish System-wide Standards approved by the Chancellor within 60 days of their first meeting, either the UFT or the Board (DOE) may request the assistance of a member of the Fact-Finding Panel of Martin F. Scheinman, Howard Edelman and Mark Grossman, or another mutually agreeable neutral, to help facilitate the Central Committee's discussions. Should the intervention of a neutral not result in an agreement by the Central Committee approved by the Chancellor within 60 days of the neutral's involvement, the DOE and UFT will submit position statements to said neutral who will issue a binding decision. The neutral's decision setting the System-wide Standards shall be subject to Article 75 of the New York State Civil Practice Law and Rules.

Once the System-wide Standards have been established they will be distributed to all schools and key stakeholders (including SLT Chairpersons, PA/PTA Presidents, UFT Chapter Leaders, UFT District Representatives, District Superintendents and CSA Representatives). Thereafter, District/High School Superintendency Paperwork Committees ("District Committees") shall be established in each community school district and high school superintendency. The District Committees shall meet monthly, at a regularly scheduled time, for the purpose of addressing paperwork issues (whether paper or electronic) at the school level and to ensure the system-wide standards are being implemented properly in schools. These District Committees will be made up of an equal number of representatives appointed by the UFT President and the Chancellor. The representatives appointed by the Chancellor shall include the District/High School Superintendent or his/her designee.

Employees (including those in functional chapters) may request that their Chapter Leader raise school-specific paperwork issues (whether paper or electronic) before the District Committee. Subject to approval by the Chancellor, if a District Committee agrees on the resolution of the paperwork issue,

the resolution shall be enforced by the District or High School Superintendent. In the event that a District Committee cannot agree on the resolution of an issue raised by a Chapter Leader of an individual school, the District Committee shall refer the issue to the Central Committee for review. Subject to approval by the Chancellor, if the Central Committee agrees on the resolution of an issue raised by a Chapter Leader, the resolution shall be enforced by the District or High School Superintendent.

For alleged violations of the System-wide Standards the UFT may file a grievance, in accordance with the grievance and arbitration procedures set forth in Article 22 of the collective bargaining agreement. It is understood that, prior to a grievance being filed, the paperwork issues shall go through the committee process as described above. Such grievances shall be filed directly with the DOE's Office of Labor Relations ("OLR"), which may be scheduled for arbitration within 20 days of notice to OLR. The parties shall negotiate pre-arbitration hearing procedures so that each party is aware of the allegations and defenses being raised at the arbitration. All arbitration days shall be part of the existing number of days as set forth in the CBA (as modified by this Agreement). An arbitrator may hear up to three (3) paperwork grievances on each arbitration date. The arbitrator will issue a brief award that is final and binding upon the parties, within five (5) school days of the arbitration.

Unit Planning

Article 8E of the collective bargaining agreement covering teachers shall be amended to add the following:

A "Unit Plan," also known as a "Curriculum Unit," means a brief plan, by and for the use of the teacher, describing a related series of lesson plans and shall include: (1) the topic/theme/duration; (2) essential question(s); (3) standard(s); (4) key student learning objectives; (5) sequence of key learning activities; (6) text(s) and materials to be used; and (7) assessment(s).

Teachers that are provided with a Curriculum (as defined in this agreement) have a professional responsibility to prepare Unit Plans. No teacher shall be required to prepare a Unit Plan for each curriculum unit, other than the attached, brief, one-page form agreed upon by the UFT and DOE, including teachers of multiple subjects for the same group of students (e.g., elementary school teachers, teachers of self-contained classes), who will include each subject taught on the attached one page form. Teachers shall not be required to prepare a Unit Plan in any format other than the attached form, agreed upon by the UFT and DOE.

A principal or supervisor may collect and/or copy a Teacher's Unit Plan provided that the principal/supervisor either (i) discusses the Unit Plan at the next professional conference (e.g. pre-observation or post-observation conference) pursuant to the observation cycle or as otherwise permitted by the parties' APPR plan, or (ii) uses the Unit Plan for professional learning (e.g., non-evaluative conferencing with the principal or other administrators) within 20 school days of the collection or copying, absent unforeseen and unusual circumstances.

5. WORKDAY

I. SINGLE SESSION SCHOOL

Article 6 of the Teachers' CBA shall be amended to add the following:

Detailed below are the terms for a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of Article 6 in the 2007-2009 teachers' collective bargaining agreement and corresponding articles in other agreements.

The following shall apply to single session schools only. The parties have agreed to repurpose the 150 minutes per week of extended time in Article 6.A.2 and all faculty and grade conference time as set forth below:

A. Default Workday Configuration for Teachers:

Unless modified through a School Based Option ("SBO") pursuant to Article 8B of the Teachers' CBA, the following shall apply to Teachers in Single Session Schools:

1. The school day shall be 6 hours and 20 minutes Monday through Friday.

2. On Mondays and Tuesdays, the day shall start no earlier than 8 a.m. and end no later than 4:00 p.m. The parties have agreed to repurpose the 150 minutes per week of extended time and all faculty and grade conference time be used instead as follows:

    a. On Mondays when school is in session there will be an 80-minute block of Professional Development immediately following the conclusion of the school day. Professional Development shall be collaboratively developed by a school based committee as set forth below in section B of this Article. If less than the entire 80-minute period is taken up by Professional Development activities, then the time will be utilized for Other Professional Work as set forth below.

    b. On Tuesdays when school is in session there will be a 75-minute block immediately following the conclusion of the school day that consists of 40-minutes for Parent Engagement activities as set forth below in section C of this Article, immediately followed by a 35 minute block of time for Other Professional Work as set forth in Sec. D of this Article. If less than the entire 40-minute block of time is taken up by Parent Engagement activities, then the time will be utilized for Other Professional Work as set forth Section D of this Article.

3. On Wednesday through Friday, the day shall begin no earlier than 8 a.m. and end no later than 3:45 p.m.

4. On citywide professional development days the workday shall be 6 hours and 50 minutes.

B. Professional Development:

Each school (and program functioning as a school) shall form a School-Based Staff Development Committee ("SDC"). Such committee will include the Chapter Leader and consist of equal number of members selected by the Chapter Leader and the Principal, respectively. The SDC shall collaboratively review, consider and develop the school-based professional development that is offered during the Professional Development block to be relevant to all participating staff-members, supportive of pedagogical practices and programs at the school and reasonable to prepare and complete during the Professional Development block. The Principal shall review the SDC's work but shall have final approval of Professional Development.

School and District and Functional Chapter Based Staff Development Committees, as described below and in corresponding agreements, shall each meet during the last clerical half day scheduled in June and/or a portion of the time during the workdays prior to the start of the instructional year when students are not in attendance, to begin their work regarding the upcoming and following school year's professional development. In addition, each may choose to also meet to continue their work during times when Other Professional Work, as defined herein, is appropriate.

It is recognized by the parties that some Professional Development activities will be appropriate for all staff and some will be most relevant to certain groups of staff members. Accordingly, schools are encouraged, where appropriate, to include differentiated professional development activities for groups or titles, including functional chapters, that is aligned to the groups' or titles' roles.

C. Parent Engagement:

Appropriate activities for the 40-minute Parent Engagement block are: face-to face meetings (individual or group) with parents or guardians; telephone conversations with parents or guardians; written correspondence including email with parents or guardians; creating newsletters; creating content for school/class websites and/or answering machines; preparing student report cards; preparing student progress reports, and preparing for any of the Parent Engagement activities listed herein. Teachers shall select from the activities listed to engage in during these blocks of time unless otherwise directed by the principal to another activity specified herein.

D. Other Professional Work:

Appropriate Other Professional Work for any period of time, during these specified blocks, during which Parent Engagement and/or Professional Development activities are not taking place are: collaborative planning; Lesson Study; Inquiry and review of student work; Measures of Student Learning ("MOSL") -related work; IEP related work (excluding IEP meetings); work with or related to computer systems/data entry; preparing and grading student assessments; mentoring; as well as responsibilities related to teacher leader duties for all individuals in Teacher Leadership Positions. Teachers shall select from the activities listed to engage in during these blocks of time unless otherwise directed by the principal to another activity specified herein. In addition to the activities listed here, a teacher or a group of teachers may propose additional activities that may include working with a student or students for any portion of the school year, which requires approval by the principal. In addition, as provided for in Section I.B., an SDC may choose to also meet to continue its work during times when Other Professional Work is appropriate.

There will be one (1) or two (2) periods of time during the school year, based upon a school's MOSL selections, one in the Fall and one in the Spring, each of which shall be a minimum of 6 weeks in duration, that will be designated as "MOSL windows" for the entire school district by the DOE. The 6 week time periods need not be consecutive weeks. During these "MOSL windows" teachers shall be permitted to devote as much time as necessary during the entire Parent Engagement periods of time to perform MOSL related work. Should teachers not have the need to do MOSL related work during the MOSL window, they shall engage in either Parent Engagement or Other Professional Work as set forth herein.

E. Evening Parent-Teacher Conferences:

1. The two (2) existing afternoon Parent-Teacher Conferences shall be unchanged.

2. The two (2) existing evening Parent-Teacher Conferences shall be unchanged except that they shall be three (3) hours long.

3. There shall be two (2) additional evening Parent-Teacher Conferences. Each additional conference shall be three (3) hours long. Such conference time, together with a portion of the Tuesday activities block, shall replace all existing faculty and grade/department conferences as designated in the By-Laws and collective bargaining agreement.

4. The four (4) evening Parent-Teacher Conferences shall be held in September, November, March and May, respectively on dates to be determined by the

DOE. All conferences shall begin no earlier than 4:30 p.m. and end no later than 8:00 pm.

5. The September conference shall not be a traditional Parent-Teacher Conference but rather used for an alternative event using one of the following formats as determined by the school Principal and Chapter Leader in consultation with the School Leadership Team ("SLT"): Curriculum Night; Meet the Staff Night; Common Core or other training for Parents Night, or another non-traditional format mutually agreed upon by the Principal and Chapter Leader in consultation with the SLT. Should the principal and Chapter Leader not agree on a format, the default format for the September Conference shall be "Meet the Staff" night. It is understood that in schools which had previously exchanged faculty conference time for an evening event, those events are subsumed within the four (4) evening Parent-Teacher Conferences.

6. All existing rules, regulations and procedures regarding Parent Teacher Conferences continue to apply unless specifically modified herein.

F. School-Based Options ("SBO"):

In addition to the above described default schedule, the following configuration of the workday shall be approved by the President of the UFT and Chancellor if the other requirements of the SBO process as set forth in Article 8.B of the Teachers' CBA and corresponding articles of other contracts where applicable. The start and end time of the work day shall be specified in each of the SBOs.

1. 100/55 Option:

a. The school day shall be 6 hours and 20 minutes.

b. On Monday, the day shall begin no earlier than 8:00 am and end no later than 4:00 pm. On Tuesday through Friday the day shall begin no earlier than 8 am and end no later than 3:45 pm.

c. On Monday there shall be a 100 minute Professional Development period immediately following the end of the school day. If less than the entire 100 minute period is taken up for Professional Development, the time shall be utilized for Other Professional Work.

d. On Tuesday there shall be a 55 minute block for Parent Engagement. If less than the entire 55 minute period is taken up by Parent Engagement Activities, then the time shall be utilized for Other Professional Work

2. 80/40/35 Option:

a. The school day shall be 6 hours and 20 minutes.

b. On Monday, the day shall begin no earlier than 8:00 am and end no later than 4:00 pm. On Tuesday through Friday the day shall begin no earlier than 8 am and end no later than 3:45 pm.

c. On Monday there shall be an 80 minute Professional Development period immediately following the end of the school day. If less than the entire 80 minute period is taken up for Professional Development, the time shall be utilized for Other Professional Work.

d. On Tuesday there shall be a 40 minute block for Parent Engagement immediately following the end of the school day. If less than the entire 40 minute period is taken up by Parent Engagement Activities, then the time shall be utilized for Other Professional Work.

e. On Thursday immediately following the end of the school day, there shall be 35 minute period to be used for Other Professional Work.

The Chancellor and UFT President shall agree upon a third pre-approved SBO option for the 2014-15 school year.

Consistent with the contractual requirements, other SBO configurations voted on by schools shall be considered.

II. PARAPROFESSIONAL

Article 4 of the Paraprofessional CBA shall be amended to add the following:

The below sections are part of a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of Article 4 in the 2007-2009 Paraprofessional CBA.

A. Workday.

Unless modified through a School Based Option ("SBO") pursuant to Article 8B of the Teachers' CBA, the following shall apply to Paraprofessionals in Single Session Schools:

Paraprofessionals shall have the same default workday as teachers in single session schools (as set for in Art. 6, Sec. _____ of the Teachers CBA), except that on Tuesdays when school is in session paraprofessionals shall only be required to work a 70-minute block immediately following the conclusion of the school day.

Any SBO adopted by a school reconfiguring the workday shall not increase or decrease the workday of paraprofessionals.

B. Professional Development.

1. Paraprofessionals shall participate in Professional Development activities per the guidelines set forth in Art. 6, Sec._____ of the Teachers CBA (I.B., above).

2. There shall be a citywide Paraprofessional Staff Development Committee ("SDC") consisting of the Paraprofessional Chapter Leader and equal numbers of members selected by the DOE and the Paraprofessional Chapter Leader. The Paraprofessional SDC shall collaboratively review, consider and develop professional development programs relevant to Paraprofessional duties for both citywide professional development days and for schools to consider. The DOE shall review the SDC's work but shall have final approval of Professional Development

C. Parent Engagement.

During this block of time, as defined in Art. 6, Sec. _____ of the Teachers CBA, paraprofessionals shall assist teachers in Parent Engagement activities or other activities appropriate to their title subject to approval by the principal.

D. Other Professional Work.

During either of the Professional Development or Parent Engagement blocks of time, as defined in Art., 6, Sec._____ of the Teachers CBA, when teachers may engage in Other Professional Work and when no relevant appropriate professional development is offered, paraprofessionals shall assist teachers by performing Other Professional Work appropriate to their title.

III. FUNCTIONAL CHAPTERS

A. Each UFT-represented functional chapter employed by the Board "DOE" except Paraprofessionals (which are provided for in Sec. II herein), shall amend its CBA to add the following:

The below sections are part of a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of the respective 2007-2009 CBAs.

1. For each UFT-represented functional chapter employed by the Board ("DOE") there shall be a citywide Staff Development Committee ("SDC") consisting of the Functional Chapter Leader and equal numbers of members selected by the DOE and the Functional Chapter Leader. Each citywide functional chapter committee shall collaboratively review, consider and develop professional development programs relevant to the respective chapter's duties and reasonable to prepare and complete within the chapter's existing workday. The DOE shall review the SDC's work but shall have final approval of professional development.

2. Unless explicitly stated herein all functional chapters shall continue with their work day schedules as reflected in the 2007-2009 collective bargaining agreements.

B. The CBAs for Guidance Counselors (Art. 6), and School Psychologists and Social Workers (Art. 6) shall be amended to add the following:

This is part of a one (1) year pilot to occur during the 2014-2015 school year only. Should the parties wish to continue this model, they must agree in writing to do so by June 15, 2015. If no such agreement is reached, the workday shall automatically revert to the provisions of Article 6 in the 2007-2009 Guidance Counselors and School Psychologists and Social Workers CBAs.

The workday for Guidance Counselors, School Psychologists, and Social Workers shall remain the same. However, the parties agree that existing faculty conference time shall be repurposed so that Guidance Counselors, School Psychologists and Social Workers shall attend the four previously mentioned evening Parent Teacher Conferences. They shall attend the evening parent-teacher events as follows:

September – 3 hours
November – The first 2 hours 10 minutes
March – 3 hours
May – The first 2 hours and 10 minutes.

IV. MULTI-SESSION / DISTRICT 75 and 79 SCHOOLS:

Article 6 of the Teachers' CBA shall be amended by adding the following language immediately after Sec. I, above:

The following shall apply to Multi-session, District 75 and District 79 Schools only, for the duration of the pilot and, if continued, thereafter:

A. The parties both understand and agree that staff in multi-session and Districts 75 and 79 schools need and deserve support and professional development and that such schools would also benefit from additional parent engagement opportunities. Each school should have an opportunity to address those needs within its unique scheduling and programmatic structures. Accordingly, the default workday and workday configuration, including faculty and grade/department conferences, for multi-session and Districts 75 and 79 Schools remains as set forth in the 2007-2009 collective bargaining agreements.

B. Each multi-session school and each District 75 and 79 school shall form a School-Based Staff Development Committee ("SDC"), in accordance with the parameters outlined for such Committees in the Single Session Schools section above. In addition to the duties of a SDC in a single session school, multi-session and District 75 and 79 SDCs shall discuss potential SBO's for the configuration of time appropriate to the scheduling needs of those schools so as to provide for appropriate blocks of time to be used for Professional Development, Parent Engagement, and Other Professional Work. The UFT and the DOE

agree to consider any such proposed SBO in light of the individual school's scheduling and programmatic needs.

C. There shall also be Central District 75 and District 79 SDCs consisting of an equal number of members selected by the applicable UFT District Representative and the District Superintendent, which shall address specific professional development and scheduling needs in District 75 and 79, respectively.

D. The parties agree to discuss and develop mutually agreeable SBO options for Multi-Session, District 75 and District 79 schools

6. TEACHER EVALUATION/PEER VALIDATOR

Article 8J of the Teachers' CBA shall be amended to include the following:

The Board (DOE) and UFT agree that the following, subject to approval by the Commissioner of Education, represents the Parties APPR Plan as required by Education Law § 3012-c.

This Article replaces the Commissioner's June 1, 2013 APPR decision and subsequent clarification decisions dated September 5, 2013 and November 27, 2013 (collectively "the Commissioner's Decision").

Except as modified herein, the terms of the Commissioner's Decision are incorporated by reference and remain in full force and effect. Except as stated herein, any dispute regarding this APPR Plan and the Commissioner's Decision shall be resolved exclusively through negotiation between the parties or the grievance process set forth in Article 22 of the parties' collective bargaining agreement. Any issue regarding the implementation of the APPR Plan with respect to the Measures of Student Learning and scoring that was not addressed in the Commissioner's Decision, shall be resolved through negotiations between the parties and, in the absence of an agreement, referred to the State Education Department for clarification.

The Parties agree to submit a draft APPR Plan to the State Education Department no later than May 15, 2014.

Teacher Practice Rubric

In order to simplify and focus the use of Danielson's *Framework for Teaching* (2013 Edition), and reduce unnecessary paperwork, only the following eight (8) components of the rubric shall be rated: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), 3(d), and 4(e). These eight (8) components shall be referred to herein as the "Danielson Rubric." Any reference to Danielson or the Danielson Rubric in the Commissioner's Decision shall be deemed to refer only to these eight (8) components. In each observation, all components of the Danielson Rubric shall be rated for which there is observed evidence. The remaining components of the *Danielson Framework for Teaching* (2013 Edition) not describe herein will continue to be used by the Parties for formative purposes.

Observation Cycle

1. Feedback following an observation must be provided to the teacher within fifteen (15) school days of the observation. Feedback must be evidence-based and aligned to the Danielson Rubric.

2. Evaluator forms shall be provided to the teacher no later than forty-five (45) school days following the observation. From the time an observation (formal or informal, as defined by the Commissioner's Decision) is conducted until the time the teacher receives the evaluator form for that observation, only one (1) additional evaluative observation (formal or informal) may be conducted.

3. The parties agree that Teacher Artifacts (as defined in the Commissioner's Decision) shall not be used in determining the Other Measures of Effectiveness ("Measures of Teaching Practice") subcomponent rating. Teachers are not required to submit Teacher Artifacts (as defined in the Commissioner's Decision) except principals have the discretion to collect evidence related to the Danielson Rubric in a manner consistent with the collective bargaining agreement and the Commissioner's Decision. The DOE and UFT shall jointly create guidance for evaluators on the collection of evidence for the Danielson Rubric. Whenever possible, the Parties will jointly present this guidance to school communities.

4. An evaluator shall provide a score on any component that is observed from the Danielson Rubric regardless of the observation option selected by the teacher and regardless of whether it is a formal or informal observation (as defined by the Commissioner's Decision).

5. In addition to the two observation options set forth in the Commissioner's Decision, teachers who have received "Highly Effective" as their final APPR rating in the previous year may choose Option 3. Option 3 consists of a minimum of three (3) informal observations that are used for evaluative purposes. Option 3 is subject to the same procedures and scoring rules as Options 1 and 2 as provided for in the Commissioner's Decision as modified by this APPR Plan.

   A teacher that chooses Option 3 shall make his/her classroom available for three (3) classroom visits by a colleague per school year. The classroom visits described herein shall not be used for any evaluative purpose. Any additional classroom visits by colleagues shall only be with the consent of the teacher selecting Option 3. The date and time of such visits shall be scheduled jointly by the teacher selecting Option 3 and the principal.

6. An evaluator may assess a teacher's preparation and professionalism only if the evaluator's conclusions are based on observable evidence pertaining to components 1a, 1e, and/or 4a of the Danielson Rubric during an observation or if the evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation.

7. The parties agree to create an evaluator form that will allow evaluators to rate and delineate between all components observed during a classroom observation as well as (for components 1a, 1e, and 4e only) observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each evaluator form shall contain lesson-specific evidence for components observed during a classroom observation and teacher-specific evidence for components observed as part of an assessment of a teacher's preparation and professionalism.

8. An evaluator shall not include or consider evidence regarding the preparation and professionalism on an evaluator form if such evidence (or conduct) is also contained in a disciplinary letter to the teacher's file, unless the evidence was directly observed by the evaluator during a classroom observation (in which case the evidence may be on both an evaluator form and in a disciplinary letter). Evidence not related to components 1a, 1e, and/or 4e, or directly observed by the evaluator in the fifteen (15) school day period immediately preceding a classroom observation shall not be considered in a teacher's evaluation.

9. Consistent with the Commissioner's Decision, there shall be Initial Planning Conferences ("IPC") and Summative End of Year Conferences (as defined therein). Teachers shall have the sole discretion of setting professional goals as part of the IPC. The DOE will explicitly state this in guidance for evaluators and educators for the 2014-15 school year and thereafter.

Videotaping and Photographing

1. All observations shall be conducted in person. The teacher and evaluator may mutually consent to evaluators not being present when videotaping.

2. A teacher may choose to have his/her observations videotaped. If a teacher chooses to have his/her observations videotaped he/she shall select among the following options:

    (a) the evaluator will choose what observations, if any, will be videotaped; or (b) the evaluator shall videotape the observations in the following manner: (i) if the teacher selected Option 1, the formal observation shall be videotaped; (ii) if the teacher selected Option 2, two (2) of the informal observations shall be videotaped (at the evaluator's option); or (iii) if the teacher selected Option 3, one (1) of the informal observations shall be videotaped (at the evaluator's option).

3. Evaluators who take photographs during observations relevant to the Danielson Rubric, should, to the extent practicable, be unobtrusive (for example, photographs may be taken at the end of the observation).

Covered Employees

1. The DOE and the UFT agree to jointly request that the State Education Department issue a determination as to whether teachers of programs for suspended students and teachers of programs of incarcerated students are subject to Education Law § 3012-c (and therefore subject to this APPR Plan). Such decision shall be incorporated by reference into this APPR Plan.

2. In order for a classroom teacher to be covered by this APPR Plan, the teacher must be teaching for at least six (6) cumulative calendar months in a school year. If the teacher does not satisfy this requirement he/she shall not be covered by this APPR Plan and shall be subject to the evaluation system set forth in Article 8J of the collective bargaining agreement and Teaching for the 21st Century.

3. The following shall apply to teachers who are teaching for more than six (6) cumulative calendar months in a school year but less than the full year due to either (a) paid or unpaid leave of absence; (b) reassignment from teaching responsibilities; or (c) the teacher commenced, or separated from, employment mid-year:

    (a) When a teacher is absent from the first day of school until the last Friday of October, the IPC (as defined in this APPR Plan) shall be conducted within ten (10) school days of his/her return to school.

    (b) When a teacher is absent between the last Friday of April and the last Friday of June, and the absence was foreseen and the evaluator was aware that the teacher would not be present during this period (e.g., they are taking a maternity leave), the Summative Conference shall be held before the teacher leaves.

    (c) When a teacher is absent between the last Friday of April and the last Friday of June and the absence was unforeseen (e.g., extended leave) and therefore the evaluator could not conduct the Summative Conference ahead of time, the Summative Conference shall be held no later than the last Friday of October in the following school year. Evaluators shall have the discretion to conduct the IPC and Summative Conference at the same time but must fulfill all the requirements of both conferences.

    (d) When a teacher is unexpectedly absent for the remainder of the school year (e.g., extended leave), the teacher shall have a minimum of two (2) observations, which shall fulfill the observation requirements set forth herein.

    (e) When a teacher is absent during the period when the baseline or post-test assessments are administered, and the teacher was assigned individual target populations for his/her State and/or Local Measures, the teacher will still receive Local and/or State Measures for individual target populations.

(f) When a teacher is absent during the period when the targets are set (for assessments with goal-setting), the teacher shall set targets and have their targets approved within the first month of his/her return to school.

The DOE shall explicitly state the rules described herein in guidance for educators for the 2014-15 school year and all school years thereafter.

Multiple Observers

For formative purposes (observations conducted entirely for non-evaluative purposes), no more than four (4) observers (either school-based or from outside of the school) may be present in a classroom. Additional observers may be present in teacher's classroom with the teacher's consent. The visits described in this paragraph shall not be considered when scoring the Measures of Teacher Practice subcomponent.

For evaluative purposes, no more than one (1) evaluator (as defined by the Commissioner's Decision) and two (2) school-based observers (i.e., the Superintendent or Assistant Superintendent or trained administrator of the teacher's school) may be present during a formal or informal observation. The evaluator shall be solely responsible for the observation report. The DOE and UFT shall jointly create guidance for evaluators on the role of multiple observers. Whenever possible, the Parties will jointly present this guidance to school communities.

In extraordinary circumstances, only one (1) of the two (2) observers described herein may be an observer from outside of the school may observe. The outside observer may only be either a Network Leader or Deputy Network Leader (or its functional equivalent).

Student Surveys

The DOE shall pilot student surveys during the 2013-2014 at mutually agreed upon schools and in all schools during the 2014-2015 school year. During the pilot, student surveys shall not be used for evaluative purposes. At the conclusion of each pilot year, the DOE and UFT shall meet to discuss the results of the pilot and discuss the possibility of continuing/discontinuing the pilot and use of the surveys for evaluative purposes. If agreement is not reached at the conclusion of each pilot year, the student surveys shall be used for non-evaluative purposes in the 2014-2015 school year and evaluative purposes starting in the 2015-16 school year and thereafter. The implementation and scoring of the student surveys in 2015-16 and thereafter shall be consistent with the Commissioner's Decision.

Scoring

For all formal and informal observations (as defined by the Commissioner's Decision), all components of the Danielson Rubric shall be rated for which there is observed evidence. At the end of the school year, Overall Component Scores shall be created for each of the eight (8) components. The Overall Component Scores shall be the average of each rated component from the observations and/or assessments of a teacher's preparation and professionalism.

An Overall Rubric Score will then be calculated by taking the weighted average of the Overall Component Scores, using the following weightings: 1a (5%), 1e (5%), 2a (17%), 2d (17%), 3b (17%), 3c (17%), 3d (17%), 4e (5%).

Formal and informal observations (as defined by the Commissioner's Decision) shall not receive average observation ratings.

Formal and informal observations (as defined by the Commissioner's Decision) will no longer be afforded the weights as provided for in the Commissioner's Decision.

The Overall Rubric Score shall be the basis for the 60 points of the Measures of Teaching Practice subcomponent, unless the student surveys are used for evaluative purposes. If student surveys are used for evaluative purposes, the Overall Rubric Score shall count for 55 of the 60 points of the Measures of Teaching Practice subcomponent score. The implementation and scoring of the student surveys in 2015-16 and thereafter shall be consistent with the Commissioner's Decision.

Courses That Are Not Annualized

In the event that Measures of Student Learning (MOSL) assessment options do not include options for non-annualized courses: 1) in a school where each of the terms covers content where the second term builds on content from the first, the fall teacher shall administer the baseline and the spring teacher shall administer the post-test. Teachers from all terms will be held accountable for the students' results; or 2) in a school where the second term does not build on content from the first, these teachers shall be assigned Linked or Group Measures. Notwithstanding the foregoing, with respect to a teacher of a course leading to a January Regents, the post-test is the January Regents and a baseline shall be administered in the fall.

For Group and Linked Measures (as defined herein), if a student takes the same Regents exam in January and June, only the higher result will be used for State and Local Measures. For non-Group and Linked Measures, if a student takes the same Regents exam in January and June, and has the same teacher in the fall and spring, only the higher result will be used for State and Local Measures. If the student has different teachers in the fall and spring, the January Regents will be used for the fall teacher and the June Regents for the spring teacher.

Students will be equally weighted in a teacher's State and/or Local Measures subcomponent score if they are in a teacher's course for the same length of time (regardless of whether they take the January or June Regents).

For assessments that use growth models, the DOE will calculate scores following the rules outlined above. For assessments that use goal-setting, the teacher who administers the baseline will recommend targets for the students and the principal will approve. Fall term teachers shall set targets on the same

timeline as other teachers. It is recommended that in the fall principals consult with subsequent term teachers about student targets if their assignments are known. Principals shall share these targets with subsequent term teachers within the first month of the start of the new term and provide these teachers with an opportunity to recommend any additional changes to student targets. Principals shall communicate any changes to targets to all affected teachers.

For assessments that use goal-setting, teachers of subsequent term courses who have students who have not previously had targets for them shall set and have their targets approved within the first month of the start of the new term.

State and Local Measures selections for teachers of non-annualized courses, including the application of the 50% rule, shall be determined based upon the teachers' entire school year schedule. As subsequent term selections may not be known in the fall, teachers shall administer all applicable assessments for the grades/subjects they are teaching in the fall.

Rules Regarding Measures of Student Learning

For the 2014-2015 school year and thereafter the DOE shall issue guidance to the School MOSL Committee that sets forth and explains the rules described herein.

There is no limit on the number of Local Measures that a School MOSL Committee, as defined in this APPR Plan, can recommend for a particular grade or subject. If a School MOSL Committee selects the same assessment but different group for the Local Measures subcomponent, the following are allowable subgroups since the DOE is currently analyzing the performance of these groups of students: 1) English Language Learners, 2) students with disabilities, 3) the lowest-performing third of students, 4) overage/under-credited students, or 5) Black/Latino males (consistent with New York City's Expanded Success Initiative).

School MOSL Committees shall consider, when selecting subgroups for Local Measures that the intent of having both Local and State Measures is to have two different measures of student learning. Using subgroups for Local Measures, by nature of the fact that they are a subset of the overall population, will in many instances mean that State and Local Measures are more similar to one another than if different assessments are used for State and Local Measures. Therefore, subgroups should not be selected for teachers in some schools if the subgroup selected reflects the entire population of students the teacher serves (e.g., if a teacher only teaches English Language Learners, the Committee shall not select English Language Learners for their Local Measures and all of their students for the same assessment on their State Measures).

In the event that schools inadvertently select the same measures for State and Local Measures (after to the extent possible they have had an opportunity to correct), the lowest third performing students will be used for Local Measures and the entire populations of students used for State Measures.

The Central MOSL Committee will revisit the list of allowable subgroups annually, taking into account feedback from educators. If the Central MOSL Committee cannot agree on new/different subgroups, the current list of subgroups will be used.

Evaluators cannot choose to go above the 50% rule in selecting teachers' State Measures. The 50% rule will be followed for State Measures, per State Education Department guidance, such that teachers' State Measures must be determined as follows: for teachers of multiple courses, courses that result in a state growth score must always be used for a teacher's State Measures. If a teacher does not teach any courses that result in state growth scores, or state growth score courses cover less than 50% of a teacher's students, courses with the highest enrollment will be included next until 50% or more of students are included.

The 50% rules shall not apply to Local Measures. School MOSL Committees shall select the method that shall be used to determine which courses shall be included in a teacher's Local Measure. In the 2014-15 school year and thereafter, the DOE will 1) state this rule, provide guidance for teachers of multiple courses, and describe the benefits and considerations of not following the 50% rule for Local Measures and 2) explain how to record and track Local Measures selections for individual teachers when the 50% rule is and is not used for Local Measures.

The process for setting student targets for Local Measures is the same as the process for setting student targets for State Measures. The only exception is Group Measures (not including Linked Measures) for Local Measures. For Group Measures, the School MOSL Committees will have the option of recommending for Local Measures that student targets are set either 1) following the process used for State Measures or 2) by the Committee. If the School MOSL Committee's chooses to create the targets and the principal accepts the School MOSL Committee's recommendation, the School MOSL Committee must create these targets no later than December 1. Targets must be submitted using a format determined by the DOE. In the event that the School MOSL Committee cannot agree on Group Measures targets for Local Measures, Group Measures targets will be determined following the process used for State Measures which requires that superintendents must finalize targets by January 15.

School MOSL Committees may recommend which baselines will be used for Local Measures from a menu of options created by the DOE. The only exceptions are instances where the same assessments are used for teachers in the same grades/subjects for State Measures. In these instances, the Principal shall select the baselines that will be used for State and Local Measures.

School MOSL Committees may recommend that Local Measures, Group Measures and Linked Measures may be used with state-approved 3rd party assessments. The DOE shall create guidance that will include a description of which 3rd party assessments it can use to create growth models.

School MOSL Committees may recommend that for Local

Measures, Group Measures and Linked Measures may be used with NYC Performance Assessments. The DOE shall create guidance which will include a description of which NYC Performance Assessments it can use to create growth models, as well as the implications of selecting Group Measures with NYC Performance Assessments for scoring.

Regarding the Local Measures school-wide default, if a School MOSL Committee makes recommendations for Local Measures in only some grades/subjects, the principal may accept those recommendations and the Local Measures default would apply for the grades and subjects for which there is no recommendation. Principals must choose to accept either all a School MOSL Committee's recommendations or none of the School MOSL Committee's recommendations. If the School MOSL Committee recommends the Local Measures default (or the principal does not accept the School MOSL Committee's recommendations and therefore the Local Measures default must be used), teachers must administer NYC Performance Assessments in grades 4-8 ELA and Math (if they are included in the DOE's menu of NYC Performance Assessments that are approved by the Commissioner annually). In the foregoing scenario, the DOE growth models will be used to calculate a teacher's score on the NYC Performance Assessments in grades 4-8 ELA and Math.

Growth Model Conversion Charts

For assessments where schools opt to use DOE-created growth models for State or Local Measures, including the Local Measures default, the DOE shall create scoring charts that convert growth model scores into 0-20 points, taking into account confidence intervals. These charts must be shared and discussed with the MOSL Central Committee (as defined herein) annually. In addition, analyses will be conducted and shared with the MOSL Central Committee regarding the comparability of Individual, Group, and Linked Measures. If members of the MOSL Central Committee do not agree with any element of the growth model conversion charts and/or how they were created, the MOSL Central Committee members that are in disagreement may submit in writing to the Chancellor their reasons for disagreement.

The parties agree to convene a MOSL Technical Advisory Committee (the "MOSL TAC") consisting of one person designated by the DOE, one person designated by the UFT, and a person mutually-selected by the Parties. To ensure a meaningful and fair distribution of ratings, the MOSL TAC shall review the methodology and approach to the creation of growth models and their conversion charts and provide recommendations to the Chancellor. The Chancellor shall have final decision-making authority on the growth model conversion charts.

Measures of Student Learning Options

1. For the 2014-15 school year and thereafter the DOE shall create new measures (referred to as "Linked Measures") for Local and State Measures of Student Learning such that there is an option for each teacher to be evaluated based upon assessment results of students he/she teaches. Some or all assessments are not linked to courses the teacher teaches.

2. For the 2013-14 school year, the following process for "procedural appeals" will only apply to "Group Measures" (i.e., measures where teachers are evaluated based on the performance of some or all students they do not teach). For the 2014-15 and 2015-16 school years, the following process for "procedural appeals" will apply to Linked Measures and Group Measures. For the 2016-17 school year and thereafter the following process for "procedural appeals" will apply only to Group Measures. In all cases, teachers with 50% or more of their Local or State Measures based on Linked Measures/Group Measures shall be eligible for the procedural appeals process.

3. If a teacher receives "Ineffective" ratings in both the State and Local Measures subcomponents and either is based on Linked Measures or Group Measures, and in that year the teacher receives either a "Highly Effective" or "Effective" rating on the Measures of Teaching Practice subcomponent, the teacher shall have a right to a "procedural appeal" of such rating to a representative of the DOE's Division of Teaching and Learning.

    a. If the teacher receives a "Highly Effective" rating on the Measures of Teaching Practice subcomponent, there shall be a presumption that the overall APPR rating shall be modified by the DOE such that the overall "Ineffective" rating becomes either an "Effective" rating (in the instance where *both* the State and Local Measures of Student Learning subcomponents are based on Linked Measures or Group Measures) or a "Developing" rating (in the instance where only one of the State or Local Measures of Student Learning subcomponents is based on Linked Measures or Group Measures);

    b. If the teacher receives an "Effective" subcomponent rating on the Measures of Teaching Practice, there shall be a presumption that the overall APPR rating shall be modified by the DOE such that the overall "Ineffective" rating becomes a "Developing" rating if *both* the State and Local Measures of Student Learning subcomponents are based on Linked Measures or Group Measures. If only one of the State or Local Measures of Student Learning subcomponents be based on Linked Measures or Group Measures, the rating shall be appealed to the principal, who shall have the discretion to increase the teacher's overall APPR rating. If the principal does not respond to the

appeal, the teacher's overall APPR rating shall be modified to a "Developing" rating.

   c. The above-described procedural appeal process is separate and distinct from, and in addition to, the appeal processes set forth in the Commissioner's Decision.

4. In the event a teacher receives an "Highly Effective" rating in both the State and Local Measures of Student Learning, and neither is based on Linked Measures or Group Measures, and in that year the teacher is rated "Ineffective" on Measures of Teaching Practice subcomponent, and this results in the teacher receiving an "Ineffective" overall APPR rating, the UFT may choose to appeal the rating to a three (3) member Panel consistent with the rules for Panel Appeals as described in Education Law § 3012-c (5-a) and the Commissioner's Decision. However, these appeals shall not be counted towards the 13% of "Ineffective" ratings that may be appealed pursuant to Education Law §3012-c (5-a)(d) and the Commissioner's Decision.

5. The Parties agree to meet each fall to review and discuss other types of anomalies in scoring and determine appropriate actions.

6. The DOE and UFT shall establish a Measures of Student Learning Central Committee consisting of an equal number of members selected by the DOE and the UFT (herein referred to as the "MOSL Central Committee"). The MOSL Central Committee shall convene within sixty (60) days after the ratification of this agreement by the UFT and each month thereafter. The MOSL Central Committee shall explore additional assessment options for the 2014-15 school year, which could include state-approved 3rd party assessments or existing assessments (e.g., Fitnessgram, LOTE exams), and review and approval by the Chancellor, which would be offered as non-mandated options for State and Local Measures. The MOSL Central Committee shall also examine the current range of options and discuss expanded options for the State and Local Measures of Student Learning including, but not limited to, subject-based assessments, the use of portfolios, project-based learning, and/or semi-annualized/term course assessments. The MOSL Central Committee will also examine potential changes to the Local Measures default each school year. The MOSL Central Committee shall propose expanded options for the 2015-16 school year and thereafter. Expanded options proposed by the MOSL Central Committee shall be implemented for the 2015-2016 school year and thereafter subject to review and approval by the Chancellor. All MOSL options for the 2014-15 school year and thereafter shall be shared with the MOSL Central Committee. The MOSL Central Committee shall review all MOSL options to determine which options shall be proposed to the Chancellor for approval. If members of the MOSL Central Committee cannot agree which options should be proposed to the Chancellor, the MOSL Central Committee members that are in disagreement may submit in writing to

the Chancellor their reasons for disagreement. The Chancellor shall have final decision-making authority.

7. There will be no State Measures default. Principals must make decisions for State Measures for all applicable grades/subjects in their school by the deadline. For the 2014-15 school year, the Local Measures default for all schools shall be a school-wide measure of student growth based on all applicable assessments administered within the building which are limited to NYC Performance Assessments, if developed by August 1 prior to the start of the school year, and/or state-approved 3rd party assessments (Chancellor must select by August 1 prior to the start of the school year), and/or state assessments. The DOE and UFT shall annually review the Local Measures default and discuss the possibility of altering the default. If agreement is not reached at the conclusion of each year, the default will be the same as that used in the 2014-15 school year.

8. All decisions of the School MOSL Committee (as defined in the Commissioner's Decision) must be recommended to the principal and the principal must 1) accept the recommendation (or opt for the Local Measures default) and 2) select the State Measures no later than ten (10) school days after the first day of school for students.

9. In the event that a school uses the goal-setting option for State or Local Measures, teachers must submit their proposed goals to their building principal or designee no later than November 1 of each school year absent extraordinary circumstances. The principal or designee must finalize teacher's goals no later than December 1 of each school year, absent extraordinary circumstances.

10. Teachers whose MOSL scores would have been subject to chart 2.11 or 3.13 of the Commissioner's Decision shall now be assigned points such that 85%-100% of students must meet or exceed targets for a teacher to be rated Highly Effective; 55%-84% of students must meet or exceed targets for a teachers to be rated Effective; 30%-54% of students must meet or exceed targets for a teacher to be rated Developing; and 0%-29% of students must meet or exceed targets for a teacher to be rated Ineffective.

Peer Validator

1. Except as modified herein, the Peer Validator shall replace the Independent Validator and fulfill all of the duties of and comply with the provisions applicable to the Independent Validator set forth in Education Law § 3012-c(5-a) and the Commissioner's Decision.

2. **Term:** The Peer Validator program shall be two (2) school years (2014-15 and 2015-16). At the end of the two years, the parties must agree to extend the Peer Validator program and in the absence of an agreement the parties shall revert to the Independent Validator process as set forth in Education Law § 3012-c(5-a) and the Commissioner's Decision.

3. **Selection:** A joint DOE-UFT committee composed of an

equal number of members from the UFT and the DOE (the "Selection Committee") shall be established to determine selection criteria and screen and select qualified applicants to create a pool of eligible candidates. The Deputy Chancellor of Teaching and Learning shall select all Peer Validators from the pool of all eligible candidates created by the Selection Committee. To be eligible to become a Peer Validator an applicant must have at least five (5) years teaching experience; be tenured as a teacher; have received an overall APPR rating of Highly Effective or Effective (or Satisfactory rating where applicable) in the most recent school year; and either be a teacher, a teacher assigned, an assistant principal with reversion rights to a tenured teacher position, or an education administrator with reversion rights to a tenured teacher position.

4. **Duties:** The term for a Peer Validator shall be for two (2) years. All Peer Validators shall work under the title of Teacher Assigned A and shall have the same work year and work day as a Teacher Assigned A as defined in the collective bargaining agreement. Peer Validators shall report to the Deputy Chancellor of Teaching and Learning or his/her designee. Peer Validators shall conduct observations consistent with the Commissioner's Decision and shall not review any evidence other than what is observed during an observation by the Peer Validator. All assignments are at the discretion of the DOE, however Peer Validators shall not be assigned to any school in which s/he previously worked. The parties agree to consult regarding Peer Validator assignments and workload. Peer Validators shall be reviewed and evaluated by the Deputy Chancellor of Teaching and Learning or his/her designee. The review and evaluation of a Peer Validator shall not be based in any way on whether the Peer Validator agrees or disagrees with the principal's rating. A Peer Validator may be removed from the position at any point during the program provided that both the DOE and UFT agree. Teachers who become Peer Validators shall have the right to return to their prior school at the end of their term as a Peer Validator.

5. **Compensation:** Peer Validators shall receive additional compensation in the amount of fifteen thousand dollars ($15,000.00) per year for the term of this agreement above the applicable teacher compensation in accordance with the collective bargaining agreement.

7. TEACHER LEADERSHIP POSITIONS

Article 11 of the Teachers' CBA shall be amended to add the following. In addition, the Section on Teacher Ambassador and applicable parts of the "General" Section shall be added to the CBAs for Guidance Counselors, Social Workers and School Psychologists.

The Union and DOE wish to create opportunities for exemplary teachers to remain in their title of teacher but to extend their reach and role through the establishment of Teacher Leadership positions including Master Teacher, Model Teacher, and Teacher Ambassador.

A joint UFT-DOE Committee will be established for the Teacher Leadership Initiatives. For the 2014-15 school year, the Joint Committee on Teacher Leadership Initiatives will begin meeting as soon as practicable to ensure a timely implementation of the Teacher Leadership Initiative. Thereafter, the Joint Committee on Teacher Leadership Initiatives will meet on a monthly basis or on another mutually agreeable basis to discuss policy aspects of the Teacher Leadership Initiative such as: the focus for Teacher Leadership work; identification and dissemination of best practices; professional development priorities and design; and research including focus groups and surveys to obtain feedback and ensure continuous improvement in implementation. The Joint Committee on Teacher Leadership Initiatives shall issue findings and proposed actions to the Chancellor and the UFT President.

Teacher Ambassador

Teacher Ambassadors are teachers and other educators who volunteer to participate and are selected to be assigned for one year (the "Ambassador Year") to a paired Education Exchange School. Education Exchange Schools are schools paired within a borough where there has been a determination of interest and value in the sharing of instructional best practices, initiatives, and strategies through the temporary exchange of classroom teachers. Schools will be paired together based on a variety of factors such as school level, geography, and capacity to benefit from shared experience and exchange with another school community.

The Chancellor will solicit recommendations for pairings from the broader education community and invite interested schools to submit a proposal. Interested schools will submit a proposal with a plan indicating the reasons schools wish to participate; evidence of consultation with the school community through the appropriate channels, e.g. the School Leadership Team; anticipated benefits to both schools, and plan for implementation. The DOE and UFT will jointly review the applications. The UFT will be consulted on Education Exchange School pairings before final designations are made. Education Exchange Schools will be selected by the Chancellor and the number of schools, if any, positions, and licenses will be at the discretion of the Chancellor. The Chancellor reserves the right to cancel the exchange for any pairing by notification to the UFT and affected parties by August 31.

During the Ambassador Year, in addition to classroom teaching responsibilities, the Teacher Ambassadors will be expected, consistent with the collective bargaining agreement ("CBA"), to support and engage in activities to promote the sharing, implementation and development of instructional best practices in both Exchange Schools. Teacher Ambassadors will have the same contractual rights and privileges as teachers except as set forth below.

Teacher Ambassadors shall receive additional compensation in the amount of $7,500 per year for the term of this agreement above the applicable teacher salary in accordance with the CBA.

Teacher Ambassadors will work an additional two days during the summer to be scheduled during the week preceding Labor Day and an additional two hours each month outside the normal workday, according to a schedule and plan set and approved by the Education Exchange School's principal.

For teachers serving as Teacher Ambassadors school seniority during and after the Ambassador year shall be considered to be continuous as if there is no change in schools.

Teaching program assignments shall be at the discretion of the Education Exchange School principal.

The Ambassador Year will be for one school year, e.g. September to June. During that time, the Teacher Ambassador will be assigned to the Exchange School. At the conclusion of the Teacher Ambassador year, the teacher will be assigned back to their home school (i.e., the school they were assigned to prior to the Ambassador Year). Teacher Ambassadors must commit to serve the full school year in the Exchange School and must commit to serve at their home school at the conclusion of their Teacher Ambassador year for a minimum of one additional school year. The Chancellor may waive these provisions in extraordinary circumstances.

Teacher Ambassadors will be selected in the following manner:

Postings will be developed jointly by the Exchange School principals in consultation with the UFT. The postings will delineate the teaching assignments in each school (e.g., grade level(s) and subject). Postings will require an Effective or Highly Effective rating (or Satisfactory rating where applicable) in the prior school year for eligibility. Selection will be made by both principals in accord with the selection criteria contained in the posting. Selections will be made by the end of the school year or as soon thereafter as possible.

Master Teacher

In addition to their duties as a teacher, Master Teachers will take on additional responsibilities to support the instructional practice of other teachers in their school. Master Teachers will work closely with school leadership on developing instructional capacity through activities such as coordinating school-based instructional support activities; leading study groups around standards, assessments, and instruction; serving in teacher leadership positions on school teacher teams; coaching and debriefing with teachers after classroom visits; assisting in the establishment of teachers' professional development goals; and modeling best practices in their classroom.

Master Teachers shall receive additional compensation in the amount of $20,000 per year for the term of this agreement above the applicable teacher salary in accordance with the CBA.

Master Teachers will work an additional three days during the summer to be scheduled during the week preceding Labor Day according to a schedule and plan set and approved by the superintendent. Master Teachers will also work an additional four hours each month during the school year outside the contractual workday according to a schedule created by the Master Teacher and approved by the principal.

Master Teachers will be relieved from a minimum of one teaching period each day and will use this time as well as their professional periods to perform responsibilities associated with their position as a Master Teacher.

The Master Teacher will carry out the additional responsibilities associated with his/her position as a Master Teacher during the contractual workday and the additional four hours per month according to a plan created by the Master Teacher and reviewed and approved by the principal on a monthly basis.

Participation by other teachers in activities involving the Master Teacher will be done in accordance with the CBA.

Master Teachers will be selected and assigned in the following manner.

A UFT-DOE Joint Selection Committee consisting of an equal number of members selected by the Chancellor and by the UFT President will be established to screen and select qualified applicants to create a pool of eligible candidates. Postings will require an Effective or Highly Effective rating (or Satisfactory rating where applicable) in the prior school year for eligibility. The Joint Selection Committee may choose to have a process whereby incumbent Master Teachers may be renewed in the eligible pool through a modified screening and selection process.

Unless otherwise agreed to by the parties, the Joint Selection Committee will post for the pool in the spring and conduct the screening and selection process by July 1. Final selections for candidates will be made by the conclusion of the Open Market. The Joint Selection Committee will agree to a process whereby, if necessary, additional vacancies that arise during the school year can be filled from qualified candidates.

Principals will make selections of Master Teachers only from the pool of eligible candidates selected by the Joint Selection Committee. Individuals in the pool selected by a principal are not obligated to accept an offer for a Master Teacher position.

The Master Teacher position will be for a term of one year.

Model Teacher

In addition to their duties as a teacher, Model Teachers will take on additional responsibilities to support the instructional practice of other teachers in their school through activities such as establishing a laboratory classroom in their own class-

room; demonstrating lessons; exploring emerging instructional practices, tools or techniques; and reflecting on and debriefing a visit from a colleague.

Model Teachers shall receive additional compensation in the amount of $7,500 per year for the term of this agreement above the applicable teacher salary in accordance with the CBA.

Model Teachers will work an additional two days during the summer to be scheduled during the week preceding Labor Day according to a schedule and plan set and approved by the superintendent. Model Teachers will also work an additional two hours each month during the school year outside the contractual workday according to a schedule created by the Model Teacher and approved by the principal.

Model Teachers will use their professional periods to perform responsibilities associated with their position as a Model Teacher. In elementary schools organized on a seven-period per day schedule, Model Teachers will be relieved of teaching for a minimum of two periods per week to perform responsibilities associated with their position as a Model Teacher. In elementary schools organized on an eight-period per day schedule, Model Teachers will be relieved of teaching for a minimum of one period per week in addition to their weekly professional period to perform responsibilities associated with their position as a Model Teacher. In addition to these two periods, Model Teachers in elementary schools may request that principals work with them to try to identify additional opportunities in the school day/year to perform responsibilities associated with the position.

The Model Teacher will carry out the additional responsibilities associated with their position as a Model Teacher during the contractual workday and the additional two hours per month according to a plan created by the Model Teacher and reviewed and approved by the principal on a monthly basis.

Participation by other teachers in activities involving the Model Teacher will be done in accordance with the CBA.

Model Teachers will be selected and assigned in the following manner:

A UFT-DOE Joint Selection Committee consisting of an equal number of members selected by the Chancellor and by the UFT President will be established to screen and select qualified applicants to create a pool of eligible candidates. Postings will require an Effective or Highly Effective rating (or Satisfactory rating where applicable) in the prior school year for eligibility. The Joint Selection Committee may choose to have a process where incumbent Model Teachers may be renewed in the eligible pool through a modified screening and selection process.

Unless otherwise agreed to by the parties, the Joint Selection Committee will post for the pool in the spring and conduct the screening and selection process by July 1 with final selections for candidates made by the conclusion of the Open Market. The Joint Selection Committee will agree to a process whereby, if necessary, additional vacancies that arise during the school year can be filled from qualified candidates.

Principals will make selections of Model Teachers only from the pool of eligible candidates selected by the Joint Selection Committee. Individuals in the pool selected by a principal are not obligated to accept an offer for a Model Teacher position.

The position will be for a term of one year.

General

Selection decisions for the position of Master Teacher, Model Teacher, and Teacher Ambassador (together, Teacher Leadership positions) shall not be grievable. This includes both the selection for the actual position by the principal or entry into the pool of qualified candidates as determined by the Joint Selection Committee.

Only tenured DOE teachers who have earned a rating of "Highly Effective," "Effective" or "Satisfactory," where applicable, in the prior school year will be eligible to serve in Teacher Leadership positions. A teacher earning any other rating is ineligible to continue to in the position. Additional criteria may be established by the Joint Selection Committee for each position. All DOE teachers, regardless of district, program or superintendency who meet the eligibility criteria, are eligible to apply.

Teachers selected for a Teacher Leadership position are expected to remain in that position for the entire school year. However, during the year should the teacher and principal mutually agree that a teacher will not continue in the Teacher Leadership position, the teacher will remain in the school as a teacher without the additional compensation or responsibilities associated with that Teacher Leadership position.

Should a teacher in a Teacher Leadership position be reassigned or go on a leave with pay he/she shall cease to earn the additional compensation.

Master Teachers and Model Teachers who have transferred from another school and who do not serve a second school year in the position or who by mutual agreement have ceased serving in the position during the school year, may at the end of the first school year return to the last school they served in provided there is a vacancy in their license area. If there is no vacancy then the teacher may return to the district/superintendency.

Other than the above provision, during or after the school year, any issue regarding a Teacher Leadership leaving their position and their school is subject to regular transfer procedures.

For the 2014-15 school year only, should the Chancellor implement Education Exchange Schools with Teacher Ambassador positions, then the Master Teacher and Model Teacher positions must also be in effect.

No later than August 1, 2014, the Chancellor will determine,

at his/her sole discretion, whether or not the Master Teacher and Model Teacher positions will be in effect for the 2014-15 school year. The Chancellor's determination shall be final and not grievable. Should the Chancellor choose to have Master Teacher and Model Teacher positions, the DOE will ensure creation of the Master Teacher and/or Model Teacher positions by a minimum of forty (40) schools at each of the levels: elementary, middle and high. The Chancellor shall have the discretion to increase the number of schools above the minimums at each level in differing amounts.

By August 1, for every subsequent school year, the Chancellor will make a determination whether or not the Teacher Leadership positions will be available for schools for the upcoming school year. The Chancellor's determination shall be final and not grievable. If the Chancellor determines in his or her discretion that Teacher Leadership positions will be created for that school year, then the Chancellor will ensure that at least 20% of the schools that create Master Teacher and/or Model Teacher positions will be at each of the levels: elementary, middle and high.

Should the Chancellor determine by August 1st that there will be no Master Teacher or Model Teacher positions in effect for the upcoming school year, any teacher who has been selected for a transfer to a Master Teacher or Model Teacher position in a different school shall have the right to remain in their current school and the teacher shall be treated as if the transfer never occurred.

For purposes of this agreement K-8 schools including those that have pre-K programs shall be considered elementary or middle schools and grades 6-12 schools shall be considered middle or high schools.

The UFT and DOE agree to revisit the existing position in the collective bargaining agreement of "Lead Teacher" prior to the 2015-16 school year to determine if it should be continued, modified or converted into other Teacher Leadership positions set forth in this agreement.

For purposes of this "General" Section, the term "teachers" shall refer to teachers, guidance counselors, social workers and school psychologists with respect to Teacher Ambassador.

8. SEXUAL MISCONDUCT

The parties agree to revise the definition of sexual misconduct in Article 21 of the collective bargaining agreement covering teachers and corresponding articles of other UFT-BOE collective bargaining agreements as follows:

Definitions

For purposes of this subdivision "student" shall mean a student or any minor. Sexual Misconduct, as used herein, shall not be construed to include nonsexual touching or other nonsexual conduct.

A. Sexual Misconduct is behavior that is intended to initiate, create, foster or advance a romantic or sexual relationship by an employee with a student, whether physical, verbal, in writing or by electronic means, regardless of location. It includes:

i. Any sexual physical contact, or touching, without a legitimate purpose, including any act of sexual penetration with an object or body part;

ii. Exposing a student to drawings, photographs or other representations of a sexual nature, whether verbal, written, electronic or physical, without a legitimate purpose (this prohibition is not intended to preclude the use of depictions of nudity for legitimate purposes, for example, with reference to biology, health or art);

iii. Providing a gift to a student, making sexual or romantic comments or discussing sexual acts with a student, for the purpose of initiating, creating, fostering or advancing a romantic or sexual relationship.

B. Sexual Misconduct also includes:

i. Publishing, recreating or reproducing images of a sexual act involving a student;

ii. Any act of public lewdness, as defined in section 245.00 of the Penal Law, or exposure, as defined in section 245.01 of the Penal Law, directed at a student, that occurs on or off of school grounds;

iii. Possession or use of child pornography as defined by the Penal Law, unless the respondent can demonstrate that such possession was inadvertent;

iv. Serious or repeated verbal abuse, as defined in the Chancellor's regulations, of a sexual nature;

v. Any action involving the use of an imaging device that would constitute criminal conduct as defined under sections 250.40, 250.45 or 250.50 of the Penal Law;

vi. Inducing or attempting to induce incapacitation or impairment of a student for the purpose of having sexual intercourse, sexual contact or for the purpose of creating pornographic images or materials, regardless of whether sexual activity actually takes place; and

vii. Any action that would constitute criminal conduct under Article 130 of the Penal Law against a student.

9. EDUCATION LAW 3020-A MEDIATION & ARBITRATION

Mediation

1. In an effort to reduce a backlog of Education Law §3020-a cases the Board (DOE) and UFT shall meet to determine which §3020-a cases charged on or before June 30, 2014, shall be subject to mediation as set forth below. The parties shall commence mediation on or about, July 1, 2014.

2. The DOE and UFT shall agree on the number of neutrals to function as mediators. Neutrals shall mediate six (6) cases per day.

3. The employee (and the employee's representative, if any) and a representative of the DOE with authority to negotiate settlement agreements (subject to final supervisory approval) shall meet with the mediator. The mediator shall work informally to assist the charged employee and the DOE in reaching, if possible, a voluntary, negotiated resolution of the Education Law §3020-a charges. The mediator shall not decide the merits of the charges or impose a decision. No mediator shall be compelled to or voluntarily disclose (including in any subsequent proceedings under §3020-a of the Education Law) any information learned during mediation.

4. The DOE and UFT shall share equally all costs associated with the mediation.

Hearing Officers

1. The parties agree to seat a minimum of 25 hearing officers to hear all §3020-a cases. Should the parties fail to agree on the number of hearing officers by April 30th of preceding given school year and/or the Panel on which they will serve, either the DOE or UFT shall submit the matter to the Fact-Finding Panel consisting of Martin F. Scheinman, Howard Edelman, and Mark Grossman for binding arbitration to determine the number of hearing officers and/or the Panel on which they will serve that will sit for §3020-a cases the following school year. For the 2014-15 school year the parties have agreed to seat 25 hearing officers to hear §3020-a cases.

2. To select hearing officers, the parties shall, each year, following April 30th, exchange in good faith lists of no fewer than 10 hearing officers for consideration every other week. If the full panel is not seated by October 15th of that school year the DOE or UFT may request the Fact-Finding Panel consisting of Martin F. Scheinman, Howard Edelman, and Mark Grossman select the remaining hearing officers, subject to an individual hearing officer's agreement to serve, necessary to complete the panel of §3020-a hearing officers.

Teacher Performance Unit – Hearing Officer Dates

Hearing officers serving on the competence panel must agree to provide five (5) hearing dates (as defined in Article 21(G)(2)(a) of the Teachers' Collective Bargaining Agreement) per month for the months of September through June and two (2) hearing dates per month for the months of July and August.

10. DOE CALENDAR – EMERGENCY CLOSINGS

Article 6C of the Teachers' CBA and corresponding Articles of the other UFT-BOE CBAs shall be as amended to add the following:

The Board of Education ("DOE") and UFT recognize that due to emergency conditions (including, but not limited to snow closings) there may be situations where the DOE may fall short of the minimum number of instructional days required annually by the Education Law.

Prior to opening of each school year, the DOE and UFT agree to jointly determine those vacation days during designated recess periods which shall be used in the event that there is a need to make up days in order to meet the statutory minimum and the order in which such days would be used.

In no event shall the number of make-up days exceed the number needed to meet the minimum required by the Education Law.

11. USE OF SICK DAYS FOR ILL FAMILY MEMBERS

Revise Article 16(A)(11) of the Teachers' collective bargaining agreement and corresponding provisions of other UFT-DOE collective bargaining agreements to provide that employees will be allowed to use up to three (3) sick days per year for the care of ill family members.

12. DISCIPLINE FOR AUTHORIZED ABSENCES

Amend all UFT-DOE collective bargaining agreements to add the following:

No employee shall be disciplined, adversely rated or have any derogatory material placed in his/her file for taking an approved sabbatical for restoration of health, approved unpaid leave for restoration of health or a central DOE approved paid leave. Discipline for time and attendance is not a reflection of the employee's performance while at work.

13. RETURN FROM LEAVE OF ABSENCE

Amend Article 16E of the Teachers' CBA to add a new subsection 3:

Commencing with the beginning of the 2014-15 school year, employees on leaves of absence, for one school year or semester, through the end of the school year, must notify the DOE's Chief Executive Officer of the Division of Human Resources or his/her designee in a manner prescribed by the DOE on or before May 15th of their intent to either return to service or apply to extend their leave of absence for the following school year. Failure to comply with this deadline shall be deemed as a voluntary resignation from the DOE, except in cases where it can be demonstrated that special circumstances prevented the employee from notifying the DOE.

Notwithstanding this notification given to the Board (DOE), prior to the commencement of the school year an employee may return to service or apply to extend his/her leave if he/she can demonstrate relevant circumstances materially changed after May 15th provided that the employee acts expeditiously following the change in circumstances. An application to extend a leave made under these circumstances shall be granted under the same circumstances as one made on or before May 15th.

An employee on leave for a restoration of health shall be required to notify the DOE's Chief Executive Officer of the Division of Human Resources or his/her designee, in a manner prescribed by the DOE on or before May 15th, of his/her

medical status and any plans, if known, as to whether he or she intends to return to work the following school year. Failure to notify the DOE in writing by May 15th shall be deemed as a voluntary resignation from the DOE, except in cases where it can be demonstrated that special circumstances prevented the employee from notifying the DOE.

Whether special circumstances prevented an employee from notifying the DOE on or before May 15th, relevant circumstances materially changed after May 15th, or an employee acted expeditiously shall be subject to the grievance procedure, including binding arbitration.

14. NURSES

The parties agree that nurses are entitled to a 30-minute uninterrupted lunch period. Nurses in single-nurse schools whose lunch period is interrupted due to a medical emergency shall have their entire 30-minute lunch period rescheduled by their supervisor between the hours of 11:30 and 2:30. Should a nurse not be able to take a complete 30-minute uninterrupted lunch period during those hours, the nurse shall be entitled to one-half of his/her hourly rate of pay provided the nurse submits documentation to his/her supervisor in a timely manner with the relevant information about the medical emergency.

15. SCHOOL PSYCHOLOGISTS AND SOCIAL WORKERS PER SESSION

For Side Letter:

"This letter shall serve as the DOE's acknowledgment of Article 23.A.13 of the School Social Workers and Psychologists CBA. School Psychologists will have up to 20 hours of per session work per year available to them with supervisor approval only as to scheduling (which approval shall not be unreasonably denied) in order to assist in allowing them to fulfill their case management duties, without the necessity of posting such work."

16. ABSENT TEACHER RESERVE

For purposes of this agreement, ATRs shall be defined as all UFT-represented school based titles in excess after the first day of school, except paraprofessionals and occupational and physical therapists.

Severance Program

The employer shall offer a voluntary severance benefit (the "Severance Program") to ATRs who volunteer to resign/retire and who execute an appropriate release in a form prescribed by the Board (DOE) and subject to legal requirements.

The period during which ATRs may volunteer to separate from the DOE in accordance with the terms of the Severance Program shall commence on the 30th day and shall terminate at 5 p.m. on the 60th day following the Union's ratification of this Agreement.

Other than employees who have agreed in writing to resign from the DOE, employees who are ATRs as of June 1, 2014 who volunteer for the Severance Program shall receive a severance payment according to the following schedule:

> One (1) week of pay for ATRs with three (3) years of service or more, but less than four (4) years of service, as of the date of ratification of this Agreement.

> Two (2) weeks of pay for ATRs with four (4) years of service or more, but less than six (6) years of service, as of the date of ratification of this Agreement.

> Three (3) weeks of pay for ATRs with six (6) years of service or more, but less than eight (8) years of service, as of the date of ratification of this Agreement.

> Four (4) weeks of pay for ATRs with eight (8) years of service or more, but less than ten (10) years of service, as of the date of ratification of this Agreement.

> Five (5) weeks of pay for ATRs with ten (10) years of service or more, but less than twelve (12) years of service, as of the date of ratification of this Agreement.

> Six (6) weeks of pay for ATRs with twelve (12) years of service or more, but less than fourteen (14) years of service, as of the date of ratification of this Agreement.

> Seven (7) weeks of pay for ATRs with fourteen (14) years of service or more, but less than sixteen (16) years of service, as of the date of ratification of this Agreement.

> Eight (8) weeks of pay for ATRs with sixteen (16) years of service or more, but less than eighteen (18) years of service, as of the date of ratification of this Agreement.

> Nine (9) weeks of pay for ATRs with eighteen (18) years of service or more, but less than twenty (20) years of service, as of the date of ratification of this Agreement.

> Ten (10) weeks of pay for ATRs with twenty (20) years of service or more, as of the date of ratification of this Agreement.

For purposes of this Severance Program, one week of pay shall be defined as 1/52nd of an ATR's annual salary.

In the event that any ATR who volunteers to participate in the Severance Program returns to service with the DOE, the ATR shall repay the severance payment received pursuant to the above within six (6) months of the ATR's hiring to such position, through payroll deductions in equal amounts. This repayment provision shall not apply to ATRs who return to work as day-to-day substitute teachers.

Interviews

During the period September 15, 2014 through October 15, 2014 (and during the same period in each subsequent year to the extent this ATR Program is continued as set forth below), the employer will arrange, to the greatest extent reasonably possible, for interviews between ATRs and schools with applicable license-area vacancies within the district or borough to which the ATR is assigned. After October 15, ATRs may con-

tinue, at the DOE's discretion, to be sent to interviews within the district or borough for applicable license-area vacancies. An ATR that declines or fails to report to an interview, upon written notice of it, two or more times without good cause shall be treated as having voluntarily resigned his/her employment.

When an ATR is selected by a principal for a permanent placement in either the district or borough, the ATR shall be assigned to fill the vacancy in his/her license area, be placed on the school's table of organization and take his/her rightful place in seniority order. Schools may continue to hire ATRs on a provisional basis consistent with existing agreements between the parties. An ATR that fails to accept and appear for an assignment within two (2) work days of receiving written notice of the assignment without good cause shall be treated as having voluntarily resigned his/her employment.

Any school that selects an ATR for a permanent placement will not have that ATR's salary included for the purpose of average teacher salary calculation.

ATRs in Districts 75 and 79 shall be sent for interviews only in the same borough, within their respective district, as the school to which they were previously assigned.

ATRs in BASIS shall be sent for interviews only in the same borough as the school to which they were previously assigned.

Assignments of ATRs

After October 15, 2014, ATRs, except those who have been penalized (as a result of a finding of guilt or by stipulation) in conjunction with §3020-a charges with a suspension of 30 days or more or a fine of $2,000 or more, will be given a temporary provisional assignment to a school with a vacancy in their license area where available. The DOE, at its sole discretion, may choose to assign ATRs to a temporary provisional assignment who have been penalized (as a result of a finding of guilt or by stipulation) in conjunction with §3020-a charges with a suspension of 30 days or more or a fine of $2,000 or more.

The DOE shall not be required to send more than one ATR at a time to a school per vacancy for a temporary provisional assignment. These assignments will first be made within district and then within borough. For purposes of the ATR Program, ATRs shall also be given temporary provisional assignments to cover leaves and long term absences within their license area within district and then within borough. ATRs in Districts 75 and 79 shall be given temporary provisional assignments only in the same borough within their respective district as the school to which they were previously assigned.

All temporary provisional assignments for an ATR in BASIS will be within the same borough as the school to which they were previously assigned.

It is understood that at any time after a temporary provisional assignment is made, a principal can remove the ATR from this assignment and the ATR will be returned to the ATR pool and be subject to the terms and conditions of employment then applicable to ATRs pursuant to the parties' collective bargaining agreement(s).

If a principal removes an ATR from an assignment to a vacancy in his/her license area because of problematic behavior as described below and the ATR is provided with a signed writing by a supervisor describing the problematic behavior, this writing can be introduced at an expedited §3020-a hearing for ATRs who have completed their probationary periods, as set forth below.

If, within a school year or consecutively across school years, two different principals remove an ATR who is on a temporary provisional assignment to a vacancy in his/her license area for problematic behavior and provide the ATR with a signed writing describing the problematic behavior, the ATR shall be subject to discipline up to and including discharge as provided below. The ATR will be returned to the ATR pool pending completion of the expedited ATR §3020-a procedure set forth below.

An ATR who has been placed back in the ATR pool will be in the rotation to schools unless he/she is again offered a temporary provisional assignment at another school. Rotational assignments or assignments to a school (as opposed to a vacancy in his/her license area) shall not form the basis of an incident of problematic behavior as described herein.

To the extent that the provisions of this section conflict with the provisions of the Memorandum of Agreement dated June 27, 2011, the provisions of this section shall govern.

ATR §3020-a Procedure

If, within a school year or consecutively across school years, an ATR has been removed from a temporary provisional assignment to a vacancy in his/her license area by two different principals because of asserted problematic behavior, a neutral arbitrator from a panel of arbitrators jointly selected for this purpose (the panel presently consisting of Martin F. Scheinman, Howard Edelman and Mark Grossman) shall convene a §3020-a hearing as soon as possible.

Based on the written documentation described above and such other documentary and/or witness evidence as the employer or the respondent may submit, the hearing officer shall determine whether the ATR has demonstrated a pattern of problematic behavior. For purposes of this program, problematic behavior means behavior that is inconsistent with the expectations established for professionals working in schools and a pattern of problematic behavior means two or more instances in a vacancy in the ATR's license area of problematic behavior within a school year or consecutively across school years. Hearings under this provision shall not exceed one full day absent a showing of good cause and the hearing officer shall issue a written decision within 15 days of the hearing date.

The parties agree that in order to accomplish the purpose of establishing an expedited §3020-a process, the following shall serve as the exclusive process for §3020-a hearings for ATRs that have been charged based on a pattern of problem-

atic behavior in accordance with this agreement.

- The ATR shall have ten (10) school days to request a hearing upon receipt of the §3020-a charges;

- At the same time as the ATR is charged, the Board (DOE) will notify the UFT as to where the ATR is assigned at the time charges are served;

- The employer shall provide the Respondent all evidence to be used in the hearing no more than five (5) school days after the employer receives the Respondent's request for a hearing;

- Within five (5) school days of receipt of the employer's evidence, the Respondent shall provide the employer with any evidence the Respondent knows at that time will be used in the hearing;

- The hearing shall be scheduled within five to ten (5-10) school days after the exchange of evidence is complete;

- The hearing time shall be allocated evenly between the parties, with time used for opening statements, closing statements and cross-examination allocated to party doing the opening statement, closing statement or cross-examination and with time for breaks allocated to the party requesting the break;

- The hearing officer shall issue a decision within 15 days of the hearing date.

For the purposes of charges based upon a pattern of problematic behavior under this section only, if the DOE proves by a preponderance of the evidence that the ATR has demonstrated a pattern of problematic behavior the hearing officer shall impose a penalty under the just cause standard up to and including discharge.

All hearing officer fees in excess of the SED rate shall be shared equally by the parties.

It is understood that allegations of conduct which would fall within the definition of sexual misconduct or serious misconduct as defined in the applicable collective bargaining agreements shall be addressed through the existing process in Article 21(G) of the Teachers CBA and corresponding articles of other UFT-BOE CBAs.

Term

This agreement with respect to the absent teacher reserve (referred to above as the "ATR Program") shall run through the end of the 2015-16 school year. At the end of that term, the parties must agree to extend the ATR Program and absent agreement, the parties shall return to the terms and conditions for ATR assignment as they exist in the 2007-2009 collective bargaining agreement(s) and memoranda of agreement entered into prior to ratification of this Agreement.

The parties agree and understand that the due process protections provided in this provision shall modify the provisions of Education Law § 3020-a and any other agreements between the parties.

17. HARD TO STAFF SCHOOL DIFFERENTIAL

In order to promote teacher retention and recruitment to high need schools which have staffing challenges, teachers who work and remain at designated Hard to Staff schools will be eligible to receive a Hard to Staff school annual salary differential. For each school year, the Chancellor shall have the sole discretion to determine the Hard to Staff schools that will be eligible and the amount of the differentiated compensation. The Chancellor will consult with the UFT prior to designating schools and the differential amount. The determinations as to the schools and amounts shall be final and not grievable. All teachers serving in these Hard to Staff designated schools, including transfers and new hires, shall be eligible to receive the same annual salary differential except as delineated below. The differential shall be paid in a lump sum by October 31 of the following school year. To receive the differential, teachers must have earned a rating of "Highly Effective", "Effective", or "Developing", or Satisfactory where applicable, and be in active service in, or be on an approved leave from, the designated Hard to Staff school at the time the lump sum payment is made in the fall of the following school year. Teachers who serve less than five months of cumulative active service at the school are not eligible to receive the differential. Teachers serving greater than five months but less than the full year shall receive a pro-rata share of the differential.

18. ARBITRATION DATES

Article 22C of the Teachers' CBA and corresponding Articles of the other UFT-BOE CBAs shall be amended to add the following:

The total number of arbitration dates shall be increased from 175 to 200 dates per year.

19. PROGRESSIVE REDESIGN OPPORTUNITY SCHOOLS FOR EXCELLENCE (PROSE)

Amend all UFT-BOE Collective Bargaining Agreements to add:

1. Mission

a. To achieve success and outstanding results through a truly collaborative environment for all schools at all levels among the key stakeholders responsible for educating New York City's schoolchildren – teachers and other school-based staff, principals, and parents.

b. To build this Partnership on a basis of collaboration and mutual respect that empowers school-based staff (including administrators) and enables students to learn, thrive, and achieve mastery.

c. To treat instructional staff as professionals by empowering them and holding them responsible for providing the highest quality of teaching.

d. To foster continuous innovation in the way that labor and management, principals, supervisors, and teachers and other school-based staff share information, share deci-

sion-making, and share accountability for student achievement and sound educational outcomes.

e. To empower school-based staff to embrace new ways of teaching children, even if this means modifying certain existing regulations and work rules. This includes reexamining current instructional practice, such as the school day and school year, student assessment, evaluation, and class size.

f. To leverage technology in instruction to engage students and improve professional development. This Partnership will use technology to improve the assessment of student learning, workforce engagement, and parent satisfaction.

g. To use joint training and labor-management facilitators.

h. To give existing schools the opportunity and flexibility to change certain rules and challenge the traditional way of doing things – provided they meet specific, measurable performance targets.

i. To demonstrate creativity and innovation in the pursuit of educational excellence.

2. Joint PROSE Panel.

a. Upon ratification of the successor collective bargaining agreements to the 2007-2009 collective bargaining agreements, a collaborative, decision-making Panel made up of an equal number of members selected by the UFT President and the Chancellor will invite school teams of UFT-represented employees and CSA-represented administrators to submit proposals for five years long for participation in the PROSE program where schools with real educator voice and decision making input and/or authority are permitted to design schools that work best for the students and communities they serve.

b. The program will begin as soon as practicable, consisting of a mix of high- and low achieving schools, and a mix of elementary, middle, and high schools.

c. The Panel will set a goal of implementing 200 PROSE Program schools over the next five years that will be overseen and report into the office of the Senior Deputy Chancellor.

d. Proposals will be for a maximum of five years. The Panel may end a school's participation in the program only if the school is not succeeding.

3. How the Joint Panel screens and evaluates proposals.

a. Proposals will be screened based on the extent to which they demonstrate:

i. Partnership between UFT-represented employees and CSA-represented administrators in decision-making;

ii. A proven record of previous collaboration and success (which includes, but is not limited to, academic success on assessments);

iii. Creativity and flexibility in modifying DOE-regulations and CBA provisions as specified in paragraph (x) of this subsection;

iv. A school community where many voices are listened to;

v. Strong buy-in from both UFT-represented employees and CSA-represented administration;

vi. A commitment to capacity-building and sustainability from the Board (DOE), UFT and CSA;

vii. Jointly-designed and job-embedded professional development and training;

viii. A five year commitment to the proposal;

ix. Measurable, reportable performance targets (defined more broadly than academic success on assessments). If any school does not meet its targets, the panel may take away its PROSE status at the end of five years or sooner;

x. Proposals may (but do not have to) include changes to articles of the Teachers' CBA and corresponding articles of other UFT-DOE CBAs that relate to (i) configuration of the existing work hours and/or work year (Article 6), including extending the school day and/or year, provided there is no diminution of annual salary; (ii) programs, assignments and teaching conditions in schools and programs (Article 7); professional support for new teachers (Article 8G); (iii) evaluation; (iv) professional development assignments and positions (Article 11 IV); (v) working conditions of per session teachers (Articles 15C2 and 15C4); (vi) Step 1 of the grievance process (Article 22B1a); and (vii) transfers to the school (Article 18A, paragraph 1, sentence 2). The Chancellor and UFT President may agree to other articles of the Teachers' CBA that schools may propose to change. Proposals may (but do not have to) include modifications to Chancellor's Regulations except those affecting student safety or implementing state and federal laws and regulations.

b. Proposals must include:

i. Evidence of the school's current success, or if a group, at least one school in the group's success in providing a quality education to students. The Panel will consider multiple measures of success, not only academic measures. Schools that serve high-need students and schools without screened or selective admissions are especially encouraged to apply.

ii. A list of the types of innovative, teacher-led practices that the school currently uses or is planning to use to promote student success. Examples could include: school-based staff selection procedures, UFT-represented employee representation on and powers of current school committees that positively influence the quality of instruction delivered to students, School-Based options for scheduling or other policies;

iii. A specific description of how the school intends to use the contractual and regulatory flexibility of the PROSE program to provide employees with decision-making input and authority in the school and build on its successes during the duration of the plan. As part of their proposals, schools may choose to establish committees consisting of key school-based stakeholders to examine resource allocation, schedules, curriculum, technology, professional development, hiring, and parent engagement.

vi. A proposed budget for the initial year, including both current budgetary resources and any requested supplementary funds. No such supplemental funds are guaranteed. The UFT and DOE will commit to pursuing additional outside funding to support innovative school plans, where feasible. The PROSE program is not contingent on securing additional outside funding.

v. A mechanism for PROSE Program schools to regularly report their progress to the Panel including, but not limited to, annual goals and budgets.

4. How a school becomes a PROSE Program School.

a. Applying schools must submit a proposal which has been approved by the School Leadership Team of their school.

b. To be accepted, the UFT and DOE Panel members must agree to accept the proposal and allow a school's participation in the PROSE program. Once approved by the Panel (including any required revisions), a proposal is submitted to the school for adoption.

c. The proposal may be implemented only upon ratification by sixty-five percent of all those UFT-represented employees voting and acceptance by the school's principal. Proposals may also be modified by the same ratification and approval process set forth in this subsection 4.

d. UFT-represented employees who wish to transfer out of a school that has been approved to participate in the PROSE program may do so on the same basis as similarly situated employees, with the exception that teachers who wish to transfer out of the school for the 2014-15 school year may do so by October 15th without Principal release if they find another position in accordance with the applicable CBA.

e. If accepted and approved as provided herein, the UFT, DOE and the applying school will implement the proposal as approved.

f. Individual schools or groups of schools may apply; however, preference will be given to groups of schools which demonstrate a mix of types of schools. Where a group of schools apply, each school in the group must ratify the proposal by 65%, as provided herein, in order to participate.

g. Participation in the PROSE program can be renewed at the expiration of the initial proposal term, in accordance with the Panel's approval, and with ratification by sixty-five percent of school's staff, and approval by the school's prin-

cipal, 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.

DIVISION OF FINANCE
52 Chambers Street, New York, NY, 10007

SCHOOL ALLOCATION MEMORANDUM NO. 41, FY 2016

DATE: June 11, 2015

TO: Community Superintendents
High School Superintendents
Borough Field Service Center Teams
School Principals

FROM: Raymond J. Orlando, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

In September 2011, the federal government announced an ESEA regulatory initiative, inviting states to request flexibility regarding specific requirements of the No Child Left Behind Act (NCLB) of 2001 in exchange for state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The **New York State Education Department (NYSED) received approval from the U.S. Department of Education (USDOE) for its flexibility waiver request**, authorizing New York State to revise its accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes. For additional information regarding specific provisions waived please visit: http://www.p12.nysed.gov/esea-waiver/

The waiver replaces the previous identification system and categories (Persistently Lowest-Achieving, Restructuring, Corrective Action, In Need of Improvement, In Good Standing, Rapidly Improving, and High Performing) with the new categories of Priority Schools, Focus Districts and Focus Schools, Local Assistance Plan Schools, and Reward Schools.

Effective 2012-13 through 2014-15 (with a renewal request submitted by NYSED to USDOE for 2015-16), the new system introduces more realistic performance targets and puts greater emphasis on student growth and college- and career-readiness, which aligns with the Chancellor's priorities.

The ESEA waiver grants flexibility in the following areas:

- o   2013-14 Timeline for All Students Becoming Proficient

- o   School and District Improvement Requirements

- o   Highly Qualified Teacher Improvement Plans

- o   Schoolwide Program (SWP) Eligibility

- o   Use of School Improvement Grant (SIG) Funds

- o   Twenty-First Century Community Learning

- o   Determining Annual Yearly Progress (AYP) for each school and district (optional)

- o   Rank Order

- o   Supplementary Educational Services (SES)

This flexibility allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes. It also **releases all Title I schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates,** though schools must continue to meet the Highly Qualified Teachers Federal mandates.

Allocation and Requirements

As per the ESEA Flexibility waiver, funds are to be reserved for Priority and Focus schools in support of allowable programs and activities approved by NYSED. The Title I reserve is based on the Title I borough appropriation, the number of identified schools in need of improvement as per NYSED's 2014-2015 accountability designation, and the resulting borough percentages that range from 5% to 8%. Four of the five boroughs were identified as having a need under the new regulation, and the per capita for each borough will remain the same as last year.

Borough	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Per Capita	$277.96	$242.33	$257.86	$281.96	N/A

Reserves for non-Title I Priority and Focus schools will be based on their poverty count as per the Title I Allocation School Memorandum #8 and the above borough per capita. The allocation must support programs and activities detailed in the School Comprehensive Educational Plan (SCEP), and the allowable activities that appear in Appendix A. Schools will also need to identify the allowable activities with each item scheduled in Galaxy, as indicated in more detail below.

School Comprehensive Educational Plan (SCEP)

All Priority and Focus Schools are required to develop a School Comprehensive Educational Plan (SCEP). The SCEP is aligned with the [Framework for Great Schools](#) and the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) and will inform the District Comprehensive Improvement Plan (DCIP).

The required school plans should be based on the findings and recommendations contained in the most recent NYSED Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, and other needs assessments.

Parent Engagement

Priority and Focus schools will receive an additional 1% of the Title I allocation for parent engagement activities. The 1% Priority and Focus Engagement set-aside is in addition to their parent involvement set-aside that is described in [Title I School Allocation Memorandum No. 8](#).

The primary objective of this additional set aside is to enable greater and more meaningful parent participation in the education of their children. New York State Education Department (NYSED) in consultation with the New York Comprehensive Technical Assistance Center has identified

Partnership Standards for School and Families which is aligned with the National PTA Standards for effective Parent Engagement. Based on these consultations, NYSED has created a menu of allowable activities to meet the set-aside requirements, which focus on:

- Fostering Communication: School and families engage in an open exchange of information regarding student progress, school-wide goals and support activities.

- Encouraging Parent Involvement: Parents have diverse and meaningful roles in the school community and their children's achievement.

- Creating Welcoming Schools: Creating a welcoming, positive school climate with the commitment of the entire school community.

- Partnering for School Achievement: School engages families in setting high expectations for students and actively partners with parents to prepare students for their next level.

- Collaborating Effectively: School community works together to make decisions about the academic and personal growth of students through school-wide goals. School fosters collaborations with community-based organizations to create a vibrant, fulfilling environment for students and families.

These Partnership Standards are also consistent with the sixth tenet of Family and Community Engagement of the Diagnostic Tool for School and District Effectiveness (DTSDE) and the Framework for Great Schools Element for Strong Family and Community Ties.

Public School Choice

Public School Choice is required for all Priority and Focus Schools. School districts must provide all students in identified schools with the option to transfer to another public school in good standing, and provide/pay for transportation to the receiving schools. A child who transfers may remain in the receiving school until the child has completed the highest grade in that school.

Expanded Learning Time (ELT)

Consistent with its approved ESEA Flexibility Waiver, NYSED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. NYSED describes ELT activities as enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready.

NYSED's standards for approval of an ELT program in a Priority School are as follows:

- The program must ensure the integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

- The program must offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.

- The program must actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

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

- Instruction in any core academic subject offered in the program must be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- The ELT program may be either voluntary or compulsory. However, if the program is voluntary, its goal must be to serve at least fifty percent of eligible students.

- In Priority Schools that receive School Improvement Grant (SIG) or School Innovation Grant (SIF) funding, an ELT program that is voluntary must be offered to all students with the goal of serving at a minimum fifty percent (50%) of students.

- In Priority Schools that do not receive SIG or SIF funding, an ELT program that is voluntary must be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving at a minimum fifty percent (50%) of AIS-eligible students.

Important Notes and additional Information:

- **ELT Program Description:** All Priority Schools and Renewal Schools must complete the ELT Program Description section of their SCEP or RSCEP (Section VII) to demonstrate how they are meeting these requirements.

- **Supplemental Educational Services (SES):** As of FY 2012, the NYCDOE will no longer provide Supplemental Educational Services (SES). Priority Schools may choose to provide academic remediation or ELT from an array of contracted vendors. If a school chooses to contract with a vendor to provide ELT, they can use the Multiple Task Award Contract (MTAC) utility to get an appropriate vendor based on their needs.

Galaxy Requirements

As Priority and Focus funds are scheduled, schools will need to select one of the activity descriptions using "Program" drop-down field in Galaxy. This will demonstrate compliance with allowable activities, as described in **Appendix A: List of Galaxy Program Dropdown and Priority and Focus (PF) Allowable Activities**. The scheduling of funds must be aligned with the corresponding goals and action plans for each Framework for Great Schools element as detailed in the SCEP.

As Title I appropriations do not include increases for collective bargaining, tax levy funds will be provided for staff rolled over in Galaxy to FY 2016, and for per session, per diem, prep coverage and F status services scheduled in Galaxy in FY 2015 as of April 20, 2015. Funding for collective bargaining will be placed in the **TL CB School Staff** allocation category. Refer to SAM #39 for details.

The Priority and Focus School allocations, applicable to your school, will be placed in Galaxy in the using the allocation categories (AC) listed below and must be scheduled based on the Galaxy requirements associated with the AC:

Allocation Categories	Galaxy Requirements
Title I Priority/Focus SWP	Total amount tag using PF Program dropdown equals allocated amount using various fund sources that are conceptually consolidated.
Title I Priority/Focus TA **Priority/Focus Schools (Non-Title I)**	Title I Priority/Focus TA and Priority/Focus Schools (Non-Title I) – funds must only be used for P and F allowable activities and tag using P and F Program dropdown
Priority/Focus Parent Engagement Schools	Total amount tag using only allowable activities for PF Framework for Great City Schools Elements for Strong Family and Community Ties

Click here to download a copy of the School Allocation Memorandum.

Attachment:

Table 1 – Priority and Focus School Allocation Summary   (click here for a downloadable Excel file)

RJO: bf

C: Sharon Rencher

Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
Framework for Great Schools Element: Rigorous Instruction (w/DTSDE Tenet SOP References)	
3.2 – Enacted curriculum 3.3 – Units & lesson plans 3.4 – Teacher collaboration 3.5 – Use of data: Curriculum development & support 4.2 – Instructional Practices & strategies 4.3 – Comprehensive plans for teaching 4.4 – Classroom environment & culture 4.5 – Use of data: Instructional practices & decisions AIS – Academic Intervention Services (during the school day) ELT – Expanded Learning Time (academic intervention & enrichment activities)	• Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes • Costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development. • Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services. • Professional development for teachers (and their principals/instructional supervisors) who will implement CTE courses in which increased percentages of historically undeserved students will enroll. • Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. • Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll. • Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary

institutions and P-12 systems.

- Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.

- Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.

- Costs associated with professional development and planning for teachers (and their principals/ instructional supervisors) and state approved partner organizations who will implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs.

- Costs associated with implementing ELT programs that improve student academic, social, and emotional outcomes, in which increased percentages of historically underserved students will enroll.

Framework for Great Schools Element: Supportive Environment (w/DTSDE Tenet SOP References)	
5.2 – Systems & partnerships 5.3 – Vision for social, emotional developmental health 5.4 – Safety 5.5 – Use of data: Student social & emotional development ELT – Expanded Learning Time (student social & emotional support, including CBO partnerships)	• Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement scientifically based behavior management programs. • Costs associated with implementing ELT programs that improve student, social, and emotional outcomes, in which increased percentages of historically undeserved students will enroll.
Framework for Great Schools Element: Collaborative Teachers (w/DTSDE Tenet SOP References)	
3.2 – Enacted curriculum 3.3 – Units & lesson plans 3.4 – Teacher collaboration 3.5 – Use of data: Curriculum development & support 4.2 – Instructional Practices & strategies 4.3 – Comprehensive plans for teaching 4.4 – Classroom environment & culture 4.5 – Use of data: Instructional practices & decisions	• Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes • Costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development. • Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to

	Intervention (RtI) that are aligned with academic intervention services.
	• Professional development for teachers (and their principals/instructional supervisors) who will implement CTE courses in which increased percentages of historically undeserved students will enroll.
	• Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	• Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	• Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems.
	• Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	• Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.
Framework for Great Schools Element: Effective School Leadership (w/DTSDE Tenet SOP References)	
2.2 – School leader's vision 2.3 – Systems and structures for school development 2.4 – School leader's use of resources 2.5 – Use of data: Teacher & mid-management effectiveness	• Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	• Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
	• Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.

Galaxy Program Dropdown and List of Priority and Focus Allowable Activities	
	• Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems.
Framework for Great Schools Element: Strong Family-Community Ties (w/DTSDE Tenet SOP References)	
6.2 – Welcoming environment 6.3 – Reciprocal communication 6.4 – Partnerships, shared decision making & responsibility 6.5 – Use of data: Family & community engagement	**Parent Engagement** activities are more open and flexible about the possible uses of funds. Funds do not have to be focused on greater parent involvement in the Title I/AIS program. Activities can range from welcoming all families into the school community to parent trainings that are more general in nature. ***What are <u>allowable</u> uses of the 1% Parent Engagement funds?*** • Parent trainings/workshops to assist them in helping their child succeed academically. • Literacy Zone Centers • Professional Development for school leaders and teachers related to working with and building effective parent partnerships. • Training for parents on working effectively with teachers to enhance student performance. • Training for parents on building supports for their children, including health and nutrition services. ***What are <u>non-allowable</u> uses of the 1% Parent Engagement funds?*** • Salaries for district or school personnel to be part of parent committees. • Charges for building usage (This should be part of district "off-the-top" expenses.) • Charges for custodial or security (This should be part of district "off-the-top" expenses.) • Charges for awards, certificates, district or school labeled paraphernalia (e.g., T-Shirts, Book bags, stickers, etc.) • Salaries or stipends for parents to participate on district or school committees. • District only sponsored events and activities. Parents, school administrators, and school staff must be given an opportunity to determine what Parent Engagement activities are appropriate to their needs. Additional guidance and a comprehensive list of allowable activities for the Parent Engagement Set-Aside are available in the June 2013 Field Memo: http://www.p12.nysed.gov/accountability/memos.html

School Allocation Memorandum No. 41, FY 2016
Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94MFSC	94MR03	01M015	41,138	0	0	1,093	42,231
94MFSC	94MR01	01M292	54,480	0	0	1,448	55,928
94MFSC	94MR03	01M332	18,067	0	0	480	18,547
94MFSC	94MR01	01M448	70,880	0	0	1,884	72,764
94MFSC	94MR01	01M509	73,659	0	0	1,958	75,617
94MFSC	94MR01	02M047	34,745	0	0	924	35,669
94AFSA	94AR02	02M303	83,944	0	0	2,231	86,175
94AFSA	94AR04	02M419	81,442	0	0	2,165	83,607
94AFSA	94AR04	02M459	76,161	0	0	2,024	78,185
94MFSC	94MR01	02M520	0	0	166,776	4,433	171,209
94MFSC	94MR01	02M529	135,367	0	0	3,598	138,965
94MFSC	94MR02	02M580	120,079	0	0	3,192	123,271
94MFSC	94MR02	02M625	59,761	0	0	1,588	61,349
94MFSC	94MR05	03M149	58,928	0	0	1,566	60,494
94MFSC	94MR05	03M208	38,358	0	0	1,020	39,378
94AFSA	94AR01	03M299	89,781	0	0	2,386	92,167
94MFSC	94MR02	03M415	89,503	0	0	2,379	91,882
94MFSC	94MR05	03M421	0	0	36,969	983	37,952
94AFSA	94AR02	03M860	0	0	74,493	1,980	76,473
94MFSC	94MR06	04M050	78,385	0	0	2,083	80,468
94MFSC	94MR06	04M375	78,941	0	0	2,098	81,039
94MFSC	94MR06	04M377	37,525	0	0	997	38,522
94MFSC	94MR06	04M381	36,135	0	0	960	37,095
94MFSC	94MR02	04M409	55,592	0	0	1,478	57,070
94MFSC	94MR06	04M825	65,321	0	0	1,736	67,057
94MFSC	94MR05	05M123	123,970	0	0	3,295	127,265
94MFSC	94MR06	05M194	42,806	0	0	1,138	43,944
94MFSC	94MR06	05M197	71,992	0	0	1,914	73,906
94AFSA	94AR02	05M685	20,569	0	0	547	21,116
94MFSC	94MR07	06M005	159,549	0	0	4,241	163,790
94MFSC	94MR07	06M115	137,312	0	0	3,650	140,962
94MFSC	94MR07	06M132	137,312	0	0	3,650	140,962
94AFSA	94AR02	06M346	147,319	0	0	3,916	151,235
94MFSC	94MR02	06M468	157,325	0	0	4,182	161,507
94MFSC	94MR07	06M528	51,979	0	0	1,382	53,361
94XFSC	94XR06	07X001	153,395	0	0	6,173	159,568
94XFSC	94XR06	07X029	162,603	0	0	6,544	169,147
94XFSC	94XR06	07X031	156,303	0	0	6,290	162,593
94XFSC	94XR06	07X154	82,635	0	0	3,325	85,960
94XFSC	94XR06	07X157	135,705	0	0	5,461	141,166
94XFSC	94XR06	07X161	102,990	0	0	4,145	107,135
94XFSC	94XR06	07X162	77,303	0	0	3,111	80,414

Priority and Focus School Allocations
Table 1

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

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94XFSC	94XR08	09X132	104,929	0	0	4,223	109,152
94XFSC	94XR08	09X145	76,819	0	0	3,091	79,910
94XFSC	94XR10	09X163	128,193	0	0	5,159	133,352
94XFSC	94XR10	09X219	68,095	0	0	2,740	70,835
94XFSC	94XR02	09X227	76,576	0	0	3,082	79,658
94XFSC	94XR10	09X230	34,896	0	0	1,404	36,300
94XFSC	94XR02	09X276	40,954	0	0	1,648	42,602
94XFSC	94XR08	09X303	66,398	0	0	2,672	69,070
94XFSC	94XR08	09X313	71,245	0	0	2,867	74,112
94XFSC	94XR08	09X323	99,840	0	0	4,018	103,858
94XFSC	94XR02	09X324	104,444	0	0	4,203	108,647
94XFSC	94XR08	09X325	58,644	0	0	2,360	61,004
94XFSC	94XR08	09X328	0	0	27,626	1,112	28,738
94XFSC	94XR02	09X329	62,279	0	0	2,506	64,785
94XFSC	94XR08	09X339	120,438	0	0	4,847	125,285
94XFSC	94XR02	09X412	63,490	0	0	2,555	66,045
94XFSC	94XR02	09X414	28,837	0	0	1,161	29,998
94XFSC	94XR08	09X443	115,107	0	0	4,632	119,739
94XFSC	94XR08	09X457	120,438	0	0	4,847	125,285
94XFSC	94XR03	10X009	166,723	0	0	6,709	173,432
94XFSC	94XR04	10X020	223,186	0	0	8,982	232,168
94XFSC	94XR04	10X033	224,398	0	0	9,031	233,429
94XFSC	94XR03	10X045	156,788	0	0	6,310	163,098
94XFSC	94XR04	10X046	265,594	0	0	10,688	276,282
94XFSC	94XR03	10X054	102,748	0	0	4,135	106,883
94XFSC	94XR04	10X080	122,619	0	0	4,935	127,554
94XFSC	94XR03	10X085	227,548	0	0	9,157	236,705
94XFSC	94XR03	10X091	169,873	0	0	6,836	176,709
94XFSC	94XR03	10X094	269,229	0	0	10,835	280,064
94XFSC	94XR03	10X159	42,408	0	0	1,707	44,115
94XFSC	94XR04	10X206	58,644	0	0	2,360	61,004
94XFSC	94XR03	10X226	111,472	0	0	4,486	115,958
94XFSC	94XR03	10X306	137,159	0	0	5,520	142,679
94XFSC	94XR03	10X310	165,754	0	0	6,670	172,424
94XFSC	94XR04	10X331	85,300	0	0	3,433	88,733
94XFSC	94XR03	10X344	0	0	36,834	737	37,571
94XFSC	94XR03	10X360	88,935	0	0	3,579	92,514
94XFSC	94XR03	10X363	90,147	0	0	3,628	93,775
94XFSC	94XR04	10X391	101,536	0	0	4,086	105,622
94XFSC	94XR01	10X438	93,055	0	0	3,745	96,800
94XFSC	94XR01	10X440	351,863	0	0	14,160	366,023
94XFSC	94XR03	10X447	111,472	0	0	4,486	115,958
94AFSA	94AR03	10X546	81,423	0	0	3,277	84,700

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94XFSC	94XR09	11X021	133,524	0	0	5,373	138,897
94XFSC	94XR09	11X078	151,699	0	0	6,105	157,804
94XFSC	94XR09	11X087	114,864	0	0	4,623	119,487
94XFSC	94XR10	11X089	262,201	0	0	10,552	272,753
94XFSC	94XR09	11X111	132,070	0	0	5,315	137,385
94XFSC	94XR09	11X112	83,119	0	0	3,345	86,464
94XFSC	94XR09	11X127	139,582	0	0	5,617	145,199
94XFSC	94XR09	11X144	0	0	92,328	3,716	96,044
94XFSC	94XR10	11X160	0	0	52,343	2,106	54,449
94XFSC	94XR09	11X189	71,972	0	0	2,896	74,868
94XFSC	94XR02	11X253	67,125	0	0	2,701	69,826
94AFSA	94AR04	11X265	83,119	0	0	3,345	86,464
94XFSC	94XR02	11X270	0	0	60,340	2,428	62,768
94XFSC	94XR09	11X272	52,828	0	0	2,126	54,954
94XFSC	94XR09	11X289	0	0	53,313	2,145	55,458
94AFSA	94AR03	11X299	88,693	0	0	3,569	92,262
94XFSC	94XR09	11X370	50,889	0	0	2,048	52,937
94XFSC	94XR02	11X418	0	0	77,788	3,130	80,918
94XFSC	94XR02	11X514	0	0	68,337	2,750	71,087
94XFSC	94XR05	12X006	124,800	0	0	5,022	129,822
94XFSC	94XR05	12X044	65,187	0	0	2,623	67,810
94XFSC	94XR05	12X050	25,202	0	0	1,014	26,216
94XFSC	94XR05	12X061	68,822	0	0	2,770	71,592
94XFSC	94XR05	12X092	98,144	0	0	3,950	102,094
94XFSC	94XR05	12X134	134,251	0	0	5,403	139,654
94XFSC	94XR05	12X195	189,744	0	0	7,636	197,380
94XFSC	94XR06	12X211	128,920	0	0	5,188	134,108
94XFSC	94XR06	12X212	101,779	0	0	4,096	105,875
94XFSC	94XR05	12X217	66,156	0	0	2,662	68,818
94AFSA	94AR03	12X271	126,496	0	0	5,091	131,587
94XFSC	94XR01	12X278	29,807	0	0	1,200	31,007
94XFSC	94XR05	12X286	56,463	0	0	2,272	58,735
94XFSC	94XR05	12X300	131,343	0	0	5,286	136,629
94XFSC	94XR06	12X318	67,852	0	0	2,731	70,583
94XFSC	94XR05	12X372	107,352	0	0	4,320	111,672
94XFSC	94XR05	12X383	47,254	0	0	1,902	49,156
94XFSC	94XR05	12X384	63,248	0	0	2,545	65,793
94XFSC	94XR06	12X463	65,429	0	0	2,633	68,062
94XFSC	94XR01	12X550	93,297	0	0	3,755	97,052
94XFSC	94XR01	12X684	92,328	0	0	3,716	96,044
94XFSC	94XR01	12X692	89,904	0	0	3,618	93,522
94KFSN	94KR02	13K003	96,698	0	0	3,801	100,499
94KFSN	94KR03	13K067	54,666	0	0	2,149	56,815

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94KFSN	94KR03	13K113	115,779	0	0	4,551	120,330
94KFSN	94KR03	13K266	0	0	22,950	902	23,852
94KFSN	94KR03	13K301	28,107	0	0	1,105	29,212
94KFSN	94KR03	13K305	39,968	0	0	1,571	41,539
94KFSN	94KR03	13K307	72,459	0	0	2,848	75,307
94KFSN	94KR01	13K412	75,295	0	0	2,960	78,255
94KFSN	94KR03	13K596	11,088	0	0	436	11,524
94KFSN	94KR01	13K605	117,068	0	0	4,602	121,670
94KFSN	94KR04	14K016	45,126	0	0	1,774	46,900
94KFSN	94KR04	14K050	43,836	0	0	1,723	45,559
94KFSN	94KR04	14K059	65,496	0	0	2,575	68,071
94KFSN	94KR01	14K071	133,829	0	0	5,261	139,090
94KFSN	94KR04	14K126	61,371	0	0	2,412	63,783
94KFSN	94KR01	14K322	22,176	0	0	872	23,048
94KFSN	94KR04	14K330	12,377	0	0	487	12,864
94KFSN	94KR01	14K474	203,709	0	0	8,008	211,717
94KFSN	94KR01	14K477	122,999	0	0	4,835	127,834
94KFSN	94KR04	14K582	51,314	0	0	2,017	53,331
94KFSN	94KR01	14K610	0	0	66,012	2,595	68,607
94KFSN	94KR04	15K024	156,521	0	0	6,153	162,674
94KFSN	94KR05	15K136	112,427	0	0	4,419	116,846
94KFSN	94KR05	15K169	370,029	0	0	14,545	384,574
94KFSN	94KR05	15K261	0	0	68,591	1,372	69,963
94KFSN	94KR01	15K462	67,044	0	0	2,635	69,679
94KFSN	94KR01	15K464	75,811	0	0	2,980	78,791
94KFSN	94KR01	15K497	0	0	78,389	3,081	81,470
94KFSN	94KR04	15K676	44,352	0	0	1,743	46,095
94KFSN	94KR05	16K028	50,541	0	0	1,987	52,528
94KFSN	94KR05	16K057	36,100	0	0	1,419	37,519
94KFSN	94KR05	16K243	55,698	0	0	2,189	57,887
94KFSN	94KR05	16K308	83,289	0	0	3,274	86,563
94KFSN	94KR05	16K309	50,025	0	0	1,966	51,991
94KFSN	94KR01	16K393	17,019	0	0	669	17,688
94KFSN	94KR01	16K455	107,270	0	0	4,217	111,487
94KFSN	94KR05	16K534	23,723	0	0	933	24,656
94KFSN	94KR05	16K584	21,918	0	0	862	22,780
94AFSA	94AR04	16K594	39,968	0	0	1,571	41,539
94KFSS	94KU02	17K061	0	0	139,502	5,484	144,986
94KFSS	94KU02	17K091	81,742	0	0	3,213	84,955
94KFSS	94KU02	17K092	96,955	0	0	3,811	100,766
94KFSS	94KU02	17K161	87,157	0	0	3,426	90,583
94KFSS	94KU02	17K167	24,497	0	0	963	25,460
94KFSS	94KU02	17K334	24,497	0	0	963	25,460

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94KFSS	94KU02	17K352	56,729	0	0	2,230	58,959
94KFSS	94KU01	17K489	23,723	0	0	933	24,656
94KFSS	94KU01	17K528	49,509	0	0	1,946	51,455
94AFSA	94AR02	17K537	75,811	0	0	2,980	78,791
94KFSS	94KU01	17K600	264,049	0	0	10,379	274,428
94KFSS	94KU03	18K114	0	0	97,471	3,831	101,302
94KFSS	94KU03	18K233	95,924	0	0	3,771	99,695
94KFSS	94KU03	18K272	94,377	0	0	3,710	98,087
94KFSS	94KU01	18K566	0	0	48,478	1,906	50,384
94AFSA	94AR05	18K569	0	0	57,245	2,250	59,495
94KFSS	94KU03	18K581	39,195	0	0	1,541	40,736
94KFSS	94KU03	18K588	53,893	0	0	2,118	56,011
94KFSN	94KR06	19K013	100,050	0	0	3,933	103,983
94KFSN	94KR06	19K171	144,917	0	0	5,697	150,614
94KFSN	94KR06	19K174	26,817	0	0	1,054	27,871
94KFSN	94KR06	19K202	114,490	0	0	4,500	118,990
94KFSN	94KR06	19K213	80,452	0	0	3,162	83,614
94KFSN	94KR07	19K218	98,245	0	0	3,862	102,107
94KFSN	94KR06	19K224	107,270	0	0	4,217	111,487
94KFSN	94KR06	19K273	56,987	0	0	2,240	59,227
94KFSN	94KR06	19K306	119,905	0	0	4,713	124,618
94KFSN	94KR06	19K311	29,654	0	0	1,166	30,820
94KFSN	94KR06	19K328	65,754	0	0	2,585	68,339
94KFSN	94KR07	19K345	143,628	0	0	5,646	149,274
94KFSN	94KR07	19K346	0	0	103,660	4,075	107,735
94KFSN	94KR07	19K364	0	0	53,893	2,118	56,011
94AFSA	94AR02	19K502	64,981	0	0	2,554	67,535
94KFSN	94KR02	19K583	56,729	0	0	2,230	58,959
94KFSN	94KR02	19K659	67,559	0	0	2,656	70,215
94KFSN	94KR06	19K677	119,131	0	0	4,683	123,814
94KFSS	94KU04	20K179	195,200	0	0	7,673	202,873
94KFSS	94KU01	20K505	0	0	0	0	0
94KFSS	94KU05	21K095	0	0	150,075	5,899	155,974
94KFSS	94KU05	21K228	235,684	0	0	9,264	244,948
94AFSA	94AR04	21K337	80,968	0	0	3,183	84,151
94KFSS	94KU01	21K410	0	0	368,740	14,495	383,235
94AFSA	94AR05	21K572	0	0	47,446	1,865	49,311
94KFSS	94KU06	22K269	0	0	0	0	0
94KFSS	94KU01	22K495	0	0	80,710	3,173	83,883
94KFSN	94KR07	23K073	23,723	0	0	933	24,656
94KFSN	94KR07	23K150	45,126	0	0	1,774	46,900
94KFSN	94KR07	23K156	174,829	0	0	6,872	181,701
94KFSN	94KR07	23K165	83,289	0	0	3,274	86,563

Priority and Focus School Allocations
Table 1

BFSC	BFSC Team	Location	Title I Priority/Focus SWP	Title I Priority/Focus TA	Priority/Focus Schools	Priority/Focus Parent Engagement Schools	Total
94KFSN	94KR07	23K178	81,226	0	0	3,193	84,419
94KFSN	94KR07	23K284	122,999	0	0	4,835	127,834
94KFSN	94KR07	23K298	58,792	0	0	2,311	61,103
94KFSN	94KR07	23K327	117,068	0	0	4,602	121,670
94KFSN	94KR02	23K493	64,981	0	0	2,554	67,535
94KFSN	94KR07	23K522	37,132	0	0	1,460	38,592
94KFSN	94KR02	23K646	0	47,962	0	1,885	49,847
94KFSN	94KR07	23K671	36,358	0	0	1,429	37,787
94QFSN	94QR01	24Q296	91,919	0	0	2,102	94,021
94QFSN	94QR01	24Q485	0	0	313,821	7,175	320,996
94QFSN	94QR01	25Q460	0	0	398,691	9,116	407,807
94QFSN	94QR01	26Q435	0	0	273,501	6,253	279,754
94QFSS	94QU01	27Q042	163,255	0	0	3,733	166,988
94QFSS	94QU01	27Q053	82,614	0	0	1,889	84,503
94QFSS	94QU02	27Q197	107,709	0	0	2,463	110,172
94QFSS	94QU02	27Q226	215,981	0	0	4,938	220,919
94QFSS	94QU02	27Q253	127,164	0	0	2,907	130,071
94QFSS	94QU01	27Q260	75,847	0	0	1,734	77,581
94QFSS	94QU01	27Q400	0	0	125,190	2,862	128,052
94QFSS	94QU01	27Q475	463,260	0	0	10,592	473,852
94QFSS	94QU01	27Q480	560,255	0	0	12,810	573,065
94QFSS	94QU03	28Q008	102,351	0	0	2,340	104,691
94QFSS	94QU01	29Q496	0	18,891	0	432	19,323
94QFSN	94QR05	30Q111	74,719	0	0	1,708	76,427
94QFSN	94QR01	30Q450	434,782	0	0	9,941	444,723
94KFSN	94KR03	32K145	160,647	0	0	6,315	166,962
94KFSN	94KR03	32K151	76,842	0	0	3,021	79,863
94KFSN	94KR03	32K274	120,163	0	0	4,723	124,886
94KFSN	94KR03	32K291	86,125	0	0	3,385	89,510
94KFSN	94KR03	32K299	75,553	0	0	2,970	78,523
94KFSN	94KR03	32K347	72,201	0	0	2,838	75,039
94KFSN	94KR03	32K349	86,899	0	0	3,416	90,315
94KFSN	94KR03	32K377	97,213	0	0	3,821	101,034
94KFSN	94KR01	32K545	119,905	0	0	4,713	124,618
94KFSN	94KR01	32K552	65,496	0	0	2,575	68,071
94KFSN	94KR01	32K556	74,779	0	0	2,939	77,718
Grand Total			25,292,948	66,853	3,846,852	1,061,874	30,268,527

School Allocation Memorandum No. 41, FY 2016
Priority and Focus School Allocations
Table 2

			Manhattan	*Bronx*	*Brooklyn*	*Queens*		
Borough Per Capitas:			*$277.96*	*$242.33*	*$257.86*	*$281.96*		

DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	*TL CB School Staff****
01M015	Open	PS 15 ROBERTO CLEMENTE	SWP	1	89.4	148	41,138	1,093	**42,231**	*4,073*
01M292	Open	HENRY STREET SCHOOL	SWP	1	82	196	54,480	1,448	**55,928**	*570*
01M332	Open	UNIV NEIGHBORHOOD MIDDLE SCHOOL	SWP	1	75.6	65	18,067	480	**18,547**	*656*
01M448	Open	UNIVERSITY NEIGHBORHOOD HIGH SCHOOL	SWP	1	84.2	255	70,880	1,884	**72,764**	*2,074*
01M509	Open	MARTA VALLE HIGH SCHOOL	SWP	1	78.4	265	73,659	1,958	**75,617**	*506*
02M047	Open	AMERICAN SIGN LANG & ENG SECONDAR	SWP	1	74	125	34,745	924	**35,669**	*1,367*
02M303	Open	FACING HISTORY SCHOOL (THE)	SWP	1	75.6	302	83,944	2,231	**86,175**	*0*
02M419	Open	LANDMARK HIGH SCHOOL	SWP	1	84.4	293	81,442	2,165	**83,607**	*765*
02M459	Open	MANHATTAN INTERNATIONAL HIGH SCHOOL	SWP	1	80.7	274	76,161	2,024	**78,185**	*907*
02M520	Open	MURRY BERGTRAUM HS FOR BUS CAR	SWP	1	67.3	600	166,776	4,433	**171,209**	*5,504*
02M529	Open	JACQUELINE KENNEDY-ONASSIS HIGH SCH	SWP	1	75	487	135,367	3,598	**138,965**	*5,431*
02M580	Open	RICHARD R GREEN HS OF TEACHING	SWP	1	78.5	432	120,079	3,192	**123,271**	*2,702*
02M625	Open	HS OF GRAPHIC COMMUNICATION ARTS	SWP	1	72.7	215	59,761	1,588	**61,349**	*4,012*
03M149	Open	PS 149 SOJOURNER TRUTH	SWP	1	83.5	212	58,928	1,566	**60,494**	*1,051*
03M208	Open	PS 208 ALAIN L LOCKE	SWP	1	87.9	138	38,358	1,020	**39,378**	*2,199*
03M299	Open	HIGH SCH-ARTS IMAGNTN & INQUIRY	SWP	1	75.1	323	89,781	2,386	**92,167**	*1,841*
03M415	Open	WADLEIGH PERF AND VISUAL ARTS	SWP	1	76.6	322	89,503	2,379	**91,882**	*587*
03M421	Open	WEST PREP ACADEMY	SWP	1	68.3	133	36,969	983	**37,952**	*95*
03M860	Open	FREDERICK DOUGLASS ACADEMY II	SWP	1	68.2	268	74,493	1,980	**76,473**	*2,564*
04M050	Open	PS 50 VITO MARCANTONIO	SWP	1	83.7	282	78,385	2,083	**80,468**	*2,159*
04M375	Open	MOSAIC PREPARATORY ACADEMY	SWP	1	93.1	284	78,941	2,098	**81,039**	*1,596*
04M377	Open	RENAISSANCE SCHOOL OF THE ARTS	SWP	1	80.8	135	37,525	997	**38,522**	*1,051*
04M381	Open	GLOBAL NEIGHBORHOOD SECONDARY SCHOOL	SWP	1	91.5	130	36,135	960	**37,095**	*1,865*
04M409	Open	COALITION SCHOOL FOR SOCIAL CHANGE	SWP	1	71.8	200	55,592	1,478	**57,070**	*0*
04M825	Open	ISAAC NEWTON MS FOR MATH & SCI	SWP	1	84.8	235	65,321	1,736	**67,057**	*98*
05M123	Open	PS 123 MAHALIA JACKSON	SWP	1	82.9	446	123,970	3,295	**127,265**	*246*
05M194	Open	PS 194 COUNTEE CULLEN	SWP	1	95.1	154	42,806	1,138	**43,944**	*1,056*
05M197	Open	PS 197 JOHN B RUSSWURM	SWP	1	86.6	259	71,992	1,914	**73,906**	*1,923*
05M685	Open	BREAD & ROSES INTEGRATED ARTS HS	SWP	1	77.1	74	20,569	547	**21,116**	*2,553*
06M005	Open	PS 5 ELLEN LURIE	SWP	1	89.1	574	159,549	4,241	**163,790**	*1,473*
06M115	Open	PS 115 ALEXANDER HUMBOLDT	SWP	1	95.9	494	137,312	3,650	**140,962**	*6,683*
06M132	Open	PS 132 JUAN PABLO DUARTE	SWP	1	92.3	494	137,312	3,650	**140,962**	*739*
06M346	Open	COMMUNITY HEALTH ACAD OF THE HEIGHTS	SWP	1	87.6	530	147,319	3,916	**151,235**	*1,781*

Table 2

Table 2

| | | | | | | | | | Manhattan | Bronx | Brooklyn | Queens |
| | | | | | | Borough Per Capitas: | | | $277.96 | $242.33 | $257.86 | $281.96 |

DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
06M468	Open	HIGH SCHOOL-HEALTH CAREERS & SCIES	SWP	1	95	566	157,325	4,182	**161,507**	*1,506*
06M528	Open	IS 528 BEA FULLER RODGERS SCHOOL	SWP	1	94.9	187	51,979	1,382	**53,361**	*333*
07X001	Open	PS 1 COURTLANDT SCHOOL	SWP	1	94.2	633	153,395	6,173	**159,568**	*995*
07X029	Open	PS/MS 29 MELROSE SCHOOL	SWP	1	93.2	671	162,603	6,544	**169,147**	*900*
07X031	Open	PS/MS 31 THE WILLIAM LLOYD GARRISON	SWP	1	92.9	645	156,303	6,290	**162,593**	*3,820*
07X154	Open	PS 154 JONATHAN D HYATT	SWP	1	91.9	341	82,635	3,325	**85,960**	*2,894*
07X157	Open	PS 157 GROVE HILL	SWP	1	91.8	560	135,705	5,461	**141,166**	*6,612*
07X161	Open	PS 161 PONCE DE LEON	SWP	1	94	425	102,990	4,145	**107,135**	*3,030*
07X162	Open	JHS 162 LOLA RODRIGUEZ DE TIO	SWP	1	85.5	319	77,303	3,111	**80,414**	*685*
07X179	Open	PS 179	SWP	1	92	332	80,454	3,238	**83,692**	*1,905*
07X224	Open	PS/IS 224	SWP	1	94.2	340	82,392	3,316	**85,708**	*477*
07X369	Open	YOUNG LEADERS ELEMENTARY SCHOOL	SWP	1	97.2	239	57,917	2,331	**60,248**	*2,981*
07X385	Open	PERFORMANCE SCHOOL	SWP	1	93.7	134	32,472	1,307	**33,779**	*447*
07X427	Open	COMMUNITY SCHOOL-SOCIAL JUSTICE	SWP	1	83.1	261	63,248	2,545	**65,793**	*2,515*
07X473	Open	MOTT HAVEN VILLAGE PREP HIGH SCHOOL	SWP	1	88	308	74,638	3,004	**77,642**	*4,385*
07X520	Open	FOREIGN LANG ACAD OF GLOBAL STUDIES	SWP	1	89.9	125	30,291	1,219	**31,510**	*159*
07X527	Open	BRONX LEADERSHIP ACAD II HIGH SCHOOL	SWP	1	84	410	99,355	3,998	**103,353**	*1,991*
07X547	Open	NEW EXPLORERS HIGH SCHOOL	SWP	1	82.6	374	90,631	3,647	**94,278**	*3,059*
07X600	Open	ALFRED E SMITH CAREER-TECH HIGH SCH	SWP	1	83.2	308	74,638	3,004	**77,642**	*3,245*
08X014	Open	PS 14 SENATOR JOHN CALANDRA		0	53.8	329	79,727	1,595	**81,322**	*2,523*
08X071	Open	PS 71 ROSE E SCALA	SWP	1	62.4	1056	255,900	10,298	**266,198**	*4,466*
08X072	Open	PS 72 DR WILLIAM DORNEY	SWP	1	79.3	638	154,607	6,222	**160,829**	*4,029*
08X107	Open	PS 107	SWP	1	92.3	421	102,021	4,106	**106,127**	*1,567*
08X123	Open	JHS 123 JAMES M KIERNAN	SWP	1	88.1	361	87,481	3,521	**91,002**	*274*
08X125	Open	JHS 125 HENRY HUDSON	SWP	1	87.9	349	84,573	3,404	**87,977**	*2,675*
08X131	Open	JHS 131 ALBERT EINSTEIN	SWP	1	76.3	445	107,837	4,340	**112,177**	*2,634*
08X138	Open	PS 138 SAMUEL RANDALL	SWP	1	87.3	658	159,453	6,417	**165,870**	*3,817*
08X140	Open	PS 140 THE EAGLE SCHOOL	SWP	1	85.6	516	125,042	5,032	**130,074**	*4,410*
08X146	Open	PS 146 EDWARD COLLINS	SWP	1	93.8	393	95,236	3,833	**99,069**	*3,314*
08X269	Open	BRONX STUDIO SCHOOL-WRITERS-ARTISTS	SWP	1	85.6	479	116,076	4,671	**120,747**	*3,027*
08X301	Open	MS 301 PAUL L DUNBAR	SWP	1	79.5	151	36,592	1,473	**38,065**	*1,204*
08X305	Open	PABLO NERUDA ACADEMY	SWP	1	75.8	232	56,221	2,263	**58,484**	*809*
08X332	Open	HOLCOMBE L RUCKER SCHOOL OF COMMUNIT	SWP	1	85.3	198	47,981	1,931	**49,912**	*1,872*
08X333	Open	PS 333 THE MUSEUM SCHOOL	SWP	1	81.9	338	81,908	3,296	**85,204**	*1,718*
08X366	Open	URBAN ASSEMBLY ACAD-CIVIC ENGAGEMENT	SWP	1	71.1	118	28,595	1,151	**29,746**	*1,119*
08X367	Open	ARCHIMEDES ACAD-MATH, SCI, TECH	SWP	1	75.5	477	115,591	4,652	**120,243**	*3,278*

Table 2

					Manhattan	Bronx	Brooklyn	Queens			
				Borough Per Capitas:	$277.96	$242.33	$257.86	$281.96			
DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
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08X375	Open	BRONX MATHEMATICS PREP SCH (THE)	SWP	1	90.9	251	60,825	2,448	63,273	1,133
08X376	Open	ANTONIA PANTOJA PREP ACADEMY	SWP	1	81.3	359	86,996	3,501	90,497	1,786
08X405	Open	HERBERT H LEHMAN HIGH SCHOOL	SWP	1	68	964	233,606	9,401	243,007	8,475
08X424	Open	HUNTS POINT SCHOOL (THE)	SWP	1	86.9	305	73,911	2,974	76,885	0
08X448	Open	SOUNDVIEW ACADEMY	SWP	1	85.3	296	71,730	2,887	74,617	0
08X467	Open	MOTT HALL COMMUNITY SCHOOL	SWP	1	66.5	149	36,107	1,453	37,560	37
08X530	Open	BANANA KELLY HIGH SCHOOL	SWP	1	80.5	248	60,098	2,419	62,517	790
09X011	Open	PS 11 HIGHBRIDGE	SWP	1	93	687	166,481	6,700	173,181	2,633
09X022	Open	JHS 22 JORDAN L MOTT	SWP	1	94	454	110,018	4,427	114,445	922
09X042	Open	PS 42 CLAREMONT	SWP	1	97.1	409	99,113	3,989	103,102	1,802
09X055	Open	PS 55 BENJAMIN FRANKLIN	SWP	1	91.1	596	144,429	5,812	150,241	3,071
09X058	Open	PS 58	SWP	1	87.4	396	95,963	3,862	99,825	1,449
09X064	Open	PS 64 PURA BELPRE	SWP	1	95.8	273	66,156	2,662	68,818	3,978
09X070	Open	PS 70 MAX SCHOENFELD	SWP	1	95.7	1275	308,971	12,434	321,405	12,326
09X117	Open	IS 117 JOSEPH H WADE	SWP	1	84.4	520	126,012	5,071	131,083	3,907
09X132	Open	PS 132 GARRETT A MORGAN	SWP	1	89	433	104,929	4,223	109,152	4,534
09X145	Open	JHS 145 ARTURO TOSCANINI	SWP	1	86.1	317	76,819	3,091	79,910	3,003
09X163	Open	PS 163 ARTHUR A SCHOMBERG	SWP	1	96.5	529	128,193	5,159	133,352	2,444
09X219	Open	IS 219 NEW VENTURE SCHOOL	SWP	1	86.5	281	68,095	2,740	70,835	2,327
09X227	Open	BRONX COLLEGIATE ACADEMY	SWP	1	83.9	316	76,576	3,082	79,658	1,980
09X230	Open	PS 230 DR ROLAND N PATTERSON	SWP	1	92.3	144	34,896	1,404	36,300	2,154
09X276	Open	LEADERSHIP INSTITUTE	SWP	1	87.6	169	40,954	1,648	42,602	170
09X303	Open	IS 303 LEADERSHIP & COMM SERVICE	SWP	1	95.5	274	66,398	2,672	69,070	378
09X313	Open	IS 313 SCHOOL OF LEADERSHIP DEV	SWP	1	84.7	294	71,245	2,867	74,112	2,912
09X323	Open	BRONX WRITING ACADEMY	SWP	1	90	412	99,840	4,018	103,858	204
09X324	Open	BRONX EARLY COL ACAD-TEACH/LEARN	SWP	1	86	431	104,444	4,203	108,647	440
09X325	Open	URBAN SCIENCE ACADEMY	SWP	1	73.1	242	58,644	2,360	61,004	1,056
09X328	Open	NEW MILLENNIUM BUSINESS ACAD MS	SWP	1	64.5	114	27,626	1,112	28,738	241
09X329	Open	DREAMYARD PREPARATORY SCHOOL	SWP	1	80	257	62,279	2,506	64,785	640
09X339	Open	IS 339	SWP	1	89.9	497	120,438	4,847	125,285	5,513
09X412	Open	BRONX HIGH SCHOOL OF BUSINESS	SWP	1	77.6	262	63,490	2,555	66,045	3,118
09X414	Open	J LEVIN HIGH SCHOOL-MEDIA & COMMUN	SWP	1	77.7	119	28,837	1,161	29,998	1,415
09X443	Open	FAMILY SCHOOL (THE)	SWP	1	90.5	475	115,107	4,632	119,739	3,070
09X457	Open	SHERIDAN ACADEMY FOR YOUNG LEADERS	SWP	1	83.4	497	120,438	4,847	125,285	1,422
10X009	Open	PS 9 RYER AVENUE ELEMENTARY SCHOOL	SWP	1	88.3	688	166,723	6,709	173,432	995
10X020	Open	PS 20 PO GEORGE J WERDAN III	SWP	1	85.5	921	223,186	8,982	232,168	10,037

Table 2

							Priority and	Parent		TL CB
									Manhattan	Bronx	Brooklyn	Queens
						Borough Per Capitas:	$277.96	$242.33	$257.86	$281.96

Table 2

						Manhattan	Bronx	Brooklyn	Queens	
					Borough Per Capitas:	$277.96	$242.33	$257.86	$281.96	

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

Table 2

				Manhattan	Bronx	Brooklyn	Queens			
Borough Per Capitas:				$277.96	$242.33	$257.86	$281.96			

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

Table 2

					Borough Per Capitas:	*Manhattan* $277.96	*Bronx* $242.33	*Brooklyn* $257.86	*Queens* $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

Table 2

							Manhattan	Bronx	Brooklyn	Queens		
						Borough Per Capitas:	$277.96	$242.33	$257.86	$281.96		

DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
22K495	Open	SHEEPSHEAD BAY HIGH SCHOOL	SWP	1	63.1	313	80,710	3,173	83,883	6,967
23K073	Open	PS 73 THOMAS S BOYLAND	SWP	1	85.5	92	23,723	933	24,656	977
23K150	Open	PS 150 CHRISTOPHER	SWP	1	93.6	175	45,126	1,774	46,900	495
23K156	Open	PS 156 WAVERLY	SWP	1	87.5	678	174,829	6,872	181,701	5,035
23K165	Open	PS 165 IDA POSNER	SWP	1	77.9	323	83,289	3,274	86,563	2,812
23K178	Open	PS 178 SAINT CLAIR MCKELWAY	SWP	1	86.1	315	81,226	3,193	84,419	2,967
23K284	Open	PS 284 LEW WALLACE	SWP	1	88	477	122,999	4,835	127,834	227
23K298	Open	PS 298 DR BETTY SHABAZZ	SWP	1	97	228	58,792	2,311	61,103	1,598
23K327	Open	PS 327 DR ROSE B ENGLISH	SWP	1	80.4	454	117,068	4,602	121,670	3,166
23K493	Open	BROOKLYN COLLEGIATE	SWP	1	75.7	252	64,981	2,554	67,535	1,658
23K522	Open	MOTT HALL IV	SWP	1	78.7	144	37,132	1,460	38,592	2,225
23K646	Open	ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL	Targeted	1	79.1	186	47,962	1,885	49,847	701
23K671	Open	MOTT HALL BRIDGES ACADEMY	SWP	1	74.2	141	36,358	1,429	37,787	2,078
24Q296	Open	PAN AMERICAN INTERNATIONAL HS	SWP	1	86.9	326	91,919	2,102	94,021	3,017
24Q485	Open	GROVER CLEVELAND HIGH SCHOOL	SWP	1	63.7	1113	313,821	7,175	320,996	12,328
25Q460	Open	FLUSHING HIGH SCHOOL	SWP	1	66.4	1414	398,691	9,116	407,807	16,494
26Q435	Open	MARTIN VAN BUREN HIGH SCHOOL	SWP	1	58.9	970	273,501	6,253	279,754	13,903
27Q042	Open	PS/MS 42 R VERNAM	SWP	1	89.4	579	163,255	3,733	166,988	3,159
27Q053	Open	MS 53 BRIAN PICCOLO	SWP	1	82.9	293	82,614	1,889	84,503	97
27Q197	Open	PS 197 THE OCEAN SCHOOL	SWP	1	80.8	382	107,709	2,463	110,172	2,826
27Q226	Open	JHS 226 VIRGIL I GRISSOM	SWP	1	74	766	215,981	4,938	220,919	2,941
27Q253	Open	PS 253	SWP	1	90.2	451	127,164	2,907	130,071	5,226
27Q260	Open	FREDERICK DOUGLASS ACAD VI HS	SWP	1	73.9	269	75,847	1,734	77,581	1,590
27Q400	Open	AUGUST MARTIN HIGH SCHOOL	SWP	1	68.5	444	125,190	2,862	128,052	4,042
27Q475	Open	RICHMOND HILL HIGH SCHOOL	SWP	1	76.6	1643	463,260	10,592	473,852	22,267
27Q480	Open	JOHN ADAMS HIGH SCHOOL	SWP	1	78.7	1987	560,255	12,810	573,065	10,854
28Q008	Open	JHS 8 RICHARD S GROSSLEY	SWP	1	74.7	363	102,351	2,340	104,691	456
29Q496	Open	BUSINESS/COMPTR APP & ENTREPRE	Targeted	1	72	67	18,891	432	19,323	614
30Q111	Open	PS 111 JACOB BLACKWELL	SWP	1	85.2	265	74,719	1,708	76,427	3,297
30Q450	Open	LONG ISLAND CITY HIGH SCHOOL	SWP	1	76.4	1542	434,782	9,941	444,723	19,579
32K145	Open	PS 145 ANDREW JACKSON	SWP	1	88.1	623	160,647	6,315	166,962	2,882
32K151	Open	PS 151 LYNDON B JOHNSON	SWP	1	94.9	298	76,842	3,021	79,863	3,181
32K274	Open	PS 274 KOSCIUSKO	SWP	1	92.8	466	120,163	4,723	124,886	5,018
32K291	Open	JHS 291 ROLAND HAYES	SWP	1	83.5	334	86,125	3,385	89,510	0
32K299	Open	PS 299 THOMAS WARREN FIELD	SWP	1	93	293	75,553	2,970	78,523	3,848
32K347	Open	IS 347 SCHOOL OF HUMANITIES	SWP	1	86.2	280	72,201	2,838	75,039	2,809

Table 2

							Manhattan	Bronx	Brooklyn	Queens		
					Borough Per Capitas:		$277.96	$242.33	$257.86	$281.96		

DBN	Status	SCHOOL NAME	Title I Program	Title I Status	Poverty %	Weighted Title I Ct*	Priority and Focus School Allocation	Parent Engagement Allocation	Total	TL CB School Staff***
32K349	Open	IS 349 MATH, SCIENCE & TECHNOLOGY	SWP	1	94.1	337	86,899	3,416	**90,315**	*4,329*
32K377	Open	PS 377 ALEJANDINA B DE GAUTIER	SWP	1	84	377	97,213	3,821	**101,034**	*3,997*
32K545	Open	EBC HIGH SCHOOL-PUBLIC SERVICE	SWP	1	92.3	465	119,905	4,713	**124,618**	*3,286*
32K552	Open	ACADEMY OF URBAN PLANNING	SWP	1	94.8	254	65,496	2,575	**68,071**	*1,469*
32K556	Open	BUSHWICK LEADERS HS-ACAD EXCELL	SWP	1	92.9	290	74,779	2,939	**77,718**	*1,089*
Total						114,704	**29,206,653**	**1,061,874**	**30,268,527**	*799,129*

* For non-Title I schools, the poverty count is used as their student count and the parent engagement is based on 2% of their P&F allocation

**For Title I eligible schools, the parent engagement reserve is the same as their Title I parent involvement allocation.

***Please refer to SAM #39 Collective Bargaining for School Based Staff

Renewal Schools Benchmark Menu / EMS

Middle School of New York / Junior High-Intermediate-Middle

Overview

Through the School Renewal Program, the NYC Department of Education is working with school communities to transform Renewal Schools by providing additional resources and supports, while also setting clear goals for improvement to be met over three years. Superintendents, principals, and School Leadership Teams should review data, discuss key areas of focus, and select goals from this document to include in the School Renewal Plan.

Guidelines for Choosing Benchmarks

Leading Indicators

- Attendance is a mandatory leading indicator, with a benchmark to be met by 2015-16.
- In addition, choose two elements from the Framework for Great Schools, with benchmarks to be met by 2015-16. NYCDOE is developing indicators on the Framework elements based on data from Quality Reviews and the NYC School Survey. These benchmarks will be available in June 2015.

Student Achievement Benchmarks

- Choose three, with benchmarks to be met by 2016-17. These benchmarks are based on the "Meeting Target" values in your school's School Quality Guide, which was released in October 2014.*
- Metrics listed as "not applicable" cannot be chosen because the school is already "Meeting Target."

Leading Indicators	Baseline Level	Benchmark to be met by 2015-16	Increase Needed**
Attendance	90.4%	91.4%	1.0%
Choose two elements from the Framework as additional leading indicators:			
Rigorous Instruction	TBD	TBD	TBD
Collaborative Teachers	TBD	TBD	TBD
Supportive Environment	TBD	TBD	TBD
Effective School Leadership	TBD	TBD	TBD
Strong Family-Community Ties	TBD	TBD	TBD
Trust	TBD	TBD	TBD

Student Achievement Benchmarks	2013-14 Result	Progress target for 2014-15	Progress target for 2015-16	Benchmark to be met by 2016-17	Increase Needed**
Choose 3:					
Performance Index on State ELA Exam	64	65	67	70	6
Performance Index on State Math Exam	58	61	65	72	14
Average ELA Proficiency Rating	2.21	2.22	2.23	2.24	0.03
Average Math Proficiency Rating	2.20	2.22	2.24	2.28	0.08
Not applicable:					
9th Grade Credit Accumulation of Former 8th Graders	87.0%	NA	NA	79.0%	NA

* The Performance Index metrics do not appear in the School Quality Guide, but the benchmarks for those metrics were set by the same method that was used to produce "Meeting Target" values in the School Quality Guide.

** The increases needed for percentages are in percentage-point terms.

Renewal Schools Benchmark Menu / HS

High School of New York / High school

Overview

Through the School Renewal Program, the NYC Department of Education is working with school communities to transform Renewal Schools by providing additional resources and supports, while also setting clear goals for improvement to be met over three years. Superintendents, principals, and School Leadership Teams should review data, discuss key areas of focus, and select goals from this document to include in the School Renewal Plan.

Guidelines for Choosing Benchmarks

Leading Indicators

- Attendance and Progress Toward Graduation – Years 2 and 3* are mandatory leading indicators, with benchmarks to be met by 2015-16.
- In addition, choose two elements from the Framework for Great Schools, with benchmarks to be met by 2015-16. NYCDOE is developing indicators on the Framework elements based on data from Quality Reviews and the NYC School Survey. These benchmarks will be available in June 2015.

Student Achievement Benchmarks

- Choose three, with benchmarks to be met by 2016-17. These benchmarks are based on the "Meeting Target" values in your school's School Quality Guide, which was released in October 2014.

Leading Indicators	Baseline Level	Benchmark to be met by 2015-16	Percentage Point Increase Needed
Attendance	79.0%	81.8%	2.8%
Progress Toward Graduation – Years 2 and 3	21.7%	46.7%	24.9%
Choose two elements from the Framework as additional leading indicators:			
Rigorous Instruction	TBD	TBD	TBD
Collaborative Teachers	TBD	TBD	TBD
Supportive Environment	TBD	TBD	TBD
Effective School Leadership	TBD	TBD	TBD
Strong Family-Community Ties	TBD	TBD	TBD
Trust	TBD	TBD	TBD

Student Achievement Benchmarks	2013-14 Result	Progress target for 2014-15	Progress target for 2015-16	Benchmark to be met by 2016-17	Percentage Point Increase Needed
Choose 3:					
4-Year Graduation Rate	27.3%	34.5%	45.4%	63.4%	36.1%
6-Year Graduation Rate	54.5%	58.0%	63.3%	72.0%	17.5%
Regents Completion Rate	23.5%	26.9%	32.0%	40.4%	16.9%
4-Year College Readiness Index	4.5%	5.5%	7.0%	9.5%	5.0%
College and Career Preparatory Course Index	5.7%	8.9%	13.7%	21.6%	15.9%

* "Progress Toward Graduation – Years 2 and 3" is the percentage of students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented, in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year. NYSAA-eligible students are excluded.

Guidance for Use of Expanded Learning Time
REVISED: June 9, 2015 with Additional Options 3, 4 & 5

Background
Research has shown that when used well, more learning time can lead to higher achievement, better attendance, and healthier attitudes and habits that put students on the path for success.

Therefore, we are committed to providing all students in Renewal Schools an opportunity to receive at least one additional hour of learning time, every day, beginning in the 2015-16 school year.

The DOE is using the umbrella term "Expanded Learning Time" (ELT) to refer to both the Renewal Hour and other after-school programming. School communities will work together to align their resources and provide one hour per day of supplemental academics and experiences that meet the individual needs of every student.

Approach
- At least one hour (or equivalent) of Expanded Learning Time offered to every student, known as the Renewal Hour.
- Staff members are not required to work an extra hour.
- Programming is data-driven by student needs.
- When ELT is offered before or after the regular school day, an additional hour will offer supplemental academic opportunities Monday through Thursday while the Friday Renewal Hour will focus on enrichment activities.
- For high schools, it is anticipated that, in general, the additional hour will be credit bearing unless it is used for Regents Review.
- As part of the Community Schools initiative, staff from community-based organizations (CBOs) can provide support throughout the school day, including during the Renewal Hour and afterwards. The Renewal Hour will be staffed by teachers and school-based staff.
- CBOs may also offer optional activities beyond the Renewal Hour.

Expanded Learning Time Scheduling Models
There are two basic models that schools can use to build in opportunities for students for the Renewal Hour of Expanded Learning Time (ELT):
- Integration into the regular student school day
- Offering the ELT before or after the regular school day

Here is additional guidance on how those models can be implemented with student and teacher schedules:

Additional Time Integrated In the School Day
The Renewal Hour of ELT can be incorporated into the day so that it can be offered in a seamless way – either at the start or end of the day just as an additional hour of time that can be regularly programmed over the course of the day. One way to achieve this option is through a staggered schedule for staff where some staff begin and end the day later (or earlier) than the other staff. A/B schedules and six day schedules are other options that can potentially create room for scheduling the additional hour. Sixth period coverage, consistent with collective bargaining agreements, can be used to supplement these approaches.

The CBO may provide additional services beyond the regularly scheduled day.

A staggered teacher schedule requires an SBO.

Additional Time After the Regular School Day

The Expanded Learning Time can also be offered after the regular day. In this approach, the school should determine the focus of the Renewal Hour, align program design for the additional time, and post for teachers appropriate to staff those assignments. For teachers in the school who are selected to work the ELT, the school may need to adapt its schedule to also incorporate the additional 155 minutes/week for Professional Development (PD), Parent Engagement (PE), and other Professional Work (OPW) for all staff. Below are five scheduling options for schools using this model; the first three require an SBO.

Option 1:

Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work is scheduled over four days at the start of the day so all staff participates at the same time regardless of whether they are working ELT or not. To change the configuration of the Professional Development, Parent Engagement, and Other Professional Work time in this way requires an SBO.

Day	Student School Day/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8:40 a.m.-3 p.m./3-4 p.m.	8-8:40 a.m. (PD)/8:40 a.m.-3 p.m. 3-4 p.m. (Renewal Hour)	8 a.m.-3 p.m. (PD 8-8:40 a.m.)
TUES	8:40 a.m.-3 p.m./3-4 p.m.	8-8:40 a.m. (PD)/8:40 a.m.-3 p.m. 3- 4 p.m. (Renewal Hour)	8 a.m.-3 p.m. (PD 8-8:40 a.m.)
WED	8:40 a.m.-3 p.m./3-4 p.m.	8-8:40 a.m. (PE)/8:40 a.m.-3 p.m. 3-4 p.m. (Renewal Hour)	8 a.m.-3 p.m. (PE 8-8:40 a.m.)
THUR	8:40 a.m.-3 p.m./3-4 p.m.	8:05-8:40 a.m. (OPW)/8:40 a.m.- 3 p.m./3-4 p.m. (Renewal Hour)	8:05 a.m.-3 p.m. (OPW 8:05-8:40 a.m.)
FRI	8:40 a.m.-3 p.m./3-4 p.m.	8:40 a.m.-3 p.m.	8:40 a.m.-3 p.m.

Option 2:

Under this option, the 155 minutes for Professional Development, Parent Engagement and Other Professional Work is scheduled according to the default model for non-ELT teachers (80 minute Monday, 75 minute Tuesday) but on a different schedule for the ELT teachers.

To change the configuration of the Professional Development, Parent Engagement, and Other Professional Work time in this way requires an SBO.

Day	Student School Day/ELT	ELT Teacher Work Day *(including ELT)*	Teacher (non-ELT) Work Day
MON	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20-4 p.m. (PD)	8 a.m.-3:40 p.m. (PD 2:20-3:40 p.m.)
TUES	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20 p.m. – 4 p.m. (PD)	8 a.m.-3:35 p.m. (PE/PW 2:20-3:35 p.m.)
WED	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20-4 p.m. (PE)	8 a.m.-2:20 p.m.
THUR	8 a.m.-2:20 p.m./2:20-3:20 p.m.	8 a.m.-2:20 p.m./2:20-3:20 p.m. (Renewal Hour) 3:20 p.m. - 3:55 p.m. (OPW)	8 a.m.-2:20 p.m.
FRI	8 a.m.-2:20 p.m. /2:20-3:20 p.m.	8 a.m.-2:20 p.m.	8 a.m.-2:20 p.m.

<u>Option 2 Variation:</u>
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.

<u>Option 3:</u>
Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work remains as scheduled for Mondays and Tuesdays with the Parent Engagement and Other Professional Work integrated into the ELT time on Tuesdays.

To achieve this integration requires an SBO vote.

Day	Student School Day*/ELT	ELT Teacher Work Day (including ELT)	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20-a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT with integrated PE/OPW)	8:20 a.m.- 2:40 p.m. (PE/OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
THUR	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.

*The student school day start must fall in the range from 8:00 -8:20 for this model to work.

<u>Option 4:</u>
Under this option, the 80 minutes for Professional Development remains as scheduled on Mondays for all staff. Parent Engagement and Other Professional Work on Tuesdays for those teachers working the ELT will be done before or after the day on Tuesday or on an alternative schedule subject to principal approval.

This option does **not** require an SBO vote.

Day	Student School Day*/ELT	ELT Teacher Work Day (including ELT)	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20-a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT). *PE and OPW scheduled before and/or after the day**.*	8:20 a.m.- 2:40 p.m. (PE/OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
THUR	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./2:40-3:55	8:20 a.m.- 2:40 p.m./2:40 – 3:55 (ELT)	8:20 a.m.-2:40 p.m.

*The student school day start must fall in the range from 8:00 -8:20 for this model to work.
**Alternative schedule to Tuesday PE/OPW can be scheduled subject to principal approval.

Option 5:

Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work remains as scheduled for Mondays and Tuesdays with the ELT scheduled on Wednesday, Thursday and Friday afternoons and Saturday.

This option does **not** require an SBO vote.

Day	Student School Day/ELT	ELT Teacher Work Day (including ELT)	Teacher (non-ELT) Work Day
MON	8:20 a.m.-2:40 p.m.	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)	8:20 a.m. - 2:40 p.m. (PD 2:40 – 4:00 p.m.)
TUES	8:20 a.m.-2:40 p.m.	8:20 a.m.- 2:40 p.m. (PE + OPW: 2:40 - 3:55)	8:20 a.m.- 2:40 p.m. (PE + OPW: 2:40 - 3:55)
WED	8:20 a.m.-2:40 p.m./2:40-3:20	8:20 a.m.- 2:40 p.m./2:40 – 3:20 (ELT)	8:20 a.m.-2:40 p.m.
THUR	8:20 a.m.-240 p.m./2:40-3:20	8:20 a.m.- 2:40 p.m./2:40 – 3:20 (ELT)	8:20 a.m.-2:40 p.m.
FRI	8:20 a.m.-2:40 p.m./2:40-3:20	8:20 a.m.- 2:40 p.m./2:40 – 3:20 (ELT)	8:20 a.m.-2:40 p.m.
SAT	9: 00 a.m. – 12:00 p.m.	9:00 a.m. – 12:00 p.m. (ELT)	N/A

The student school day start must fall in the range from 8:00 -8:20 for this model to work.

Option 5 Variation:

A variation on the above schedule could be to have the ELT taught by teachers for one hour after school on Wednesdays and Thursdays, with no extra time on Fridays.

To Consider:

Schools will work with their Directors of School Renewal, Superintendents and SLTs to weigh different models of ELT for their school communities. Note that they are not mutually exclusive and schools can consider multiple approaches from the below list.

1. Schools on a shared campus may combine resources and staff to provide opportunities to all students in the building.

2. Students may attend College Now or participate in offsite internships.

3. CBOs, in close coordination with schools, may hire staff to offer tutoring, mentoring, SAT prep courses, activities that foster social-emotional learning growth, and a broad range of enrichment opportunities, including non-credit bearing internships, community service, book clubs, robotics, and other noncredit bearing activities throughout the school day. The supplemental Renewal Hour must still be provided by school staff, even when done so in conjunction with CBO partners.

4. CBO personnel cannot supplant school personnel in what are their exclusive job duties. CBO staff must provide services that *supplement* core instruction.

5. CBO partnerships may afford the opportunity to lower student to teacher ratios during the extended hour. Contractual class size maximums must be adhered to for teacher-led classes.

6. Mandated related services cannot be scheduled during the ELT.

Examples of acceptable supplemental academic classes/activities for the Renewal Hour:

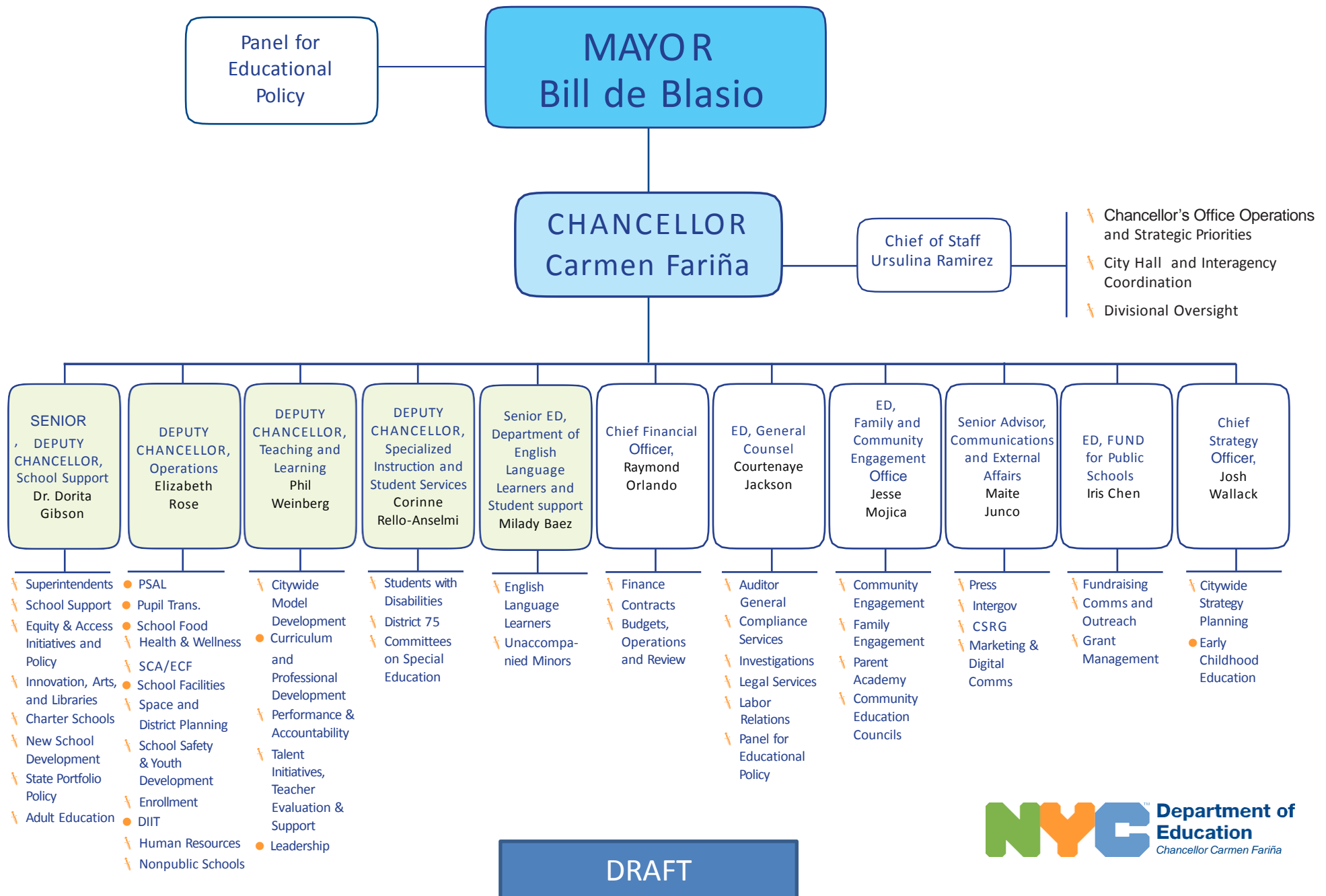| K - 8		High School	
Must be teacher-led	**Could be teacher or CBO staff-led**	**Must be teacher-led**	**Could be teacher or CBO staff-led**
Additional, follow up support in core instructional subjects (ELA, Math, Social Studies, Science, etc.)	Book Clubs	Regents Prep	SAT Prep
	Science exploration (i.e. such as robotics)	Credit-bearing Courses	Non-credit bearing Internships
	Mentoring		
	Public speaking clubs		
Response to Intervention	One to one or small group (fewer than 5 students) tutoring		Homework help
	Digital arts and programming		
Small-group re-teaching	Drama and performing arts		College essay writing
	Homework help		

Examples of un-acceptable supplemental academic enrichment activities:

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

The extra time for school staff will be staffed by posting, adhering to collective bargaining agreements, Chancellor Regulations, and DOE policy.

New York City Department of Education
Organizational Chart

Panel for Educational Policy

MAYOR Bill de Blasio

CHANCELLOR Carmen Fariña

Chief of Staff Ursulina Ramirez

- Chancellor's Office Operations and Strategic Priorities
- City Hall and Interagency Coordination
- Divisional Oversight

SENIOR , DEPUTY CHANCELLOR, School Support — Dr. Dorita Gibson
- Superintendents
- School Support
- Equity & Access Initiatives and Policy
- Innovation, Arts, and Libraries
- Charter Schools
- New School Development
- State Portfolio Policy
- Adult Education

DEPUTY CHANCELLOR, Operations — Elizabeth Rose
- PSAL
- Pupil Trans.
- School Food Health & Wellness
- SCA/ECF
- School Facilities
- Space and District Planning
- School Safety & Youth Development
- Enrollment
- DIIT
- Human Resources
- Nonpublic Schools

DEPUTY CHANCELLOR, Teaching and Learning — Phil Weinberg
- Citywide Model Development
- Curriculum and Professional Development
- Performance & Accountability
- Talent Initiatives, Teacher Evaluation & Support
- Leadership

DEPUTY CHANCELLOR, Specialized Instruction and Student Services — Corinne Rello-Anselmi
- Students with Disabilities
- District 75
- Committees on Special Education

Senior ED, Department of English Language Learners and Student support — Milady Baez
- English Language Learners
- Unaccompanied Minors

Chief Financial Officer, Raymond Orlando
- Finance
- Contracts
- Budgets, Operations and Review

ED, General Counsel Courtenaye Jackson
- Auditor General
- Compliance Services
- Investigations
- Legal Services
- Labor Relations
- Panel for Educational Policy

ED, Family and Community Engagement Office Jesse Mojica
- Community Engagement
- Family Engagement
- Parent Academy
- Community Education Councils

Senior Advisor, Communications and External Affairs Maite Junco
- Press
- Intergov
- CSRG
- Marketing & Digital Comms

ED, FUND for Public Schools Iris Chen
- Fundraising
- Comms and Outreach
- Grant Management

Chief Strategy Officer, Josh Wallack
- Citywide Strategy Planning
- Early Childhood Education

DRAFT

NYC Department of Education
Chancellor Carmen Fariña

Attachment A

Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).

2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

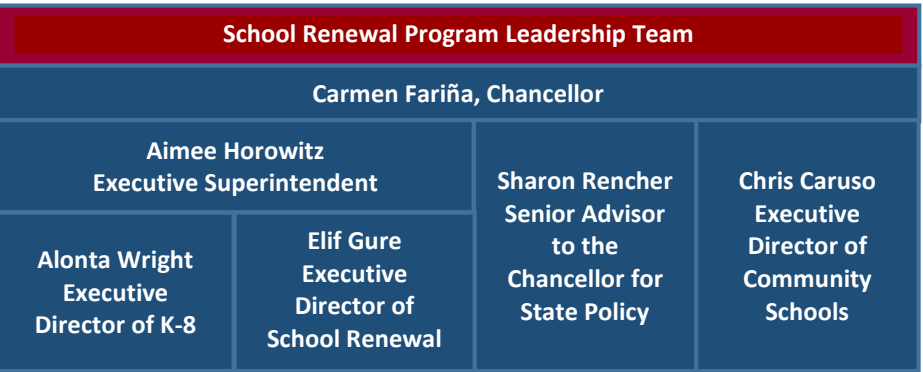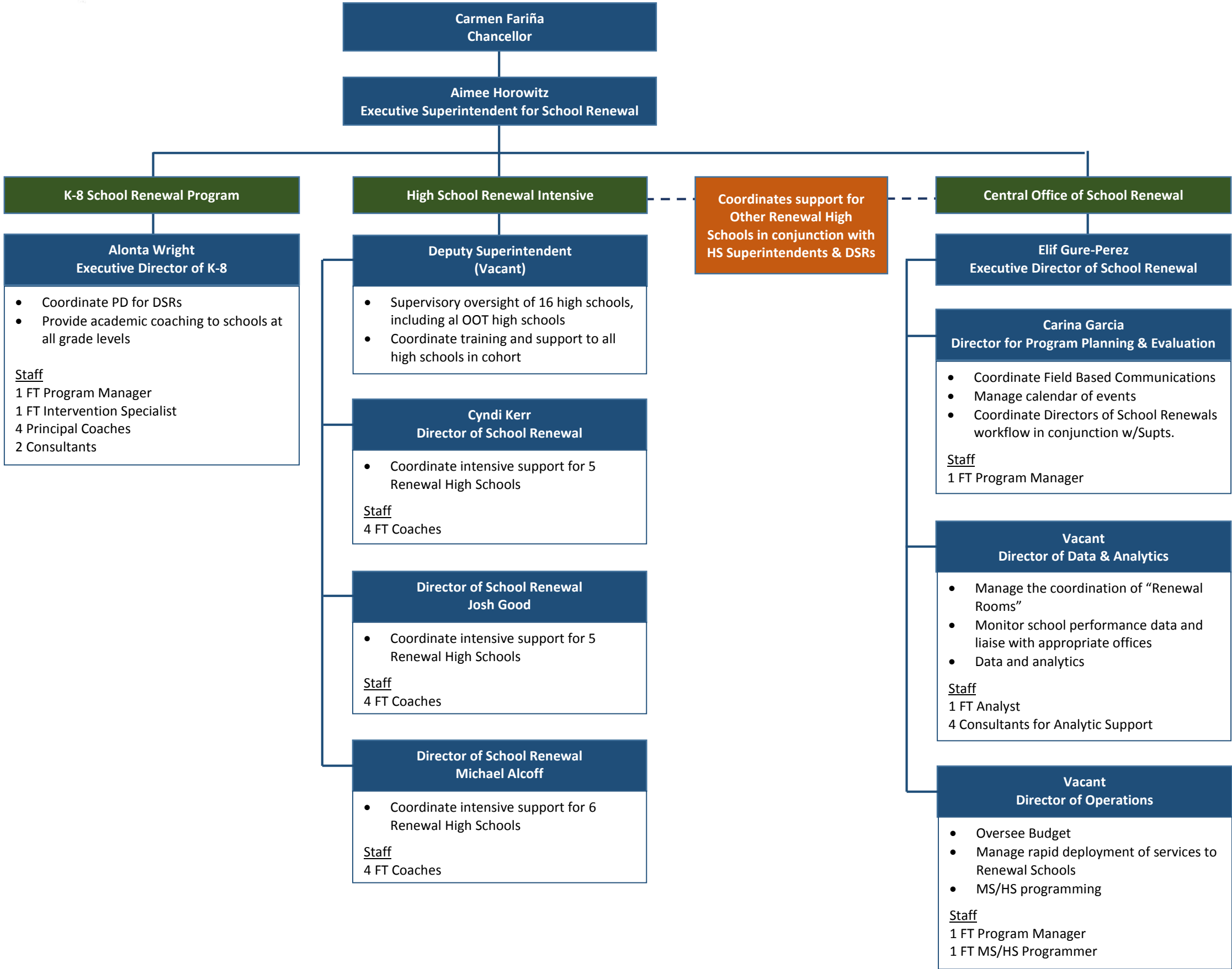| Principals Union President / Lead		
Signature (in blue ink)	Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Fiorella Cabrejos	7/7/15	
Teachers Union President / Lead		
Signature (in blue ink) Novelette Foote Samuels UFT Chapter Chair 7/7/15	Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Novelette Foote Samuels		
Parent Group President / Lead		
Signature (in blue ink)	Date 7/7/15	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name Parent representing		

Stages of Development in a NYC Community School

	Stage 1: Exploring	Stage 2: Emerging	Stage 3: Maturing	Stage 4: Excelling
Summary of Key Features of Stages	This stage is marked by optimism and curiosity about the work, and a belief that "if only" X was in place, things would be significantly different. The school team brainstorms about the benefits of a Community School strategy and its potential to serve as a mechanism to organize resources around student success.	This stage is marked by deepening collaboration among all stakeholders and **defined community partnerships**. The work begins by introducing **Core Structures**, such as formalizing a partnership with a lead CBO, **hiring a dedicated Community School director**, and securing base funding. Programs and services are developed based on a process of **strategic data collection and analysis** that engages parents as critical partners in the design of the Community School. This period is characterized by highs and lows, progress and frustration. To succeed in this stage, there needs to be the creation of and commitment to a shared vision and clear goals, as well as good communication processes, clarity of roles and responsibilities, responsiveness to needs, and regular celebration.	This stage is marked by steady, intentional progress. The vision of the Community School becomes clearer to all stakeholders, consequently there is broader support for it. Service utilization increases as interventions become more responsive to identified student needs, and quality of service delivery improves. Stakeholder relationships are based on mutual trust, there is **intentional coordination of services** and programmatic integration, and desired student outcomes are more likely to be met. To succeed in this stage, the Community School needs to engage in **ongoing needs assessment** to keep the vision and programs fresh, tend the relationships, continue to demonstrate added value, and attend to sustainability.	At this level the Community School is implementing quality programs that support the core instructional program. There is a school-wide focus on addressing the needs of the whole child through targeted and universal strategies. Through a model of **authentic school-based governance**, parents play a leadership role in the Community School and work together with school and CBO staff as advocates of quality education for all students. Strong relationships have been established between the school and community and the CBO is valued as a committed partner. To succeed in this stage the Community School needs to continue to provide innovative programming; to develop youth, parent and staff leaders to teach others best practices; and to incorporate sustainability strategies into the core operational structures of the Community School.

The Capacities across the Stages of Development

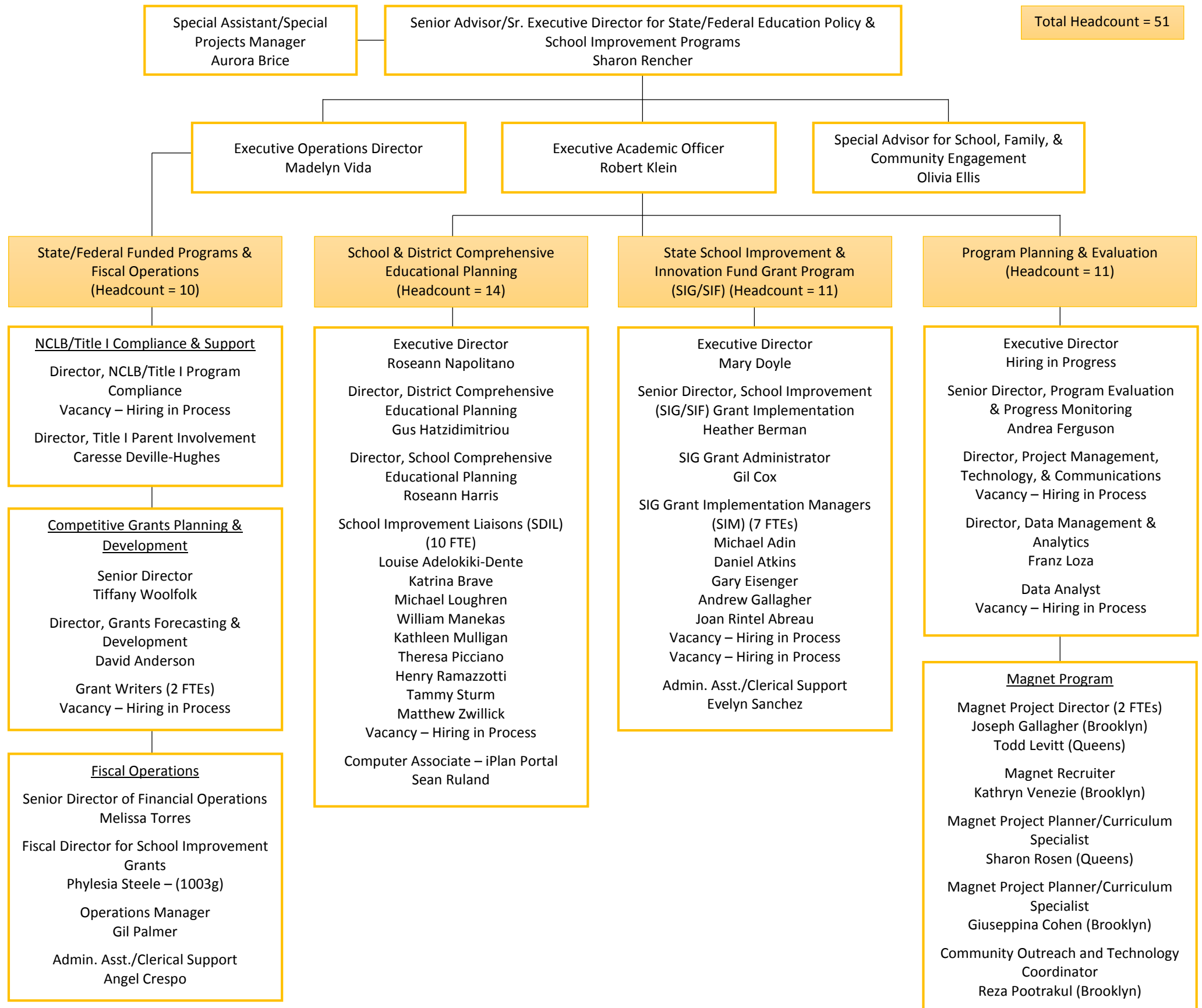|	Exploring	Emerging	Maturing	Excelling
Coordination	Characterized by recognition that children and families have unmet needs, and that the school lacks the capacity to clearly identify these needs and to adequately coordinate the responses to them. Focus on how to get services and programs for children 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.

NYC Department of Education
Carmen Fariña, Chancellor

SCHOOL RENEWAL PROGRAM ORGANIZATION CHART

DRAFT – For Discussion Purposes – July 20, 2015

Carmen Fariña
Chancellor

Aimee Horowitz
Executive Superintendent for School Renewal

K-8 School Renewal Program

High School Renewal Intensive

Coordinates support for Other Renewal High Schools in conjunction with HS Superintendents & DSRs

Central Office of School Renewal

Alonta Wright
Executive Director of K-8

- Coordinate PD for DSRs
- Provide academic coaching to schools at all grade levels

Staff
1 FT Program Manager
1 FT Intervention Specialist
4 Principal Coaches
2 Consultants

Deputy Superintendent
(Vacant)

- Supervisory oversight of 16 high schools, including al OOT high schools
- Coordinate training and support to all high schools in cohort

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Cyndi Kerr
Director of School Renewal

- Coordinate intensive support for 5 Renewal High Schools

Staff
4 FT Coaches

Director of School Renewal
Josh Good

- Coordinate intensive support for 5 Renewal High Schools

Staff
4 FT Coaches

Director of School Renewal
Michael Alcoff

- Coordinate intensive support for 6 Renewal High Schools

Staff
4 FT Coaches

Elif Gure-Perez
Executive Director of School Renewal

Carina Garcia
Director for Program Planning & Evaluation

- Coordinate Field Based Communications
- Manage calendar of events
- Coordinate Directors of School Renewals workflow in conjunction w/Supts.

Staff
1 FT Program Manager

Vacant
Director of Data & Analytics

- Manage the coordination of "Renewal Rooms"
- Monitor school performance data and liaise with appropriate offices
- Data and analytics

Staff
1 FT Analyst
4 Consultants for Analytic Support

Vacant
Director of Operations

- Oversee Budget
- Manage rapid deployment of services to Renewal Schools
- MS/HS programming

Staff
1 FT Program Manager
1 FT MS/HS Programmer

School Renewal Program Leadership Team

Carmen Fariña, Chancellor

Aimee Horowitz **Executive Superintendent**		**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

NYC Department of Education
Carmen Fariña, Chancellor

Division of the Senior Deputy Chancellor
Office of State/Federal Education Policy and School Improvement Programs

Organization Chart – DRAFT – June 2015

Total Headcount = 51

Special Assistant/Special Projects Manager
Aurora Brice

Senior Advisor/Sr. Executive Director for State/Federal Education Policy & School Improvement Programs
Sharon Rencher

Executive Operations Director
Madelyn Vida

Executive Academic Officer
Robert Klein

Special Advisor for School, Family, & Community Engagement
Olivia Ellis

State/Federal Funded Programs & Fiscal Operations (Headcount = 10)

NCLB/Title I Compliance & Support

Director, NCLB/Title I Program Compliance
Vacancy – Hiring in Process

Director, Title I Parent Involvement
Caresse Deville-Hughes

Competitive Grants Planning & Development

Senior Director
Tiffany Woolfolk

Director, Grants Forecasting & Development
David Anderson

Grant Writers (2 FTEs)
Vacancy – Hiring in Process

Fiscal Operations

Senior Director of Financial Operations
Melissa Torres

Fiscal Director for School Improvement Grants
Phylesia Steele – (1003g)

Operations Manager
Gil Palmer

Admin. Asst./Clerical Support
Angel Crespo

School & District Comprehensive Educational Planning (Headcount = 14)

Executive Director
Roseann Napolitano

Director, District Comprehensive Educational Planning
Gus Hatzidimitriou

Director, School Comprehensive Educational Planning
Roseann Harris

School Improvement Liaisons (SDIL) (10 FTE)
Louise Adelokiki-Dente
Katrina Brave
Michael Loughren
William Manekas
Kathleen Mulligan
Theresa Picciano
Henry Ramazzotti
Tammy Sturm
Matthew Zwillick
Vacancy – Hiring in Process

Computer Associate – iPlan Portal
Sean Ruland

State School Improvement & Innovation Fund Grant Program (SIG/SIF) (Headcount = 11)

Executive Director
Mary Doyle

Senior Director, School Improvement (SIG/SIF) Grant Implementation
Heather Berman

SIG Grant Administrator
Gil Cox

SIG Grant Implementation Managers (SIM) (7 FTEs)
Michael Adin
Daniel Atkins
Gary Eisenger
Andrew Gallagher
Joan Rintel Abreau
Vacancy – Hiring in Process
Vacancy – Hiring in Process

Admin. Asst./Clerical Support
Evelyn Sanchez

Program Planning & Evaluation (Headcount = 11)

Executive Director
Hiring in Progress

Senior Director, Program Evaluation & Progress Monitoring
Andrea Ferguson

Director, Project Management, Technology, & Communications
Vacancy – Hiring in Process

Director, Data Management & Analytics
Franz Loza

Data Analyst
Vacancy – Hiring in Process

Magnet Program

Magnet Project Director (2 FTEs)
Joseph Gallagher (Brooklyn)
Todd Levitt (Queens)

Magnet Recruiter
Kathryn Venezie (Brooklyn)

Magnet Project Planner/Curriculum Specialist
Sharon Rosen (Queens)

Magnet Project Planner/Curriculum Specialist
Giuseppina Cohen (Brooklyn)

Community Outreach and Technology Coordinator
Reza Pootrakul (Brooklyn)

External Partnerships for Leadership Programs:

For Teacher Leadership
- [New Leaders Emerging Leaders Program (ELP)](), A year-long program for teachers who are looking to expand their leadership skill and put them into action by leading a team of teachers at their school. There were 20 teachers chosen across all five boroughs for the 2014-15 school year.

For Aspiring Assistant Principals or Principals
- [Bank Street Principals Institute (PI)](), which prepares teachers and guidance counselors for leadership positions in NYCDOE schools with a strong focus on instructional leadership. The Bank Street Graduate School of Education's Principals Institute (PI) has graduated more than 30 cohorts of New York City leaders and has been cited by Stanford University researchers as an exemplary principal preparation program. PI has a strong focus on instructional leadership (including special education leadership) and includes an intensive advisory/internship component. Classes are scheduled in the evening and summers to allow participants to continue working. The program takes place over 18 months and leads to a master's degree in educational leadership, as well as New York State School Building Leader (SBL) certification. In 2014-15 there were three cohorts of Bank Street with approximately 50 participants.
- [Relay Graduate School of Education (GSE)](), which serves as an entry point for teacher leaders interested in pursuing a path to school leadership with a specific focus on honing strong instructional and cultural leadership skills that drive better outcomes for students. The Relay GSE Instructional School Leadership Program (ISLP) offers a unique opportunity for high-potential teacher leaders and aspiring leaders who seek a rigorous, practice-based path to develop their instructional and cultural leadership skills and explore school leadership as a potential career. Created in partnership with DOE Cluster IV and Teach For America (TFA) NY, Relay GSE's two-year, job-embedded program is aligned with the New York City citywide instructional expectations and results in an eventual Master's in School Leadership and SBL program upon successful completion (pending NYSED approval). This rigorous program will emphasize practice and continuous improvement of the skills and mindsets needed to be an effective school leader. In 2014-15 there were 11 participants in the Relay GSE School Leadership Program.
- [Fordham University Accelerated Master's Program in Educational Leadership (AMPEL)]() Prepares highly motivated individuals to become future visionary and instructional leaders, through an intensive but supportive one-year cohort model. For the 2014-15 school year there were 20 individuals in the Fordham AMPEL program.
- [New Leaders Aspiring Principals Program]() which develops and supports individuals with some leadership experience to successfully lead schools through teamwork, simulated school projects, and a year-long principal internship and a national education curriculum. New Leaders Aspiring Principals Program provides resident principals with a solid academic foundation and real-world experience vital to success in transforming our country's lowest performing schools. New Leaders aims to train tomorrow's principals to turn around underperforming schools and the lives of the

students who attend them. Graduates of the program are considered to be some of the most highly qualified principal candidates in our partner cities. For the 2014-15 school year there were 9 participants in the New Leaders program.

- [NYC Leadership Academy (NYCLA) Aspiring Principals Program (APP)](#), which develops and supports individuals with some leadership experience to successfully lead low-performing schools through teamwork, simulated school projects, and a six-month principal internship. APP is a standards-based, 14-month leadership development program designed to prepare participants to lead instructional improvement efforts in New York City's high-need public schools—those marked by high poverty and low student achievement. Through a rigorous application process, APP selects a diverse and talented group of educators (including former assistant principals, teachers, coaches and guidance counselors) deeply committed to closing the achievement gap.
- [NYC Leadership Academy (NYCLA) Leadership Advancement Program (LAP)](#) LAP is an innovative leadership program with an intense focus on preparing teacher leaders to become school administrators. Successful completion of LAP, which includes completion of coursework and a part-time residency, earns candidates their School Building Leader (SBL) certification. Key program design elements include strengthening instructional prowess, deepening content knowledge, facilitating adult learning, managing teams, and a systematic approach to school improvement.

For Current Assistant Principals
- [Executive Leadership Institute (ELI) Advanced Leadership Program for Assistant Principals (ALPAP)](#) which prepares strong assistant principals with an opportunity to hone existing skills, and to acquire new skills needed for the position of principal. Advanced Leadership Program for Assistant Principals (ALPAP), sponsored by the Council of School Supervisors and Administrators (CSA) of the City of New York, is an innovative professional development program focused on the advanced leadership skills needed to serve as an effective principal. This program provides a venue for assistant principals who have effectively met the challenges of their administrative and supervisory roles and demonstrated a readiness to become principals, to explore the complex nature of decision-making and authentic leadership.

For Current Principals
- [Executive Leadership Institute (ELI) School Based Intermediate Supervisors Institute (SBISI)](#) is designed as a two-year leadership seminar series (Series I and II) to build, expand and enhance fundamental school leadership skills and knowledge through a wide variety of "nuts and bolts" strategies, engagement in critical thinking scenarios, and exploration of educational leadership-related literature

Internal Leadership Programs:

For Teacher Leadership
- [New Teacher Mentoring](#), The mentor's role is to promote the growth and development of new teachers to improve student learning by providing instructional coaching and non-evaluative feedback.The NYCDOE believes that one of

the first leadership opportunities for teachers is to become a new teacher mentor; there are new teacher mentor certification courses held throughout the school. In 2014-15 there were approximately 6,000 new teacher mentors across the five boroughs.

- Teacher Leadership Program (TLP) Strengthening content knowledge, coaching, and facilitative skills are the key elements of this program for teachers already serving in school-based leadership roles; TLP is an opportunity for teacher leaders to develop their facilitative and instructional leadership skills. It is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools.Upon completion of the program, teachers may choose to remain in teacher leadership roles within their schools or consider applying to a principal preparation program to further strengthen their leadership skills and prepare for roles as school leaders. For the 2014-15 school year there were 80 schools selected with 300 teacher leaders.
- Peer Instructional Coach (USDOE TIF Grant and NYSED STLE Grant) support their colleagues through coaching and intervisitations to improve instruction and student learning aligned to the Danielson Framework for Teaching
- Model Teacher (formerly Demonstration Teacher) (USDOE TIF Grant and NYSED STLE Grant) use their classrooms as a laboratory classroom to serve as a resource for colleagues' professional growth
- Learning Partners Program (LPP) Model Teachers (MTs) take on added responsibilities in accordance with the UFT-DOE contract to support the instructional practice of other teachers in their school through activities such as establishing their own class as a laboratory classroom, demonstrating lessons, exploring emerging instructional practices, tools or techniques, and reflecting on visits from colleagues. The NYCDOE supports MTs through on-going professional development to ensure their success as leaders in their schools. For the 2014-15 school year there were over 100 LPP Model Teachers across all five boroughs.

For Aspiring Assistant Principals or Principals
- Leaders in Education Apprenticeship Program, which prepares teachers, guidance counselors, and assistant principals to take on school leadership positions within the NYCDOE. The Leaders in Education Apprenticeship Program (LEAP) is a 12-month, school-based, on-the-job principal preparation and leadership development program run by the New York City Department of Education (NYCDOE). The program focuses on further developing individuals who have a past of demonstrated leadership capacity and transforming them into the future leaders and school administrators for New York City public schools. LEAP is a unique model that develops school leaders within their current school environment and creates opportunities to harness existing relationships including those with current principals to promote leadership growth. LEAP utilizes multiple learning experiences in addition it provides apprentices with on-the-ground support and access to a trained and experienced LEAP Faculty Member to enhance the personalization of their leadership development. The LEAP model is aligned with the NYCDOE's instructional initiatives and priorities, and it is grounded in research and NYCDOE Quality Review (QR) leadership-based competencies. For the 2014-15 school year there were 89 LEAP apprentices represented across all five boroughs.

For Current Assistant Principals
- [Assistant Principal Institute](), The Assistant Principal Institute (API) is a year-long program designed to prepare strong assistant principals for principal positions in one to three years. API is structured to support participants in the exploration of specific instructional questions and issues of interest. Through an inquiry model grounded in school-based study, API participants hone skills of low-inference observation and feedback, generative professional dialogue, collaborative problem-solving, and decision-making. This work supports assistant principals shift the lens through which they view schools, moving from the perspective they have in their current roles as APs, to thinking, seeing, and planning as a building principal would. In addition, participants will have the opportunity to refine a full range of leadership skills, with a strong focus on instructional and facilitative leadership. With the understanding that our assistant principals assume many roles, all of which are critical to ensuring strong outcomes for all of our students, API seeks to enhance our participants' growth and development in current positions as well as their preparation for the role of building principal. There are 60 participants in the API cohort for 2014-15.
- Learning Partners Program for Assistant Principals (LPPAP), is designed to build upon the leadership capacity of strong assistant principals working in Learning Partner Program and Showcase Schools, in order to prepare them for a principal role in 1-3 years, either as part of a succession plan for their current school or for schools identified by the Chancellor or other Senior Leadership.
- [New School Proposal Process](), which supports new school principals in fully realizing the vision of opening a new school. There were 12 school leaders chosen for the New School process for 2014-15.

For Current Principals
- [Advanced Leadership Institute (ALI)]() The New York City Department of Education's (DOE) Advanced Leadership Institute (ALI), in partnership with Baruch College, is a one-year leadership development program for high-performing principals, network, cluster, or central leaders. Taught by current DOE leaders, ALI combines theory with clinically-rich learning experiences to develop the knowledge, skills, and aptitudes necessary to effectively lead at the systems-level. Participants accepted into ALI will be eligible for a 60% reduction of SDL tuition fees through Baruch College. Those who meet and demonstrate success will receive a certificate of completion from the DOE and be considered for New York State (NYS) School District Leader (SDL) certification. Candidates who already hold School District Leader (SDL) certification are also eligible to apply. For the 2014-15 school year there were 22 participants in ALI.
- [Chancellor's Fellowship]() The Chancellor's Fellowship is a leadership development opportunity for top talent at the New York City Department of Education (NYCDOE). The program is designed for exemplary principals and central leaders who are committed to public education and have a proven record of success. The Fellowship provides tangible tools and non-monetary rewards to our 'best and brightest' including professional development; executive coaching, career guidance and a network of peers and alumni.The Chancellor's Fellowship is a highly selective program for up to twelve participants. Chancellor's Fellows will be trained and provided opportunities in six competency categories that collectively define what it takes to be an effective system-level leader. Each Chancellor's Fellow will also receive a 360-degree review and five hours of executive coaching.

Recruitment for Pipeline Programs and Positions
- Common Application for Principal Preparation Programs
- Alumni Dinner Series, piloted school year 2014-15, , a series designed for sitting assistant principals who are graduates of Leadership Pathway Programs. These distinctive dinners are intended to provide assistant principals interested in moving to the next stop along the Principal Pipeline who will be pursuing principalships for the coming school year, with a unique learning experience and intimate exposure to key NYCDOE leadership. The Assistant Principal Alumni Dinner Series included presentations by Chancellor Carmen Fariña, Deputy Chancellors Phil Weinberg and Corinne Rello-Anselmi, and Senior Superintendent Laura Feijoo.
- Leadership Pathways System (LPS) is designed to support the NYCDOE's commitment to creating and sustaining a robust leadership pathway for all instructional staff. LPS facilitates the recruitment, development and placement of high-quality leaders who drive school improvement and student achievement.

   NYCDOE staff are able to log in via any computer to access LPS for multiple reasons:
   Pedagogical Staff (principals, APs, and teachers):
   1. View Profile: the profile includes HR related data like years of experience, current and past titles, job locations, certifications, contact information, and participation in a NYCDOE leadership program;
   2. Update Profile: profile users can add comments to their profile, upload cover letters and resumes, edit their contact information, and select their leadership interests whether it be for a new position or interest in a leadership program.

   Hiring Managers (superintendents, senior NYCDOE leaders)**:**
   1. Search Profile: search for candidates based on years of experience, background, certification, candidate interests, affiliation with a NYCDOE leadership program, district, name, or school experience;
   2. Save Profiles and Make Notes: hiring managers can utilize LPS to save individual profiles they would like to remember or save notes on particular candidates they want to remember and revisit in the future.
   3. Search Schools: hiring managers can also search and view school level profiles to learn more about the schools in their district. Information on school profiles include school demographics, school improvement results, historical data on leadership changes, and school survey results.

   Central Staff:
   1. Reporting: Central staff is able to utilize the entire hiring manager and pedagogical staff features in addition to mass reporting functionality. Reports are helpful in tracking leadership development graduates, identifying lists of eligible candidates for principal roles, and identifying pedagogical staff that are eligible and ready for leadership development programs.

- Principal Candidate Pool, developed and implemented the Principal Candidate Pool to positively impact student achievement by ensuring that strong leaders are considered for principal roles. The Principal Candidate Pool is one of the first steps before a candidate is eligible to apply for a principalship in New York City, as outlined in Chancellors Regulation 30. The NYCDOE has been utilizing the centralized selective hiring process named, the Principal Candidate Pool, since 2008. In 2013, the process was overhauled to be aligned explicitly to the Quality Review Rubric – in addition to providing professional development to potential new school leaders. This process remains to be full scale in NYC and engrained in the culture of the NYCDOE. Prior to being eligible to apply for principal positions, all candidates must go through the principal candidate pool – or be historical principal candidate pool members. In addition to applying for the Principal Candidate Pool via the website, candidates in all of the NYCDOE pre-service training programs undergo the Principal Candidate Pool process by virtue of their training program – so that at the completion of their pre-service training they are eligible to apply for school leader positions.
- Beginning December 9, 2013, the NYCDOE launched an enhanced version of the Principal Candidate Pool process in order to meet the following objectives:
  1. Align the screening process to clear, high standards that are consistent with the expectations to which principals will be held accountable under 3012c
  2. Offer participants an opportunity to receive high quality professional development about the NYCDOE's expectations of principals
     Three professional developments and three on-demand performance assessments focused around the three categories of the Quality Review rubric (QR):
     I. Instructional Core across Classrooms
        Curriculum (1.1)
        Pedagogy (1.2)
        Assessment (2.2)
     II. School Culture
        Positive learning environment (1.4)
        High expectations (3.4)
     III. Structures for Improvement
        Leveraging resources (1.3)
        Teacher support and supervision (4.1)
        Goals and action plans (3.1)
        Teacher teams and leadership development (4.2)
        Monitoring and revising systems (5.1)
  3. Provide hiring managers with multi-dimensional information to help enhance strategic placement hiring decisions related to principals

- New Principal Onboarding and Support, including New Principal Intensive

The DOE has historically provided every first-year principal in the system with 72 hours of one-on-one coaching to support their successful transition into the role. In the past, this coaching was provided through an external contract; the contracted organization has as a team of coaches who are mostly retired DOE principals and superintendents. The Office of Leadership (OOL) launched a New Principal Support Pilot in September 2014 that currently supports 35 first-year principals. The new principals in our pilot receive a robust set of supports that are aligned to current DOE expectations, coordinated with their superintendents, and delivered by coaches with first-hand knowledge of the current challenges that DOE principals face. Each new principal receives the following:

1. **One-on-One Coaching** – OOL has hired three full-time coaches, all of whom served as a successful DOE principal within the last three years. Each coach works with 10-12 first-year principals, providing each one with at least 80 hours of individualized support. The coaching is grounded in the QR Rubric and the Framework for Great Schools, and is thus closely aligned to the DOE's current expectations for principals. In addition, our coaches work closely with their mentees' superintendents; they met with each new principal and his/her superintendent at the beginning of the year to discuss goals and expectations, and they provide them with quarterly updates about the content of their work together and next steps.
2. **Critical Friends Groups** – In addition to individualized coaching, every first-year principal in our pilot has the opportunity to participate in a Critical Friends Group (CFG) with a small group of new principals whose schools are in close geographic proximity. Each CFG meets about eight times per year and is led by a strong sitting principal whose school is close by. The CFGs give new principals an opportunity to connect with and feel supported by one another; our hope is that these relationships will endure far beyond the principals' first year.
3. **Conferences** – All of our new principals, coaches, and CFG leaders are invited to two full-day conferences each year. These conferences provide further opportunities to connect, as well as valuable professional learning designed to meet the identified needs of new principals.
4. **Online Resources -**– We are working with DIIT to launch an online platform, housed on Weteachnyc.org that connects new principals to one another and to valuable central resources.

Recruitment of High-Quality Personnel:
- The 2014 teachers' contract has established an unprecedented career ladder for excellent teachers to support their colleagues' and student' learning through the introduction of Teacher Leader Roles. Roles include Model Teachers, Master Teachers, and Teacher Incentive Fund (TIF) Teacher Leaders. During the 2014-15 school year, over 800 teacher leaders have been placed in nearly 350 schools, including over 100 Model Teacher positions. In addition to their duties as teachers, Model Teachers take on added responsibilities to support the instructional practice of other teachers in their school through activities such as establishing their own class as a laboratory classroom, demonstrating lessons, exploring emerging instructional practices, tools or techniques, and reflecting on visits from colleagues. The NYCDOE supports Model Teachers through on-going professional development to ensure their success as leaders in their schools. Master Teachers work closely with school leadership to define their role which could include, among other duties, supporting the development of

peers by facilitating instructional support activities, leading study groups, and facilitating coaching conversations with educators. TIF Teacher Leaders include Peer Instructional Collaborators, who support their colleagues through coaching and intervisitations to improve instruction and student learning aligned to the *Danielson Framework for Teaching*. Also, Demonstration Teachers use their classrooms as a laboratory classroom to serve as a resource for colleagues' professional growth. Lastly, the Interschool Teacher Development Coaches partner with teachers and school leaders to deepen their knowledge of *Advance*, assessment of student progress, and the *Framework for Teaching* to help them reflect and grow as they meet their students' needs; they support teacher teams across multiple schools in engaging in differentiated cycles of professional learning.

District-Level Plan: Attachments Table of Contents

Number	Name of File	Corresponding District-Level Plan Section
1	Section B_UFT MOA	Section B
2	Section B_Priority Schools SAM	Section B
3	ELT Guidance	Section B
4	Draft 2015-16 NYCDOE Org Chart	Section C
5	Org Chart for OSFEP Draft	Section C
6	Org Chart for School Renewal Program_Draft	Section C
7	Renewal Schools Benchmark Menu EMS Sample	Section C
8	Renewal Schools Benchmark Menu HS Sample	Section C
9	Stages of Development Framework NYC Community Schools	Section C
10	Programs and Partnerships 2015	Section D
11	Attachment Z	Multiple Sections

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                              ┌─────────────────┐
                              │    Principal    │──────────────┐
                              └─────────────────┘              │
                                                    ┌──────────────────────────────┐
                                                    │ Assistant Principal - Campus   │
                                                    │           Director             │
                                                    └──────────────────────────────┘
          ┌──────────────────┐                                      │
          │ Parent Coordinator│──────────────┐            ┌──────────────────┐
          └──────────────────┘              │            │       Dean       │
                                            │            └──────────────────┘
   ┌──────────────┐          ┌──────────────┐                 │
   │  Secretary 1 │──────────│  Secretary 2 │        ┌─────────────────────────┐
   └──────────────┘          └──────────────┘        │ School Aides - Security │
                                                     └─────────────────────────┘
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Assistant Principal - 1	Assistant Principal - 2	Assistant Principal - 3
Lead teacher - ELA/Social Studies	Lead teacher Math/Science	Lead Teacher ESL/Special Education/Electives
Guidance Counselor Cohort 2016	Guidance Counselor Cohort 2017	Guidance Counselor Cohorts 2018
School Aide	School Aide	Guidance Counselor Cohort 2019
ELA/Social Studies Teachers	Math/Science Teachers	Social Worker
		School Aide
		ESL/Special Education/Elective Teachers

Sample Student Schedule

Time	PD	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 9:04	1	Literacy	Literacy	Literacy	Literacy	Literacy
9:06 – 9:55	2	PE	PE	PE	ART	ART
9:57 – 10:46	3	Spanish	Spanish	Spanish	Spanish	Spanish
10:48 – 11:38	4	ELA	ELA	ELA	Math	ELA
11:39 – 12:28 St. Lunch	5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 – 1:19	6	Social	Social	Science	Social	Social
1:21 – 2:10	7	Math	ELA	Math	Math	Math
2:12 – 3:01	8	Social	Science	Science	Science	Science
3:03 – 3:52	9	ELT Elective	ELT Elective	ELT Elective	ELT Elective	ELT Elective
		Science Planning Day – No Science Classes 4th, 7th, 8th	Math Planning Day – No Math Classes 4th, 7th, 8th	Social Planning Day – No SS 4th, 7th, 8th	ELA Planning Day – No ELA 4th, 7th, 8th	

Sample teacher schedule below reflects extended planning time

Time	PD	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 – 9:04	1	Course 1	Course 1	Course 1	Course 1	Course 1
9:06 – 9:55	2	PREP	PREP	PREP	PREP	PREP
9:57 – 10:46	3	Course 2	Course 2	Course 2	Course 2	Course 2
10:48 – 11:38	4	Course 3	Course 3	Course 3	Department Planning Time	Course 3
11:39 – 12:28 St. Lunch	5	Grade Level Meeting	Grade Level Meeting	Grade Level Meeting	Grade Level Meeting	Grade Level Meeting
12:30 – 1:19	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:21 – 2:10	7	Other Professional Work	Course 3	Course 4	Department Planning Time	Other Professional Work
2:12 – 3:01	8	Course 4	Course 4	Course 4		Course 4
3:03 – 3:52	9	Optional ELT	Optional ELT	Optional ELT	Optional ELT	Optional ELT
		Science Planning Day – No Science Classes 4th, 7th, 8th	Math Planning Day – No Math Classes 4th, 7th, 8th	Social Planning Day – No SS 4th, 7th, 8th	ELA Planning Day – No ELA 4th, 7th 8th	

Date	Events / Actions	Intended Outcome
Inquiry Cycle #1 September – October 2014	• Baseline math and literacy assessment for all students • Review "WiTSI protocols • Inquiry Team scoring and analysis of student baselines • Design of math and literacy interim assessment #1 • Students complete interim assessment #1 in math and literacy • Teacher present initial portfolio of student work	• Inquiry Teams identify key math and literacy standards to address in the 2014-2015 school year • Inquiry teams complete one cycle of Inquiry analysis of work, interventions recommendation, collection of student work, and analysis of outcomes and impact of recommended practice / intervention • Interim assessment #1 is prepared for implementation
Inquiry Cycle #2 November-December 2014	• Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #2 • Teams recommend supports and intervention(s) • Results are analyzed for impact • Design of math and literacy interim assessment #2 • Assign interim assessment #2	• Teams establish routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels
Inquiry Cycle #3 January – February 2015	• Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #3 • Teams recommend supports and intervention(s) • Results are analyzed for impact • Design of math and literacy interim assessment #3 • Assign interim assessment #3 • School wide assessment of mid-year student progress with key literacy and math standards	• Teams refine routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. • Assessment of progress on key standards and spread of best practice
Inquiry Cycle # 4 March- April 2015	• Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #4 • Teams recommend supports and intervention(s) for key standards and students • Results are analyzed for impact • Design of math and literacy interim assessment #4	• Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Literacy and math instructional strategies are common across classrooms, horizontally and vertically

	•Assign interim assessment #4	•Assessment of progress on key standards and spread of best practice
Inquiry Cycle #5 May – June 2015	•Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #5 •Teams recommend supports and intervention(s) for key standards and students •Results are analyzed for impact •Design and assign summative assessment in math and literacy. •Employ summative assessments, analyze results and report findings	•Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels •Literacy and math instructional strategies are common across classrooms, horizontally and vertically •Assessment of progress on key standards and spread of best practice •Analysis of student growth and impact of Inquiry on instruction

Section K- Project Plan and Timeline

Project Plan	Target Group(s)	Timeline	Key Personnel
ELA curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed.	Cabinet/Teachers/Lead Teachers	Sept.2015	Assistant Principals, Instructional Coaches, Lead Teachers, Strategic Inquiry Consultants, Teachers' College Consultants
Math curricula and academic tasks will emphasize the CC instructional shifts, rigorous habits and higher order skills for all learners in the majority of classes observed.	Cabinet/Teachers/Lead Teachers	Sept-Dec, 2015 2x per month	Assistant Principals, Instructional Coaches, Lead Teachers, Strategic Inquiry Consultants, Teachers' College Consultants
All teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to the data collected.	Teachers/Lead Teachers	Sept-Dec, 2015 Weekly	Instructional Coaches, Lead Teachers

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 The use of inquiry, scaffolding materials, formative assessments, instructional focus, instructional shifts, and other instructional strategies will be used to provide rigorous instruction	Lead Teachers /Assistant Principals/teachers	Sept.2015-June 2016 Weekly	RenewalTeam 1X per week/Strategic Inquiry Consultants 2x per month
Leadership will utilize the Danielson framework to provide feedback to all teachers on pedagogical practices as well as identify professional development topics to support areas for growth	Teachers	Sept. 2015-June, 2016 Monthly	Principal, Assistant Principal, Instructional Coaches, Lead Teachers
Teachers will actively participate in inquiry based teacher teams on a weekly basis in order to assess student work and craft CCLS aligned tasks in response to the data collected.	Teachers/students	Sept.2015-June 2016 weekly	Assistant Principal, Instructional Coaches, Lead Teachers

A peer mentoring program for incoming 9th graders (2016 cohort) will be rolled out with support by Center for Supportive Schools following the Peer Group Connection Curriculum.	Teachers/Students	Sept.2015-June 2016 weekly	Assistant Principals cohort 2016 and 2019, Lead Teachers and CSS Coaches
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	Lead Teachers/teachers
Teachers and staff will utilize structures and protocols for prevention and intervention by referring students to services that support social and emotional development, mental health and academic success.	Teachers/Guidance Counselors/Deans	Sept. 2015-June, 2016 weekly	Principal, Assistant Principals, Fordham University, The leadership Program, Center for Supportive Schools
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	Principal, Assistant Principals, Renewal Team

Partner Organization	Services Provided	Goal Partner Organization Supports	Accountability of Performance
Fordham University Graduate School of Education	Community School Manager to align and coordinate services provided to student Provide mental health services for students and families Provide healthcare options for students and families Provide ELT opportunities for students	Rigorous Instruction Supportive Environment Strong Family and Community Ties	Increased student academic achievement in core subject areas Increased student attendance Decrease in OORS incidents Debriefing meetings with administrative staff and Community School Manager
Center for Supportive Schools	Implement Peer Group Connection program to support students' successful transition from middle to high school by training high school juniors and seniors to create a nurturing environment for incoming freshmen	Supportive Environment	Increased student attendance Decrease in OORS incidents Debriefing meetings with administrative staff and with CSS liaison Observations of peer leader outreach sessions
Strategic Inquiry Consulting	In-school consultant to provide professional development and training of staff in support of school-wide spread of	Rigorous Instruction Collaborative Teachers	Support logs from consultant Observations of teacher teams using inquiry

			Increased student academic achievement in core subject areas Debriefing meetings with administrative staff Participation of consultant in Cabinet Inquiry Professional development sessions for staff
	strategic inquiry		
The Leadership Program	Provides mentoring and support services for students with chronic attendance and cutting history.	Supportive Environment	Increase in student attendance and decrease in cutting incidents Increase student engagement Debrief meeting with staff
Achieve3000®	Online software solution that is differentiated to students' individual lexile levels used for helping students make academic gains in reading fluency, comprehension, content knowledge, and academic language acquisition	Rigorous Instruction	Daily, weekly verbal debriefing, emails and additional planned meetings as needed. Indicators of school culture and student social-emotional growth such as attendance, student self-reflections and OORs related incidences Observations of teachers integrating Achieve3000 into

			their daily instruction Increase in academic performance of ELLs and SWDs in core subjects and in Regents exams
Edmentum - Plato Courseware	Online software solution to increase students' academic content knowledge in the core academic subjects to ELA, Math, Social Studies, and Science	Rigorous Instruction	Daily, weekly verbal debriefing, emails and additional planned meetings as needed. Observations of teachers integrating Plato Courseware into their daily instruction Increase in academic performance of students in core subjects and in Regents exams
Brienza's Academic Advantage	Academic support to prepare students for regents in core subject areas of Math, Social Studies, and Science, SAT preparation	Rigorous Instruction	Increased student academic achievement in core subject areas, regents, and SAT scores Attendance logs of students participating in program Debriefing meetings with school staff
Teachers College	Curriculum development,	Rigorous Instruction,	Improved ADVANCE ratings

| | assessment alignment and job embedded professional development | Collaborative Teachers | for teachers in the Instructional core

Increased student academic achievement in core subject areas, regents, and SAT scores

Debriefing meetings with school staff

Logs and agendas of PD sessions |
|---|---|---|---|
| College Summit | College preparedness curriculum and guidance | Rigorous Instruction, Strong Family and Community Ties | Increased student academic achievement in core subject areas, regents, and SAT scores

Attendance logs of students participating in program |
| Atlas Rubicon | Curriculum Mapping | Rigorous Instruction, Collaborative Teachers | Increased student academic achievement in core subject areas, regents, and SAT scores |

School-Level Plan: 10X438 – Fordham leadership Academy
Attachments Table of Contents

Number	Name of File	Corresponding School-Level Plan Section
1	Attachment - Partner Accountability Chart- 10X438	Section F
2	Growth in Leadership of Strategic Inquiry	Attachment C – Strategic Inquiry
3	Growth in Leadership of Strategic Inquiry (1)	Attachment C – Strategic Inquiry
4	Inquiry Team Growth	Attachment C – Strategic Inquiry
5	Student Progress in Writing – Sentence Skills – Special populations	Attachment C – Strategic Inquiry
6	Student Progress in Writing – Sentence Skills	Attachment C – Strategic Inquiry
7	Student Progress in Writing – The Paragraph	Attachment C – Strategic Inquiry
8	2013-14 National ELL Lexile Study	Attachment C – Achieve 3000
9	2013-14 National Lexile	Attachment C – Achieve 3000
10	NYC Lexile Study 2013-14	Attachment C – Achieve 3000
11	NYC Districts – July 2015 Implementation Highlights	Attachment C – Achieve 3000
12	Research to Practice 2015	Attachment C – Achieve 3000

Growth in Leadership of Strategic Inquiry -SRI 2015

Self Report Feb & June by Faciliator Pairs (SRI coaches & school leads)

Category	Value
Can drill down to learning target [PRE]	3.92
Can drill down to learning target [POST]	4.44
Can make & effectively use inquiry tools [PRE]	2.88
Can make & effectively use inquiry tools [POST]	4.4
Can take action to move target students to learning goals [PRE]	3.2
Can take action to move target students to learning goals [POST]	4.12
Can present evidence of progress from baseline to goals [PRE]	3.08
Can present evidence of progress from baseline to goals [POST]	4.56
Can anticipate typical team challenges [PRE]	3.96
Can anticipate typical team challenges [POST]	4.56
Can lead teams through challenges [PRE]	3.68
Can lead teams through challenges [POST]	4.28

Growth in Leadership of Strategic Inquiry -SRI 2015

Self Report Feb & June by Faciliator Pairs (SRI coaches & school leads)

Chart data:

Category	Value
Can drill down to learning target [PRE]	3.92
Can drill down to learning target [POST]	4.44
Can make & effectively use inquiry tools [PRE]	2.88
Can make & effectively use inquiry tools [POST]	4.4
Can take action to move target students to learning goals [PRE]	3.2
Can take action to move target students to learning goals [POST]	4.12
Can present evidence of progress from baseline to goals [PRE]	3.08
Can present evidence of progress from baseline to goals [POST]	4.56
Can anticipate typical team challenges [PRE]	3.96
Can anticipate typical team challenges [POST]	4.56
Can lead teams through challenges [PRE]	3.68
Can lead teams through challenges [POST]	4.28

Inquiry Team Growth - SRI 2015

Pre-& Post Ratings by Faciliator Pairs (SRI coaches & school leads)
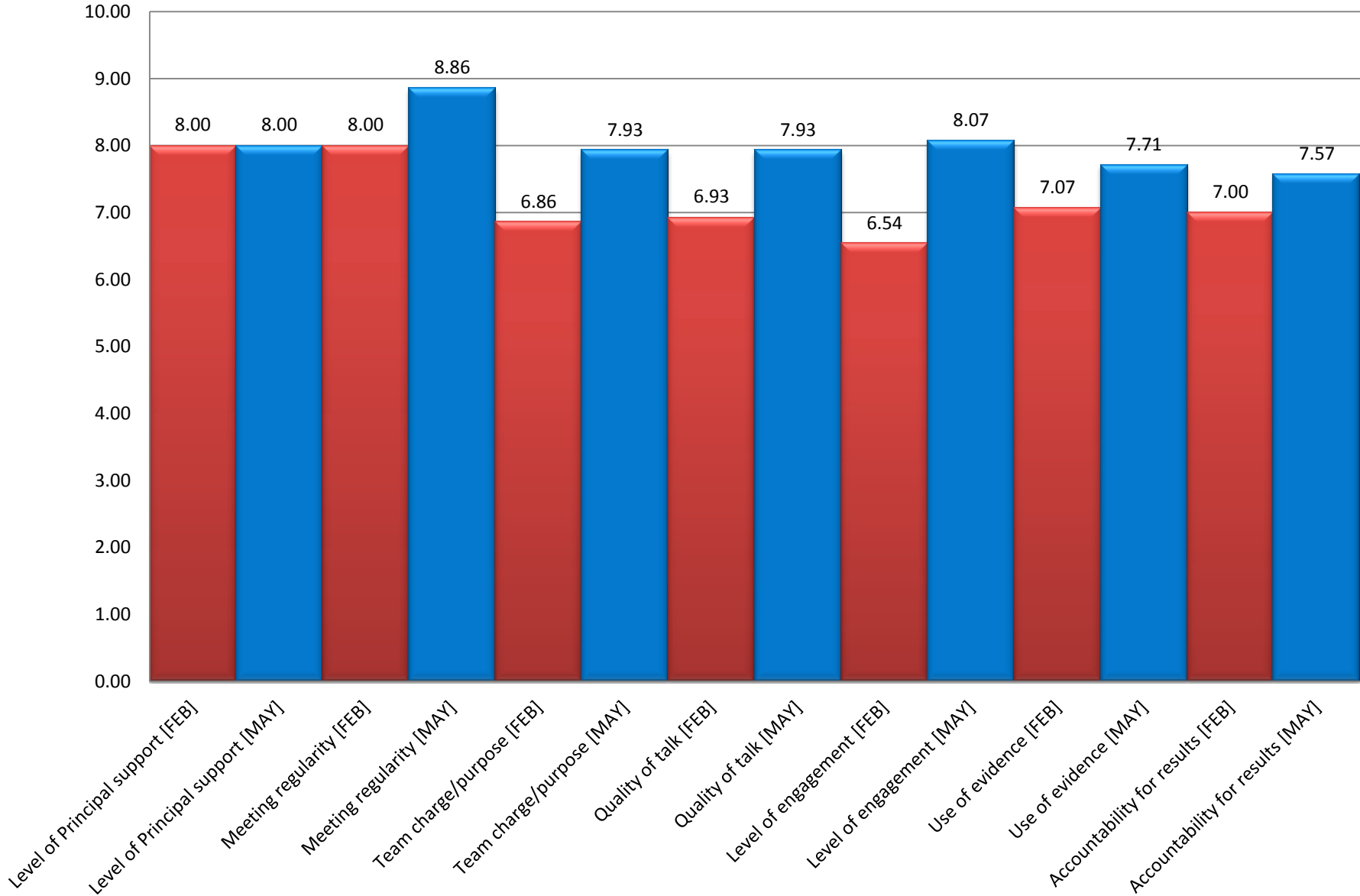
Category	FEB	MAY
Level of Principal support	8.00	8.00
Meeting regularity	8.00	8.86
Team charge/purpose	6.86	7.93
Quality of talk	6.93	7.93
Level of engagement	6.54	8.07
Use of evidence	7.07	7.71
Accountability for results	7.00	7.57

Evidence of Student Progress in Writing
Targeted Sentence Skills
School Renewal Initiative 2015 - Special Populations

Chart showing percentages by Sentence Skills:

- FEB Identify & Repair Fragment: 12.50%
- MAY Identify & Repair Fragment: 62.50%
- FEB Write sentence w/ Coordinating Conjunctions: 0.00%
- MAY Write sentence w/ Coordinating Conjunctions: 85.71%
- FEB Write expanded sentence (w/rich detail): 15.38%
- MAY Write expanded sentence (w/rich detail): 76.92%

Y-axis: 0.00% to 100.00%

X-axis label: Sentence Skills

**Evidence of Student Progress in Writing
Targeted Sentence Skills
School Renewal Initiative 2015**

Values shown on bars:
- FEB Identify & repair fragments: 10.00%
- MAY Identify & repair fragments: 70.00%
- FEB Write sentences w/ coordinating conjunctions: 6.25%
- MAY Write sentences w/coordinating conjunctions: 66.67%
- FEB Write expanded sentences (w/rich detail): 22.73%
- MAY Write expanded sentences (w/rich detail): 77.27%
- FEB Write sentences w/ appositive: 0.00%
- MAY Write sentences w/ appositive: 63.64%

Y-axis: 0.00% to 90.00%

X-axis label: **Sentence Skills**

Evidence of Student Progress in Writing
Transfer of Targeted Sentence Skills to the Paragraph
School Renewal Initiative 2015
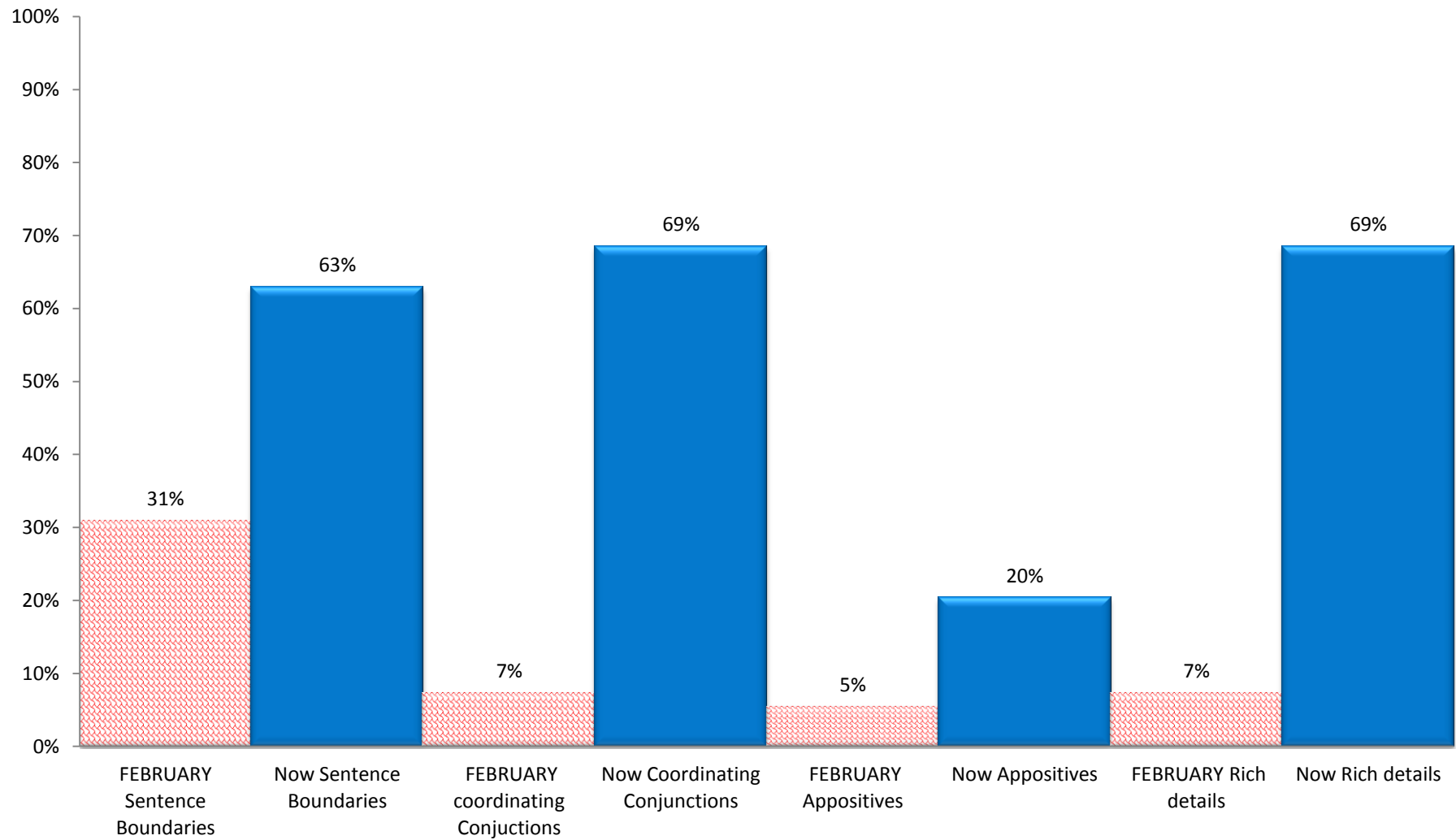
Evidence of target Skills in Pre- & Post- Assessment Paragraphs

- FEBRUARY Sentence Boundaries: 31%
- Now Sentence Boundaries: 63%
- FEBRUARY coordinating Conjuctions: 7%
- Now Coordinating Conjunctions: 69%
- FEBRUARY Appositives: 5%
- Now Appositives: 20%
- FEBRUARY Rich details: 7%
- Now Rich details: 69%

National English Language Learners Lexile Study
2013-2014

2013 – 2014 National English Language Learners Lexile Study

Number of Schools:	2,859
Number of Students:	124,183

Achieve3000® Solutions

KidBiz3000®, TeenBiz3000®, and Empower3000™: the first web-based differentiated literacy solutions that reach every student at his or her Lexile® level. Powered by a proprietary software engine that distributes grade-appropriate assignments to the entire class, but tailors them according to each student's reading level, Achieve3000 Solutions enable teachers to move their students up surely and steadily, level by level.

These research-based solutions extend teachers' reach without increasing workloads or time demands and are proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development, and high-stakes test scores.

The Assessment Measure

Developed by Achieve3000 in conjunction with MetaMetrics®, LevelSet™ offers a scientific means of matching students to informational text. LevelSet is administered two times a year—a pre-assessment at the beginning of the school year and a post-assessment at the end of the school year—providing a summative measurement of student progress. The Lexile Framework is a scientific approach to reading and text measurement that has become the most widely adopted reading measure in use today. Developed by MetaMetrics, Lexile measures are the result of more than 20 years of ongoing research.

A key advantage of the Lexile scale is that the Lexile Framework measures both text and reader using the same scale. This means that the ability to comprehend and the material being comprehended are being evaluated by the same criteria.

Methodology

Lexile Measurement of Reading Growth To determine the effects of KidBiz3000, TeenBiz3000, and Empower3000 on the literacy development of students, Achieve3000 designed a study measuring student Lexile growth with a pre- and post-test using the LevelSet assessment.[1] LevelSet, developed in partnership with MetaMetrics, provides a Lexile measure for each student. The actual growth achieved is compared to expected yearly growth, based on MetaMetrics' proprietary calculation.[2]

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[1] Students with valid pre- and post-LevelSet scores were included in the current analyses.
[2] Using MetaMetrics' findings on expected yearly growth, Achieve3000 calculated the expected Lexile growth for each student. This calculation was based on the length of time from the student's pre-test to post-test as well as the student's initial reading level. Achieve3000 first used MetaMetrics' expected growth norms to calculate the expected yearly growth for a student at that reading level. Achieve3000 then divided the expected yearly growth by the number of days the student used the program to arrive at an "expected Lexile growth" score for each student.

Executive Summary

National Lexile Gains
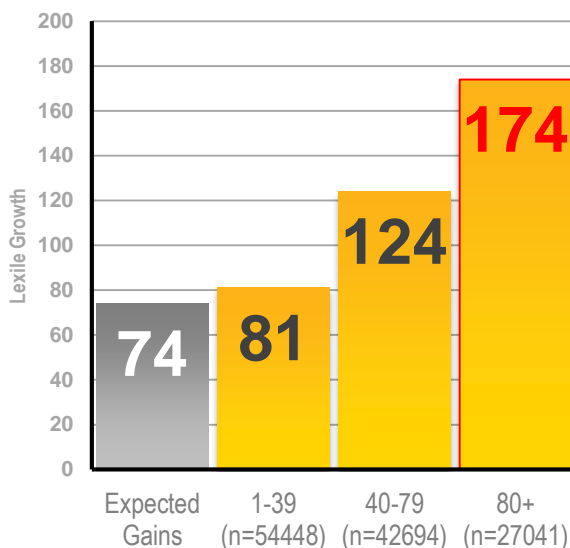
More than 2X expected reading gains with regular program use[3] for ELL students

The number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [4] **ELL students using the program with suggested frequency (i.e., an average of two or more times per week) exceeded their expected Lexile growth by an average of 100 points.**

■ Key Findings

■ On average, ELL students using the program with suggested frequency (i.e., completing at least two reading sessions per week, on average) achieved more than two times the Lexile growth expected with typical instruction.

■ At every grade level, ELL students using the program achieved higher-than-expected Lexile gains.

■ ELL students who scored 75% or higher on the multiple choice activity made the greatest Lexile growth on average, more than two times the expected growth norms.

■ With regular program use, ELL struggling readers (students reading two or more years below grade level) and ELL SPED students made more than two times their expected growth, on average.

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[3] Regular use is defined as a minimum of two sessions per week, on average, throughout the school year. Achieve3000 is designed to be used with this frequency.
[4] $F(2, 124183) = 2918.81$, $p < 0.0001$

Executive Summary (cont.)

At all school levels (elementary school, middle school, and high school), the number of reading sessions that an ELL student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[5]

Elementary School Lexile Growth by Frequency of Program Use
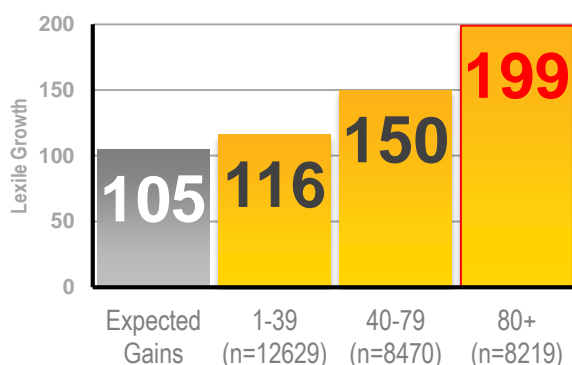
Nearly 2X expected reading growth for ELL elementary school students, with regular program use

ELL elementary school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 94 points.**

Middle School Lexile Growth by Frequency of Program Use
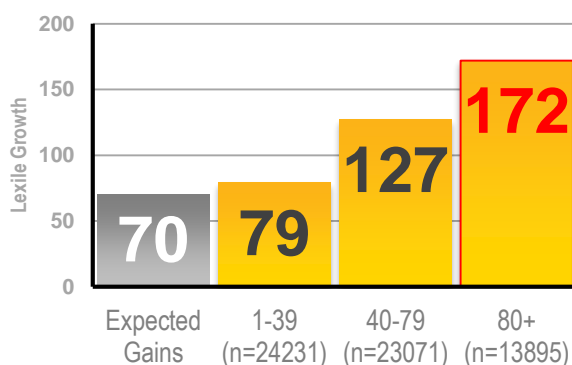
2.5X expected reading growth for ELL middle school students, with regular program use

ELL middle school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 103 points. [6]**

High School Lexile Growth by Frequency of Program Use
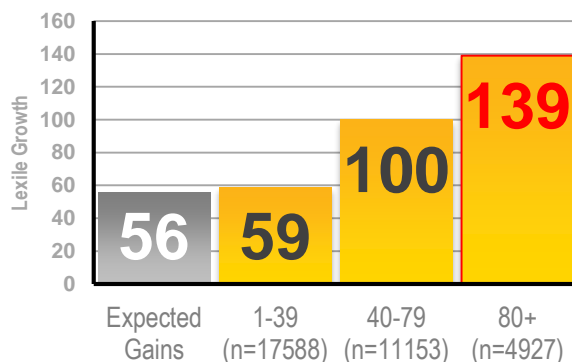
2.5X expected reading growth for ELL high school students, with regular program use

ELL high school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 83 points.**

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[5] Elementary school: $F_{(2,29318)} = 596.84$, $p < 0.0001$
Middle school: $F_{(2,61197)} = 1540.90$, $p < 0.0001$
High school: $F_{(2,33668)} = 505.75$, $p < 0.0001$
[6] Point difference does not match numbers in chart due to rounding.

ELL Lexile Gains by Grade
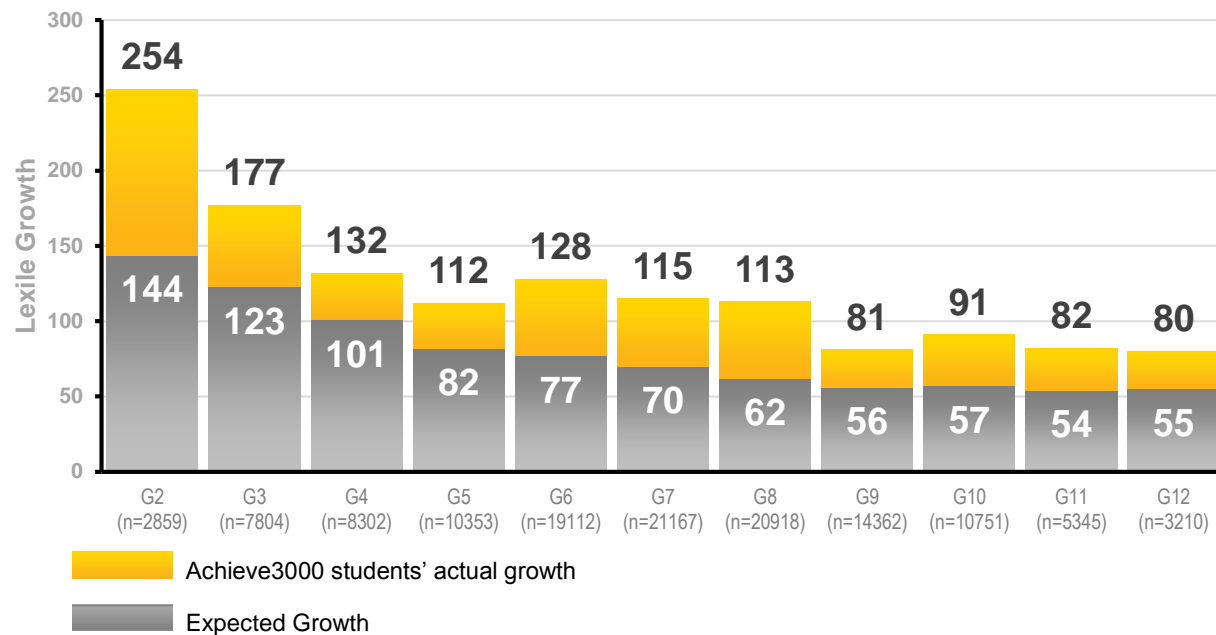
Achieve3000 increases student performance across all grade levels

On average, ELL students across all grade levels made statistically significant gains in Lexile reading performance over and above the growth expected with regular instruction.[7]

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[7] $p < 0.0001$ in all cases

Effect of Quality of Program Use on Lexile Gains

Reading Activity Scores

In addition to analyzing the frequency of use, Achieve3000 also analyzed the quality of program use. The Multiple- Choice Activity is a critical component of the Five-Step Literacy Routine and a simple indicator of the degree to which students are applying themselves to the program. This formative assessment allows teachers to monitor their students' overall understanding of the text read. Students who score 75% or higher on the multiple choice activity are identified as working within their instructional zone. In other words, scores within this range typically indicate that students are reading at a level that fosters their literacy development.

Lexile Gains Related to Quality of Program Use
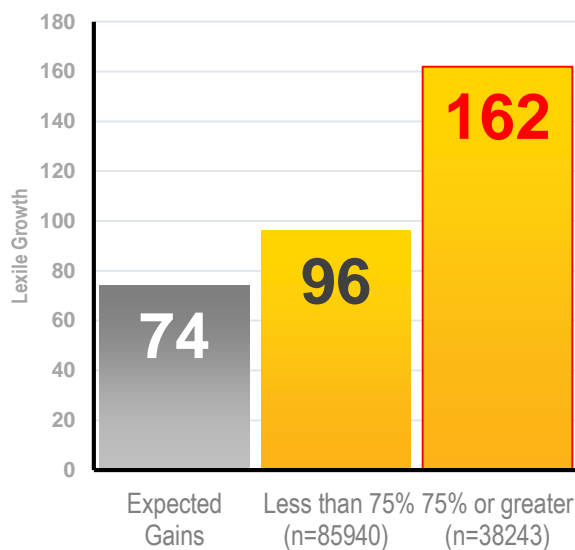
More than 2X expected reading growth for ELL students working within their instructional zone

ELL **students scoring within their instructional zone (75% or greater) exceeded their expected Lexile gains by 88 points.**[8]

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[8] This difference is statistically significant, $t(38242) = 117.49$, $p < 0.0001$.

Reading Connections

Explicit Reading Comprehension Strategy Instruction and Application

Achieve3000 provides explicit instruction on the seven key comprehension strategies for informational texts. Two features of the program, the Lesson Plans and the Reading Connections, help address this need. The Lesson Plans that provide this direct, explicit instruction are available within the Learning Center, and one Lesson Plan is always attached to the daily article. Within each article, students are encouraged to apply the strategies of summarization, generating questions, and setting the purpose by using the Reading Connections embedded in the article.

Lexile Growth Related to Reading Connections

Lexile Growth chart:
- Expected Gains: 74
- Less than 75% (n=85940): 96
- 75% or greater (n=38243): 162

2X expected reading growth for ELL students completing an average of two or more Reading Connections per week

The number of Reading Connections that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[9] Students completing 80 or more Reading Connections during the course of the school year exceeded their expected Lexile growth by 75 points, on average.

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[9] $F(2,60755) = 71.84$, $p < 0.0001$

Thought Questions

The Reading-Writing Connection

The Thought Question is the fifth step in the Five-Step Literacy Routine and purposefully engages students in a formal writing process that allows them to apply knowledge they have acquired and express their thoughts through writing. Students respond to prompts in three key genres, with an emphasis on persuasive/argument writing, using academic vocabulary to ensure that they are prepared to read, write, and speak effectively in all content-area courses.

Lexile Gains Related to Thought Questions
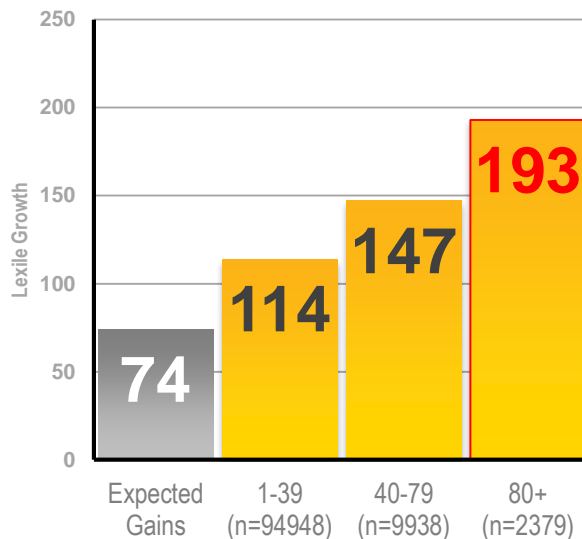
More than 2.5X expected reading growth for ELL students completing an average of two or more Thought Questions per week

The number of Thought Questions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [10] Students completing 80 or more Thought Questions during the course of the school year **exceeded their expected Lexile growth by 119 points, on average.[11]**

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[10] $F(2,107265) = 391.89$, $p < 0.0001$
[11] Point difference does not match numbers in chart due to rounding.

College and Career Readiness

Achieve3000's College and Career Report supports the current emphasis on College and Workforce Readiness and the Common Core Standards by describing students' readiness for college and career based on their current Lexile reading level. Research demonstrates that giving teachers and administrators access to relevant student data allows them to be more targeted in their instruction and translates to better student performance on high-stakes tests.[12] After reviewing the College and Career Report, educators can maximize Achieve3000's differentiated instruction by offering students the targeted intervention they need to be successful.

Growth in College and Career Readiness

64% increase in College and Career Readiness

A higher percentage of students are on track for College and Career Readiness after having participated in Achieve3000 during the 2013-14 school year.[13]

The College and Career Readiness initiative requires increased rigor in reading performance, which translates into higher Lexile-level requirements at every grade level. As states implement this new initiative and work to better prepare students for college and careers, educators are facing new challenges in helping students reach the "on track" reading levels necessary for success.

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[12] Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C. (Fall/Winter, 2010). Using data to guide instruction and improve student learning. (SEDL letter, Vol. XXII, No. 2). Austin, TX: SEDL.
[13] $X^2(1)=391746.84$, $p < 0.0001$

Results for Struggling Readers

Lexile Gains Related to Frequency of Program Use for Below Grade Level Readers
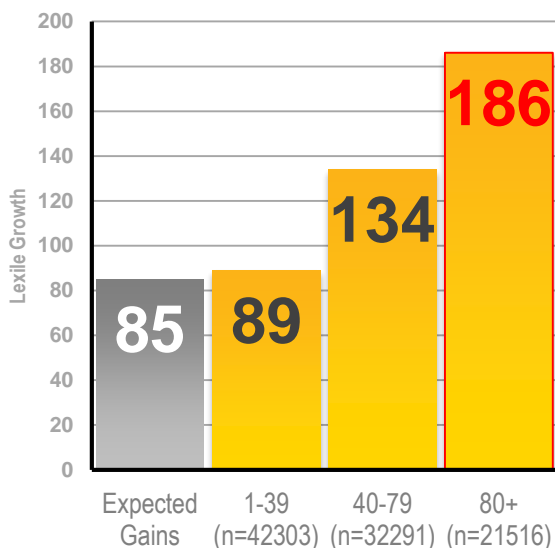
Over 2X expected reading gains for ELL students reading two or more years below grade level, with regular program use

For ELL students reading below grade level, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[14] ELL students reading below grade level who used the program with suggested frequency **exceeded their expected Lexile growth by an average of 101 points.**

Lexile Gains Related to Quality of Program Use for Below Grade Level Readers
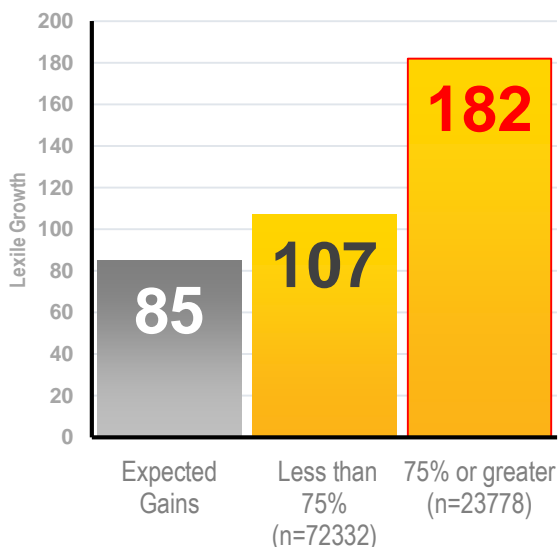
Over 2X expected reading gains for struggling ELL students working within their instructional zone

ELL students reading below grade level who scored within their instructional zone (75% or greater) **exceeded their expected Lexile gains by 97 points.**[15]

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[14] $F(2,96110) = 2140.57$, $p < 0.0001$.
[15] This difference is statistically significant, $t(23777) = 88.95$, $p < 0.0001$.

Results for Special Education Students (SPED)

Lexile Gains Related to Frequency of Program Use for SPED Students
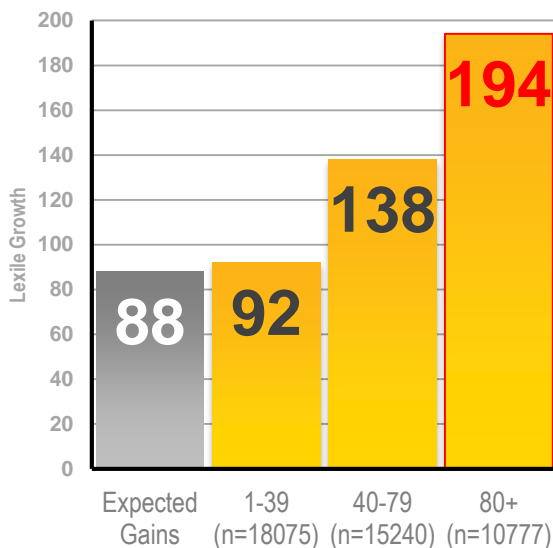
Over 2X expected reading gains for ELL SPED students, with regular program use

For ELL SPED students, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [16] ELL SPED students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 107 points.**[17]

Lexile Gains Related to Quality of Program Use for SPED Students
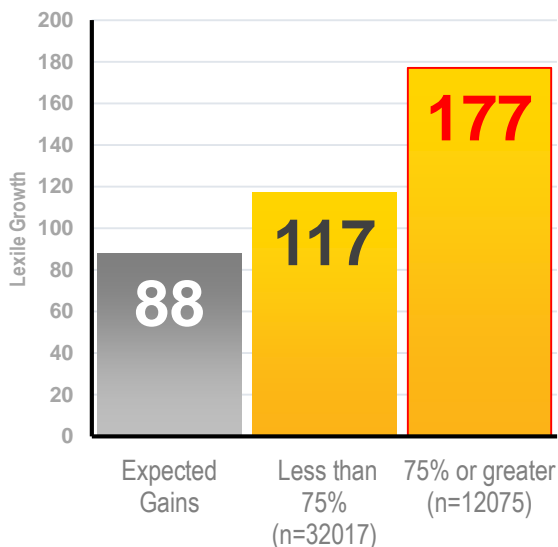
2X expected reading gains for ELL SPED students working within their instructional zone

ELL SPED students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile gains by 89 points.**[18]

[16] $F(2,44092) = 1262.46$, $p < 0.0001$.
[17] Point difference does not match numbers in chart due to rounding.
[18] This difference is statistically significant, $t(12074) = 65.49$, $p < 0.0001$.

After School Usage

Research on adolescent literacy suggests that the amount of reading students do during out-of-school hours is an accurate predictor of their in-school academic achievement.[19] If after-school programs can motivate young people to read more and explore their interests through reading, this research suggests that their academic performance will improve.

National After-School Usage

68% of Achieve3000 ELL students logged in after school hours.

ELL students logged in 1,222,830 times after school during the school year.

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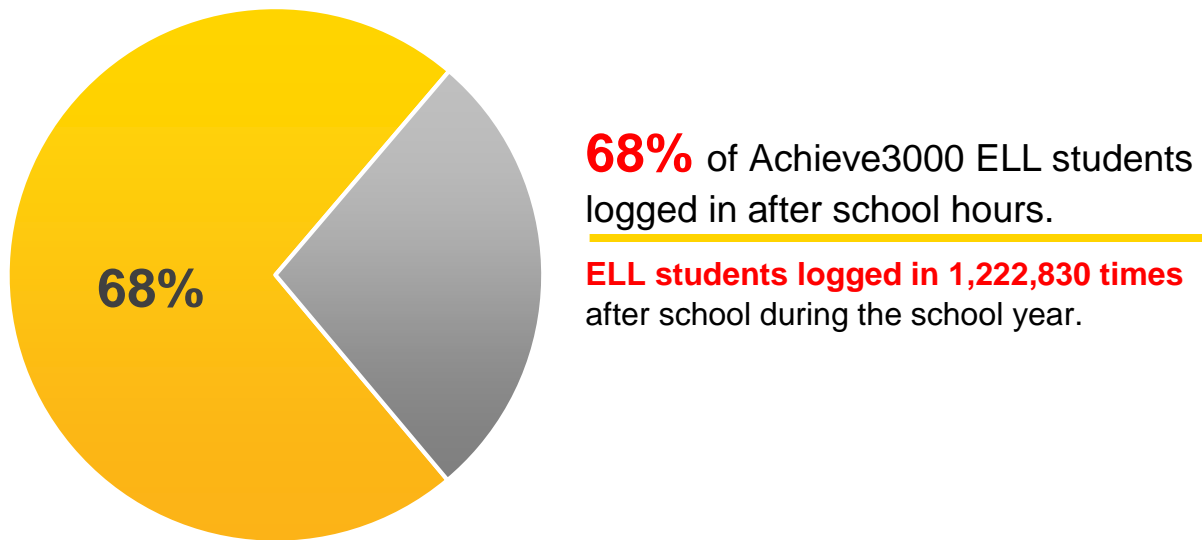
[19] MetLife Foundation Afterschool Alert. (2011, November). Literacy in afterschool: An essential building block for learning and development (Issue Brief No. 53). Washington, DC: Author.

ACHIEVE**3000**®

The Leader in Differentiated Instruction

To learn more about Achieve3000 and

its proven solutions, call 800-396-1660

or e-mail info@achieve3000.com

National Lexile Study

2013 – 2014

ACHIEVE**3000**®

2013-2014 National Lexile Study

Number of States	47, plus the District of Columbia
Number of Districts	927
Number of Schools	4,789
Number of Students	756,976
Number of High School Students	167,034 students in 1,474 schools
Number of Middle School Students	331,606 students in 2,599 schools
Number of Elementary School Students	258,336 students in 2,214 schools

Achieve3000® Solutions

KidBiz3000®, TeenBiz3000®, and Empower3000™: the first web-based differentiated literacy solutions that reach every student at his or her Lexile® level. Powered by a proprietary software engine that distributes grade-appropriate assignments to the entire class, but tailors them according to each student's reading level, Achieve3000 Solutions enable teachers to move their students up surely and steadily, level by level.

These research-based solutions extend teachers' reach without increasing workloads or time demands and are proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development, and high-stakes test scores.

The Assessment Measure

Developed by Achieve3000 in conjunction with MetaMetrics®, LevelSet™ offers a scientific means of matching students to informational text.

LevelSet is administered two times a year—a pre-assessment at the beginning of the school year and a post-assessment at the end of the school year—providing a summative measurement of student progress. The Lexile Framework is a scientific approach to reading and text measurement that has become the most widely adopted reading measure in use today. Developed by MetaMetrics, Lexile measures are the result of more than 20 years of ongoing research.

A key advantage of the Lexile scale is that the Lexile Framework measures both text and reader using the same scale. This means that the ability to comprehend and the material being comprehended are being evaluated by the same criteria.

Methodology

Lexile Measurement of Reading Growth

To determine the effects of KidBiz3000, TeenBiz3000, and Empower3000 on the literacy development of students, Achieve3000 designed a study measuring student Lexile growth with a pre- and post-test using the LevelSet assessment.[1] LevelSet, developed in partnership with MetaMetrics, provides a Lexile measure for each student. The actual growth achieved is compared to expected yearly growth, based on MetaMetrics' proprietary calculation.[2]

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[1] Students with valid pre- and post-LevelSet scores as well as at least one completed activity were included in the current analyses.

[2] Using MetaMetrics' findings on expected yearly growth, Achieve3000 calculated the expected Lexile growth for each student. This calculation was based on the length of time from the student's pre-test to post-test as well as the student's initial reading level. Achieve3000 first used MetaMetrics' expected growth norms to calculate the expected yearly growth for a student at that reading level. Achieve3000 then divided the expected yearly growth by the number of days the student used the program to arrive at an "expected Lexile growth" score for each student.

Executive Summary

Lexile Growth Related to Frequency of Program Use
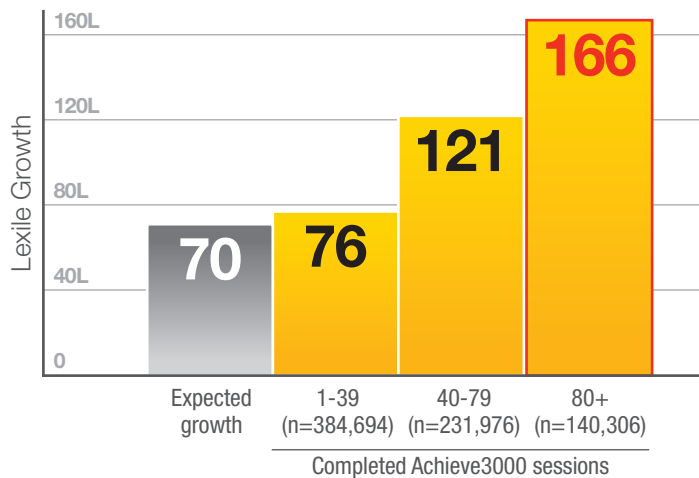
Nearly 2.5X expected reading growth

with regular program use[3]

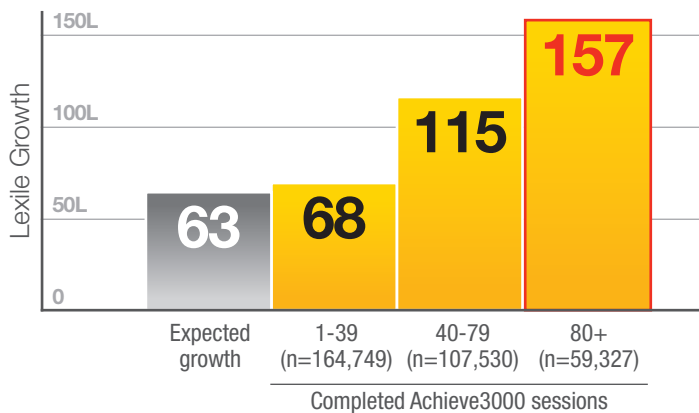The number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[4] **Students using the program with suggested frequency (i.e., an average of two or more times per week) exceeded their expected Lexile growth by an average of 96 points.**

Key Findings

- On average, students using the program with suggested frequency (i.e., completing at least two reading sessions per week, on average) achieved more than two times the Lexile growth expected with typical instruction.

- At every grade level, program users achieved higher-than-expected Lexile growth.

- Students who scored 75% or higher on the multiple choice activity made the greatest Lexile growth on average, more than two times the expected growth norms.

- With regular program use, struggling readers (students reading two or more years below grade level) and English language learners made more than two times their expected growth, on average.

- Special education students using the program with suggested frequency made more than two times their expected growth, on average.

[3] Regular use is defined as a minimum of two sessions per week, on average, throughout the school year. Achieve3000 is designed to be used with this frequency.

[4] $F(2, 756,973) = 15,945.71$, $p < .0001$

Executive Summary (cont.)

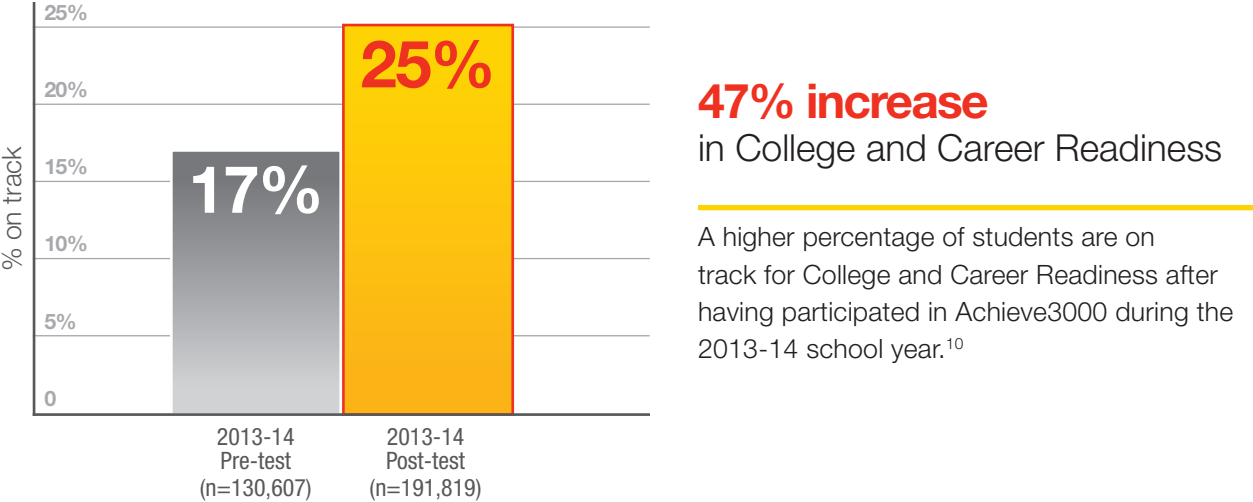At all school levels (elementary school, middle school, and high school), the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[5]

Lexile Growth Related to Frequency of Program Use – Elementary School

Lexile Growth

180L			190
120L		147	
60L	95	104	
0			
Expected growth	1-39 (n=124,587)	40-79 (n=74,706)	80+ (n=59,043)

Completed Achieve3000 sessions
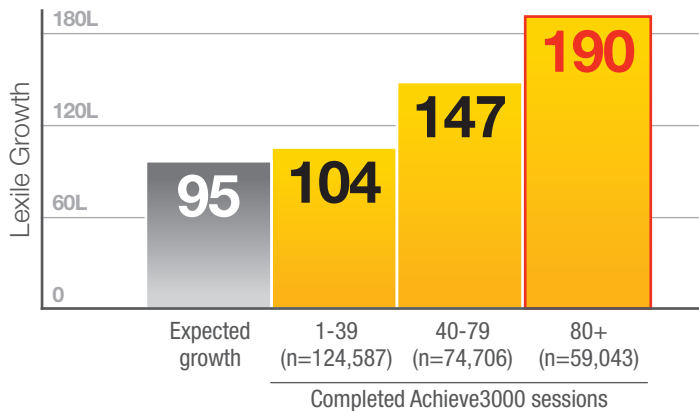
2X expected reading growth
for elementary school students, with regular program use

Elementary school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 95 points.**

Lexile Growth Related to Frequency of Program Use – Middle School

Lexile Growth

150L			157
100L		115	
50L	63	68	
0			
Expected growth	1-39 (n=164,749)	40-79 (n=107,530)	80+ (n=59,327)

Completed Achieve3000 sessions

Nearly 2.5X expected reading growth for middle school students, with regular program use

Middle school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 94 points.**

Lexile Growth Related to Frequency of Program Use – High School

Lexile Growth

120L			129
80L		94	
40L	48	52	
0			
Expected growth	1-39 (n=95,358)	40-79 (n=49,740)	80+ (n=21,936)

Completed Achieve3000 sessions
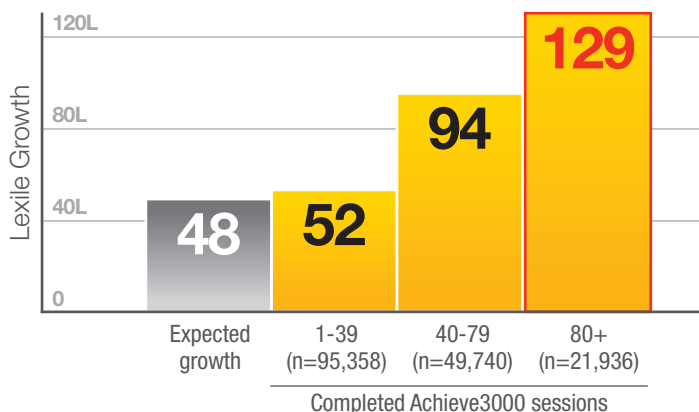
More than 2.5X expected reading growth for high school students, with regular program use

High school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 81 points.**

[5] Elementary school: $F(2, 258,333)=5,366.37, p<.0001$
Middle school: $F(2, 331,603)=7,379.60, p<.0001$
High school: $F(2, 167,031)=2,063.58, p<.0001$

Effect of Quality of Program Use on Lexile Growth

Reading Activity Scores

In addition to analyzing the frequency of use, Achieve3000 also analyzed the quality of program use. The Multiple-Choice Activity is a critical component of the Five-Step Literacy Routine and a simple indicator of the degree to which students are applying themselves to the program. This formative assessment allows teachers to monitor their students' overall understanding of the text read. Students who score 75% or higher on the multiple choice activity are identified as working within their instructional zone. In other words, scores within this range typically indicate that students are reading at a level that fosters their literacy development. Achieve3000 recommends that students be monitored to ensure performance in this range.

Lexile Growth Related to Quality of Program Use

Lexile Growth (y-axis: 0, 50L, 100L, 150L)

- Expected growth: **70**
- Less than 75% (n=541,617): **86**
- 75% or greater (n=215,359): **157**

Average Reading Activity score
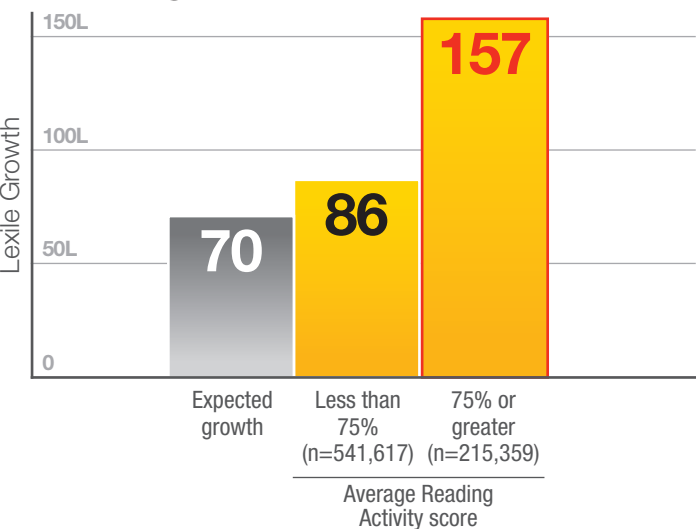
More than 2X expected reading growth for students working within their instructional zone

Students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile growth by an average of 87 points.**[6]

[6] This difference is statistically significant, $t(215,358)=264.8$, $p<.0001$.

Reading Connections

Explicit Reading Comprehension Strategy Instruction and Application

Achieve3000 provides explicit instruction on the seven key comprehension strategies for informational texts. Two features of the program, the Lesson Plans and the Reading Connections, help address this need. The Lesson Plans that provide this direct, explicit instruction are available within the Learning Center, and one Lesson Plan is always attached to the daily article. Within each article, students are encouraged to apply the strategies of summarization, generating questions, and setting the purpose by using the Reading Connections embedded in the article.

Lexile Growth Related to Reading Connections

	Lexile Growth
150L	
100L	
50L	
0	

Bars:
- Expected growth: 70
- 1-39 (n=287,153): 105
- 40-79 (n=34,919): 119
- 80+ (n=18,019): 144

Reading Connections entries

More than 2X expected reading growth for students completing an average of two or more Reading Connections per week

The number of Reading Connections that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[7] Students completing 80 or more Reading Connections during the course of the school year **exceeded their expected Lexile growth by 74 points, on average.**

[7] $F_{(2, 340,088)}=546.96$, $p<.0001$

Thought Questions

The Reading-Writing Connection

The Thought Question is the fifth step in the Five-Step Literacy Routine and purposefully engages students in a formal writing process that allows them to apply knowledge they have acquired and express their thoughts through writing. Students respond to prompts in three key genres, with an emphasis on persuasive/argument writing, using academic vocabulary to ensure that they are prepared to read, write, and speak effectively in all content-area courses.

Lexile Growth Related to Thought Questions

Lexile Growth	Expected growth	1-39 (n=581,347)	40-79 (n=58,089)	80+ (n=12,573)
	70	103	137	174

Completed Thought Questions

Nearly 2.5X expected reading growth for students completing an average of two or more Thought Questions per week

The number of Thought Questions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[8] Students completing 80 or more Thought Questions during the course of the school year **exceeded their expected Lexile growth by 104 points, on average.**

[8] $F(2, 652,006)=1,962.34$, $p<.0001$

College and Career Readiness

Achieve3000's College and Career Report supports the current emphasis on College and Workforce Readiness and the Common Core Standards by describing students' readiness for college and career based on their current Lexile reading level. Research demonstrates that giving teachers and administrators access to relevant student data allows them to be more targeted in their instruction and translates to better student performance on high-stakes tests.[9] After reviewing the College and Career Report, educators can maximize Achieve3000's differentiated instruction by offering students the targeted intervention they need to be successful.

Growth in College and Career Readiness

47% increase
in College and Career Readiness

A higher percentage of students are on track for College and Career Readiness after having participated in Achieve3000 during the 2013-14 school year.[10]

Chart axis: % on track, 25%, 20%, 15%, 10%, 5%, 0

- 2013-14 Pre-test (n=130,607): **17%**
- 2013-14 Post-test (n=191,819): **25%**

The College and Career Readiness initiative requires increased rigor in reading performance, which translates into higher Lexile-level requirements at every grade level. As states implement this new initiative and work to better prepare students for college and careers, educators are facing new challenges in helping students reach the "on track" reading levels necessary for success.

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[9] Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C. (Fall/Winter, 2010). *Using data to guide instruction and improve student learning.* (SEDL letter, Vol. XXII, No. 2). Austin, TX: SEDL.

[10] $\chi^2(1)=393{,}730$, $p<.0001$

Lexile Growth by Grade

Elementary School Lexile Growth by Grade

Lexile Growth

210L	**220**
140L	**159**
	133 **110**
70L	**118** **105**
	91 **75**
0	

Grades > 2 3 4 5
(n=28,074) (n=69,896) (n=77,696) (n=82,670)
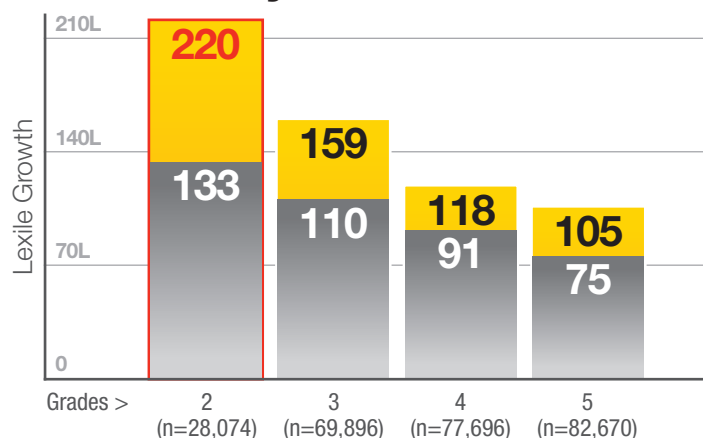
On average, Achieve3000 users across all elementary school grade levels made significant growth in Lexile reading performance over and above the growth expected with typical instruction.[11]

2nd-grade students exceeded their expected Lexile growth by an average of 87 points.

Middle School Lexile Growth by Grade

Lexile Growth

100L	**108**
	98
75L	**91**
	68 **63**
50L	**56**
25L	
0	

Grades > 6 7 8
(n=115,398) (n=109,885) (n=106,323)
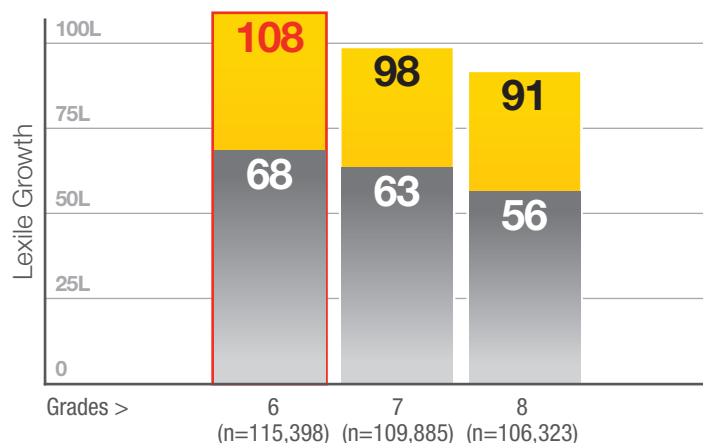
On average, Achieve3000 users across all middle school grade levels made significant growth in Lexile reading performance over and above the growth expected with typical instruction.[12]

6th-grade students exceeded their expected Lexile growth by an average of 40 points.

High School Lexile Growth by Grade

Lexile Growth

75L	**76** **80**
	68 **63**
50L	**50** **48** **44** **44**
25L	
0	

Grades > 9 10 11 12
(n=74,538) (n=51,874) (n=24,877) (n=15,745)
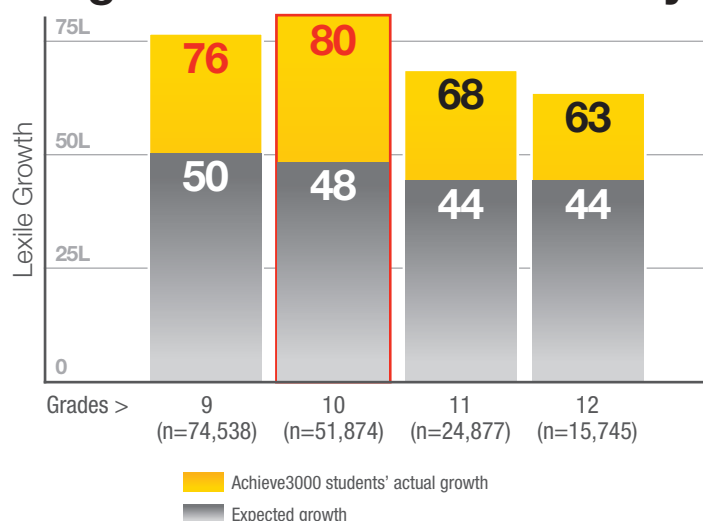
On average, Achieve3000 users across all high school grade levels made significant growth in Lexile reading performance over and above the growth expected with typical instruction.[13]

10th-grade students exceeded their expected Lexile growth by an average of 32 points.

■ Achieve3000 students' actual growth
■ Expected growth

[11] p<.0001 in all cases
[12] p<.0001 in all cases
[13] p<.0001 in all cases

Results for Struggling Readers

Lexile Growth Related to Frequency of Program Use for Below Grade Level Readers

Lexile Growth

180L	
120L	
60L	
0	

81 — Expected growth

85 — 1-39 (n=268,880)

132 — 40-79 (n=161,807)

179 — 80+ (n=101,488)

Completed Achieve3000 sessions
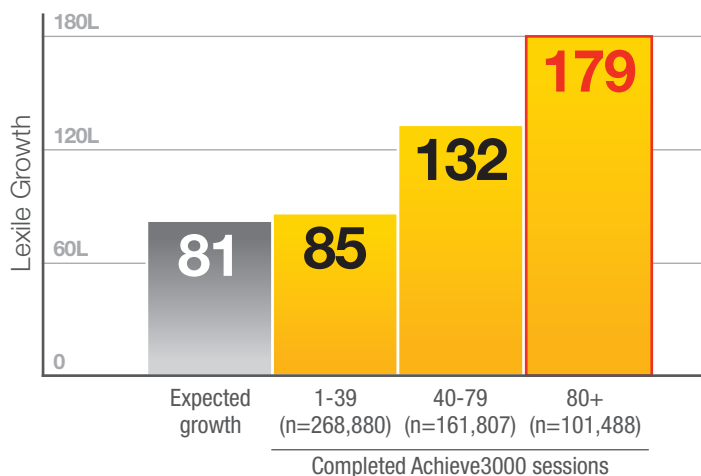
More than 2X expected reading growth for students reading two or more years below grade level, with regular program use

For below grade level readers, overall and at each school level, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[14] Overall, below grade level readers using the program with suggested frequency **exceeded their expected Lexile growth by an average of 98 points.**

Lexile Growth Related to Quality of Program Use for Below Grade Level Readers

Lexile Growth

180L	
120L	
60L	
0	

81 — Expected growth

98 — Less than 75% (n=412,447)

182 — 75% or greater (n=119,728)

Average Reading Activity score
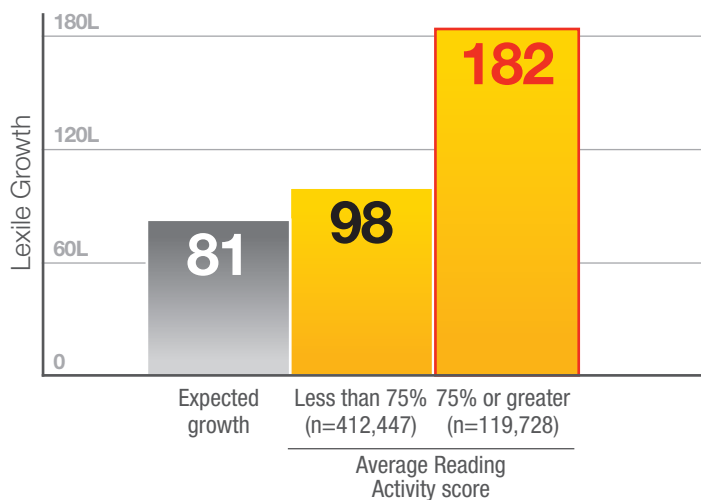
More than 2X expected reading growth for struggling readers working within their instructional zone

Below grade level readers scoring within their instructional zone (75% or greater) **exceeded their expected Lexile growth by an average of 101 points.**[15]

[14] Overall: $F(2, 532,172) = 10,437.67$, $p < .0001$
   Elementary school: $F(2, 141,642) = 2,905.66$, $p < .0001$
   Middle school: $F(2, 247,449) = 4,921.86$, $p < .0001$
   High school: $F(2, 143,075) = 1,534.33$, $p < .0001$

[15] This difference is statistically significant, $t(119,727) = 194.96$, $p < .0001$

Results for Struggling Readers (cont.)

Below Grade Level Readers – Elementary School
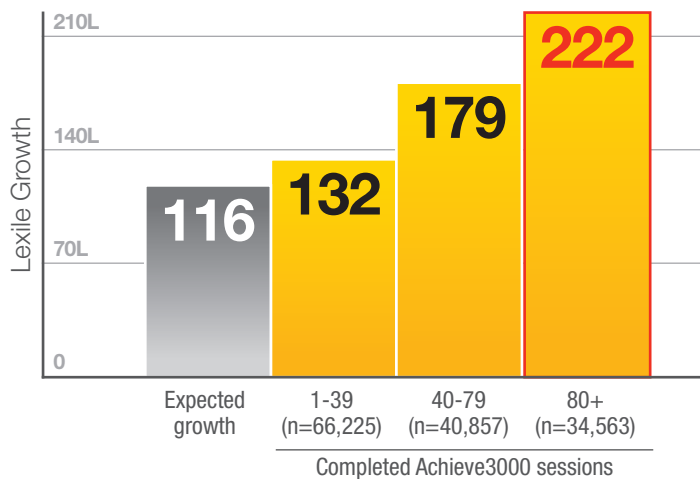
Elementary school struggling readers using KidBiz3000 with suggested frequency **exceeded their expected Lexile growth by 106 points, on average.**

Lexile Growth
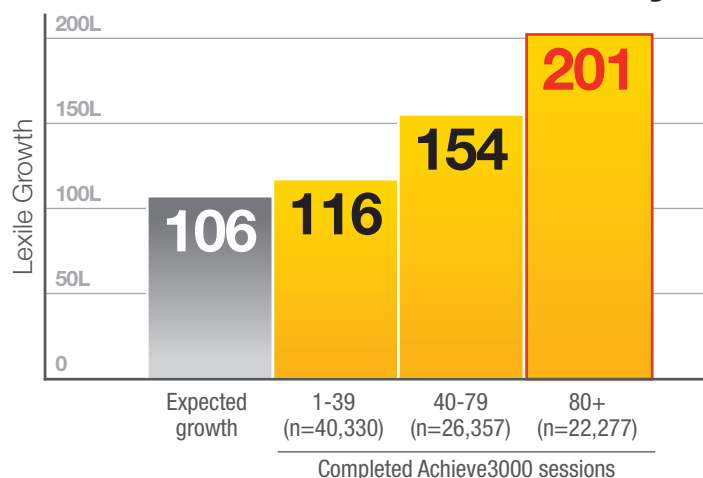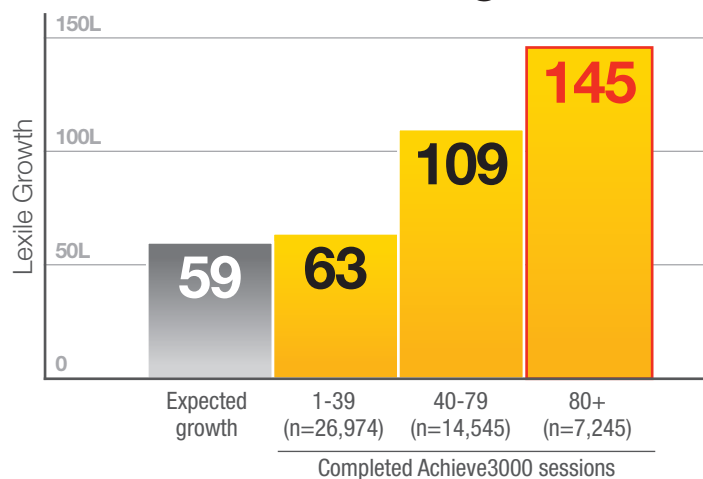
Expected growth	1-39 (n=66,225)	40-79 (n=40,857)	80+ (n=34,563)
116	132	179	222

Completed Achieve3000 sessions

Below Grade Level Readers – Middle School
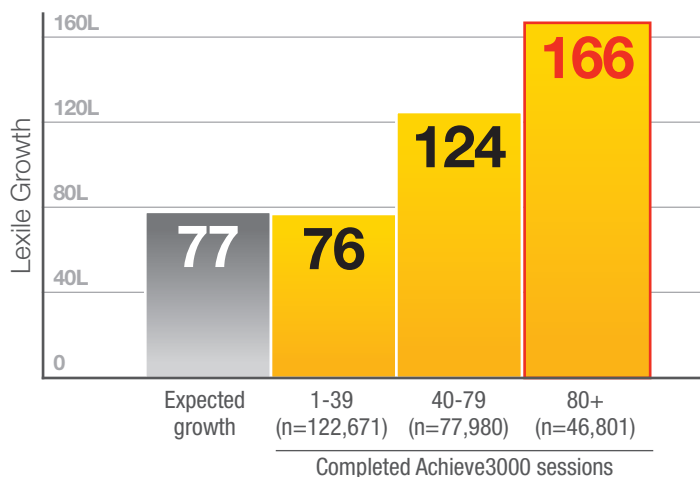
Middle school struggling readers using TeenBiz3000 with suggested frequency **exceeded their expected Lexile growth by 89 points, on average.**

Lexile Growth

Expected growth	1-39 (n=122,671)	40-79 (n=77,980)	80+ (n=46,801)
77	76	124	166

Completed Achieve3000 sessions

Below Grade Level Readers – High School
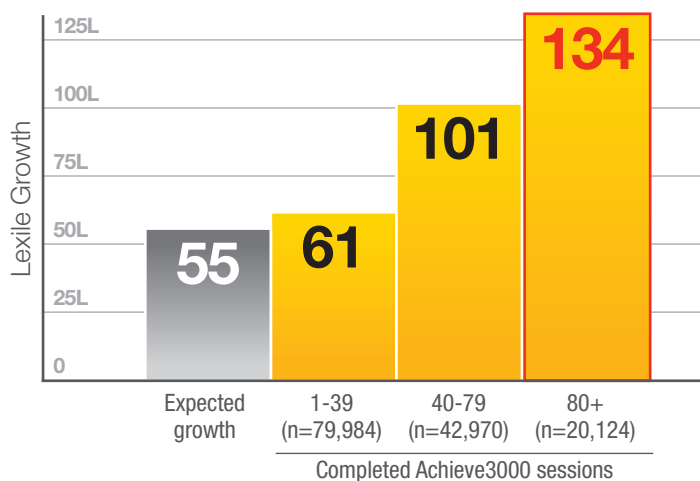
High school struggling readers using Empower3000 with suggested frequency **exceeded their expected Lexile growth by 79 points, on average.**

Lexile Growth

Expected growth	1-39 (n=79,984)	40-79 (n=42,970)	80+ (n=20,124)
55	61	101	134

Completed Achieve3000 sessions

Results for English Language Learners (ELLs)

Lexile Growth Related to Frequency of Program Use for ELLs
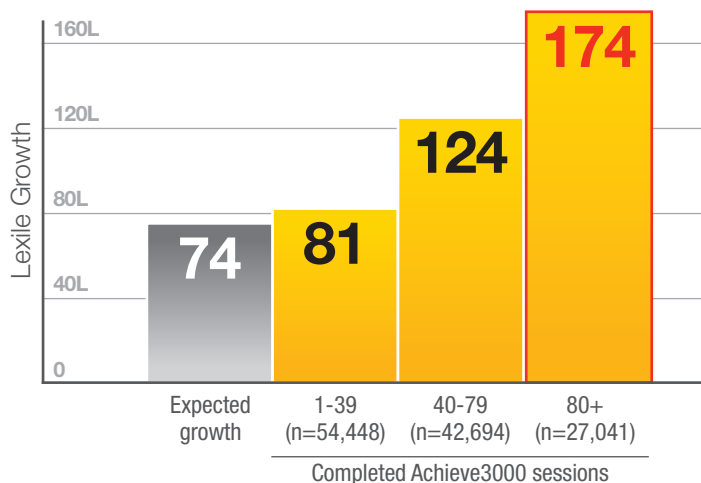
Nearly 2.5X expected reading growth for English language learners, with regular program use

For English language learners, overall and at each school level, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[16] Overall, English language learners using the program with suggested frequency **exceeded their expected Lexile growth by an average of 100 points.**

Lexile Growth Related to Quality of Program Use for ELLs
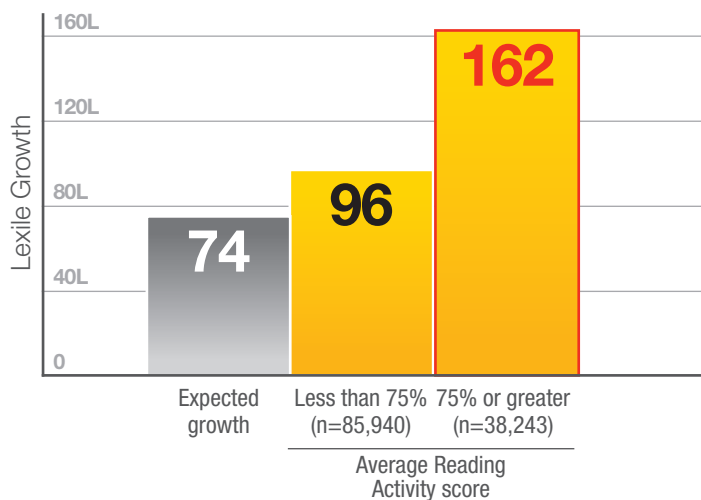
More than 2X expected reading growth for ELLs working within their instructional zone

English language learners scoring within their instructional zone (75% or greater) **exceeded their expected Lexile growth by an average of 88 points.**[17]

[16] Overall: $F(2, 124{,}180)=2918.81$, $p<.0001$
Elementary school: $F(2, 29{,}315)=596.84$, $p<.0001$
Middle school: $F(2, 61{,}194)=1540.90$, $p<.0001$
High school: $F(2, 33{,}665)=505.75$, $p<.0001$

[17] This difference is statistically significant, $t(38{,}242)=117.56$, $p<.0001$

Results for English Language Learners (ELLs) (cont.)

ELLs – Elementary School
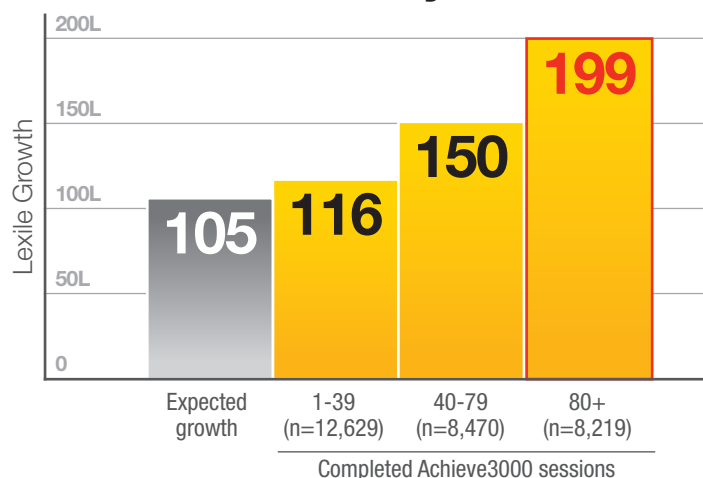
Elementary school ELLs using KidBiz3000 with suggested frequency **exceeded their expected Lexile growth by 94 points, on average.**

ELLs – Middle School
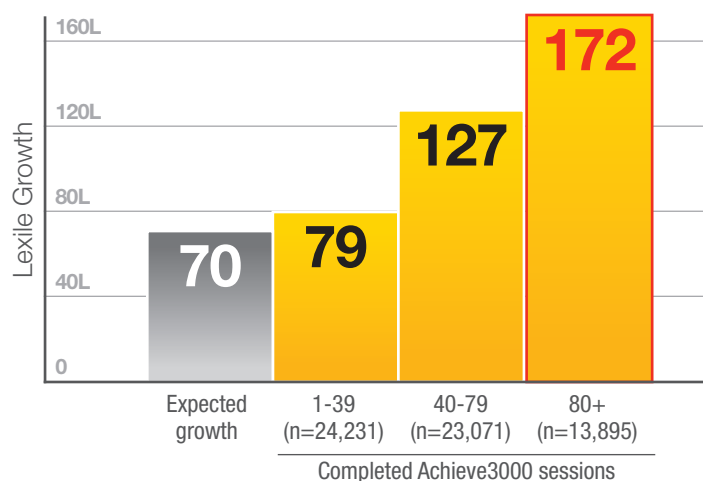
Middle school ELLs using TeenBiz3000 with suggested frequency **exceeded their expected Lexile growth by 102 points, on average.**
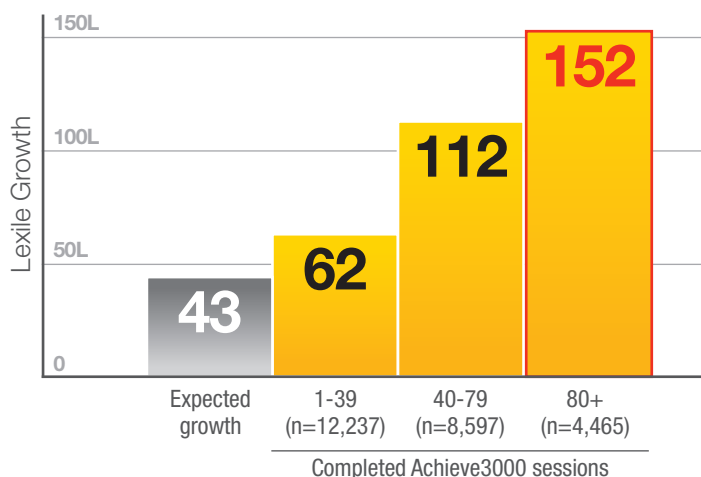
ELLs – High School
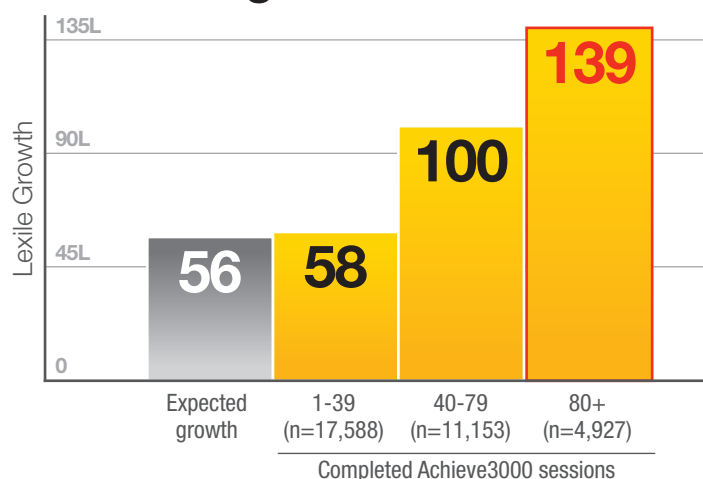
High school ELLs using Empower3000 with suggested frequency **exceeded their expected Lexile growth by 83 points, on average.**

Results for Special Education Students (SPED)

Lexile Growth Related to Frequency of Program Use for SPED Students
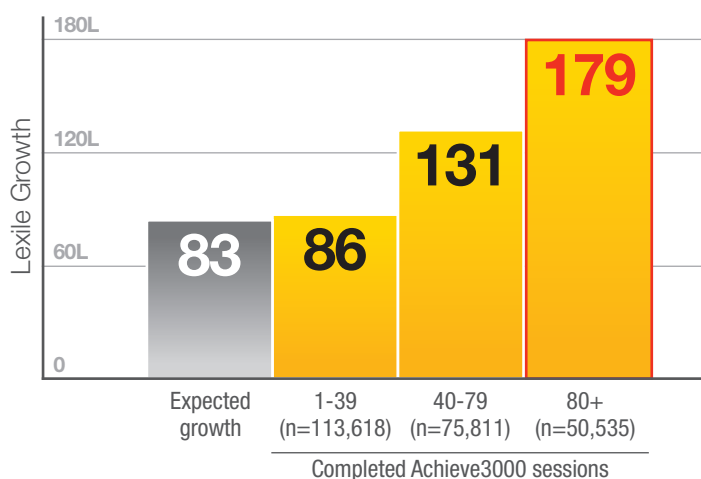
More than 2X expected reading growth for SPED students, with regular program use

For SPED students, overall and at each school level, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[18] Overall, SPED students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 96 points.**

Bar chart values — Lexile Growth axis (0 to 180L); x-axis "Completed Achieve3000 sessions":
- Expected growth: 83
- 1-39 (n=113,618): 86
- 40-79 (n=75,811): 131
- 80+ (n=50,535): 179

Lexile Growth Related to Quality of Program Use for SPED Students
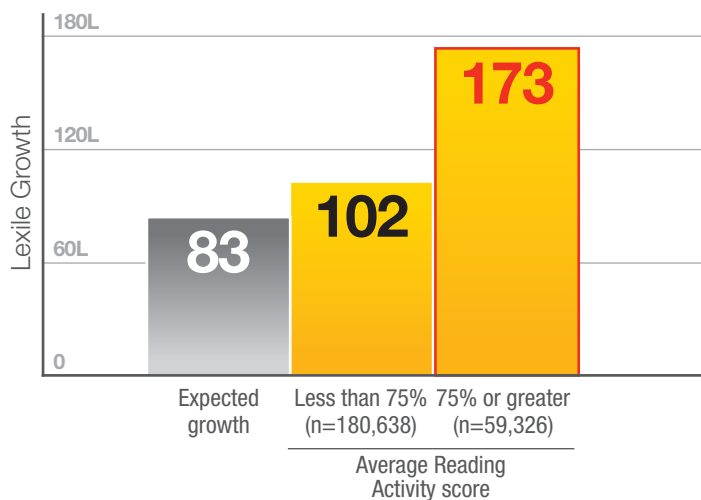
More than 2X expected reading growth for SPED students working within their instructional zone

SPED students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile growth by an average of 90 points.**[19]

Bar chart values — Lexile Growth axis (0 to 180L); x-axis "Average Reading Activity score":
- Expected growth: 83
- Less than 75% (n=180,638): 102
- 75% or greater (n=59,326): 173

[18] Overall: $F_{(2, 239,961)}=5241.24$, $p<.0001$
Elementary school: $F_{(2, 88,961)}=1771.84$, $p<.0001$
Middle school: $F_{(2, 102,233)}=2426.97$, $p<.0001$
High school: $F_{(2, 48,761)}=706.73$, $p<.0001$

[19] This difference is statistically significant, $t_{(59,325)}=134.77$, $p<.0001$

Results for Special Education Students (SPED) (cont.)

SPED Students – Elementary School

Lexile Growth

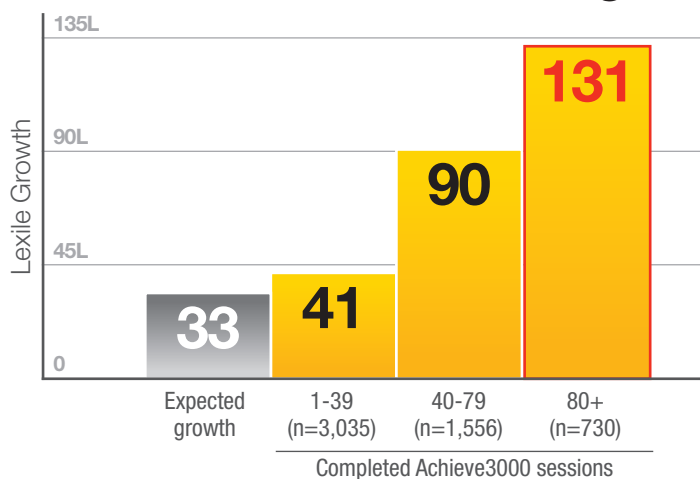| Expected growth	1-39 (n=40,330)	40-79 (n=26,357)	80+ (n=22,277)
106	116	154	201

Completed Achieve3000 sessions

Elementary school SPED students using KidBiz3000 with suggested frequency **exceeded their expected Lexile growth by 95 points, on average.**

SPED Students – Middle School

Lexile Growth

Expected growth	1-39 (n=46,314)	40-79 (n=34,909)	80+ (n=21,013)
75	74	122	167

Completed Achieve3000 sessions
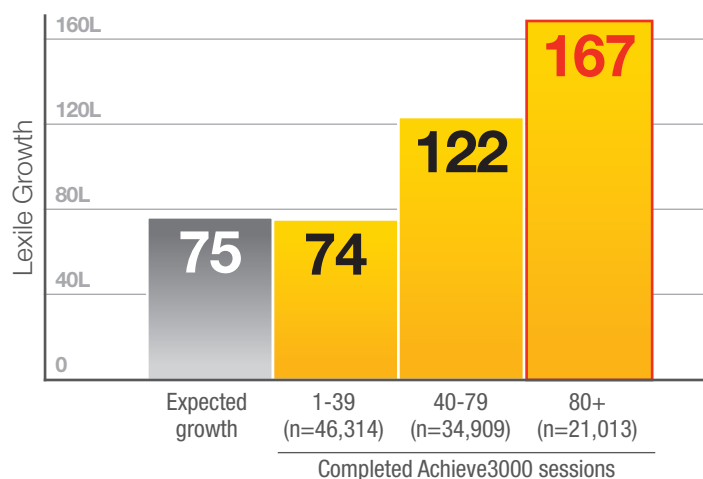
Middle school SPED students using TeenBiz3000 with suggested frequency **exceeded their expected Lexile growth by 92 points, on average.**
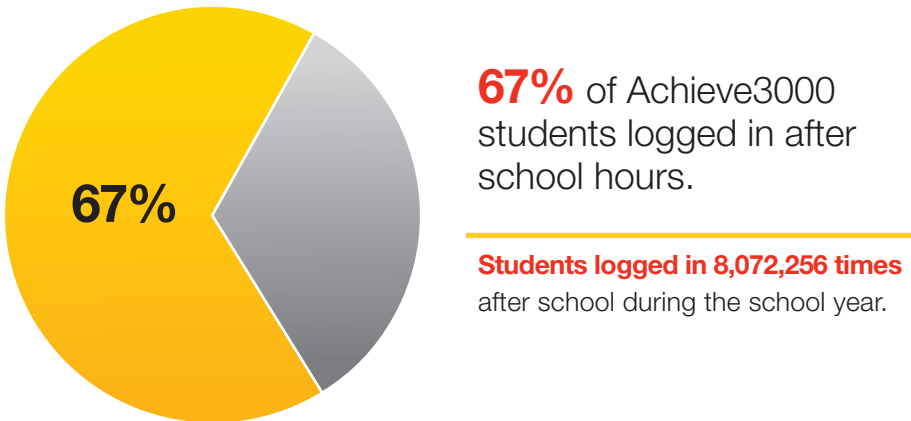
SPED Students – High School

Lexile Growth

Expected growth	1-39 (n=26,974)	40-79 (n=14,545)	80+ (n=7,245)
59	63	109	145

Completed Achieve3000 sessions

High school SPED students using Empower3000 with suggested frequency **exceeded their expected Lexile growth by 86 points, on average.**
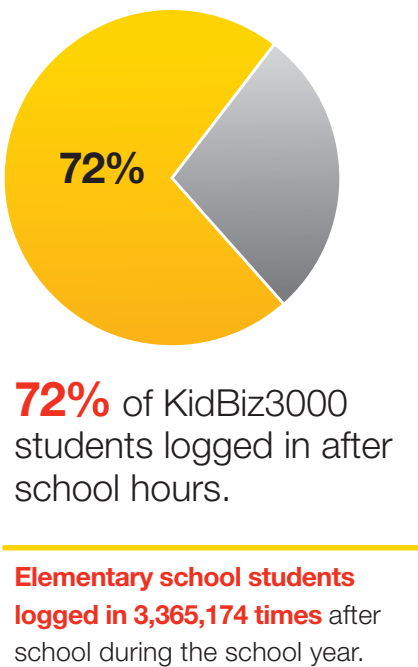
Results for Enrichment Students

Research on Advanced and Gifted students shows that the most important strategy to use in their learning experiences is differentiated instruction.[20] Differentiated instruction should be provided to accelerate learning for high-ability students and maximize their achievement. These students, as much as all other groups of students, need access to reading materials, activities, and instruction that does not place ceilings on their learning.

Achieve3000's programs provide the challenge, rigor, and relevancy these students need to continue their literacy growth. Current data from students across the country using Achieve3000 supports the effectiveness of the program in meeting their needs. **These students more than tripled their expected Lexile growth.**

Lexile Growth Related to Frequency of Program Use for Enrichment Students

Lexile Growth

- 150L
- 100L
- 50L
- 0

| Expected growth | 1-39 (n=12,237) | 40-79 (n=8,597) | 80+ (n=4,465) |
| 43 | 62 | 112 | 152 |

Completed Achieve3000 sessions

More than 3.5X expected reading growth for Enrichment students, with regular program use

For Enrichment students, overall and at each school level, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[21] Overall, Enrichment students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 109 points.**

Lexile Growth Related to Quality of Program Use for Enrichment Students

Lexile Growth

- 135L
- 90L
- 45L
- 0

| Expected growth | Less than 75% (n=12,502) | 75% or greater (n=12,797) |
| 43 | 56 | 133 |

Average Reading Activity score
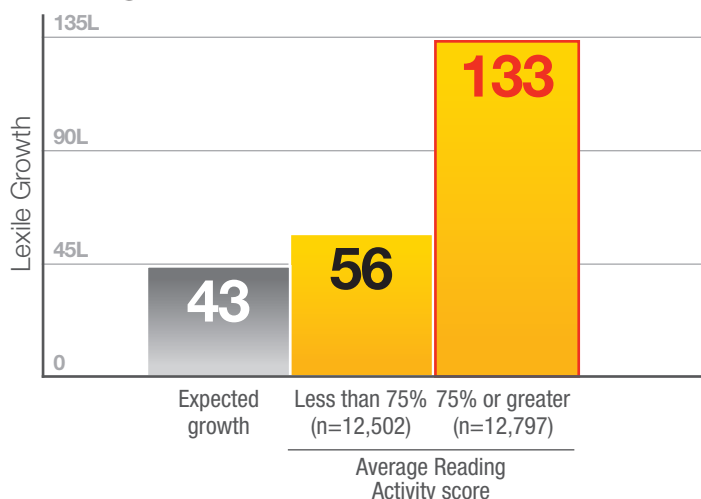
More than 3X expected reading growth for Enrichment students working within their instructional zone

Enrichment students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile growth by an average of 90 points.**[22]

[20] Tomlinson, C. (1998). *How can gifted students' needs be met in mixed-ability classrooms?* Washington DC: National Association for Gifted Children

[21] Overall: $F(2, 25,296)=827.02, p<.0001$
Elementary school: $F(2, 6,533)=250.70, p<.0001$
Middle school: $F(2, 13,439)=441.76, p<.0001$
High school: $F(2, 5,318)=114.23, p<.0001$

[22] This difference is statistically significant, $t(12,796)=86.17, p<.0001$

Results for Enrichment Students (cont.)

Enrichment Students – Elementary School
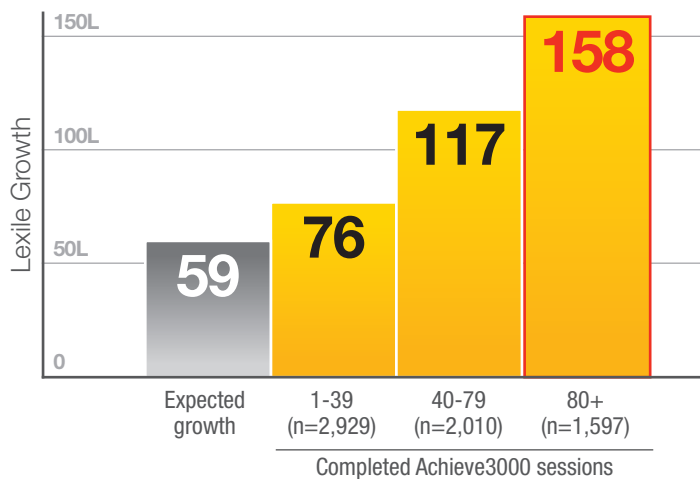
Elementary school enrichment students using KidBiz3000 with suggested frequency **exceeded their expected Lexile growth by 99 points, on average.**

Expected growth	1-39 (n=2,929)	40-79 (n=2,010)	80+ (n=1,597)
59	76	117	158

Completed Achieve3000 sessions

Enrichment Students – Middle School
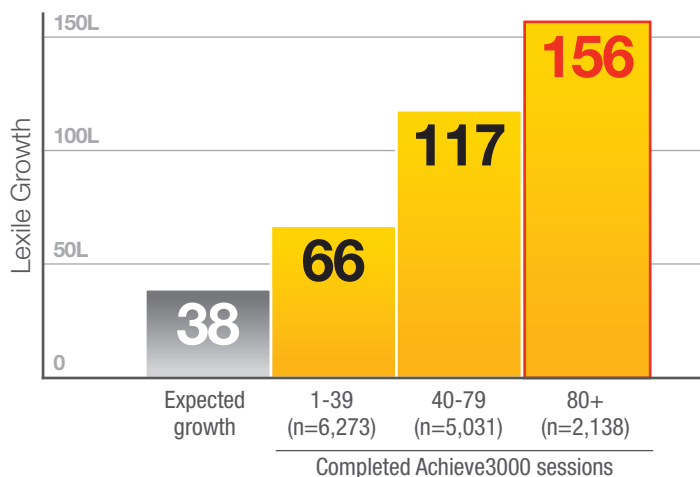
Middle school enrichment students using TeenBiz3000 with suggested frequency **exceeded their expected Lexile growth by 118 points, on average.**

Expected growth	1-39 (n=6,273)	40-79 (n=5,031)	80+ (n=2,138)
38	66	117	156

Completed Achieve3000 sessions

Enrichment Students – High School

High school enrichment students using Empower3000 with suggested frequency **exceeded their expected Lexile growth by 98 points, on average.**

Expected growth	1-39 (n=3,035)	40-79 (n=1,556)	80+ (n=730)
33	41	90	131

Completed Achieve3000 sessions

After-School Usage

Research on adolescent literacy suggests that the amount of reading students do during out-of-school hours is an accurate predictor of their in-school academic achievement.[23] If after-school programs can motivate young people to read more and explore their interests through reading, this research suggests that their academic performance will improve.

National After-School Usage

67%

67% of Achieve3000 students logged in after school hours.

Students logged in 8,072,256 times after school during the school year.

Elementary School After-School Usage

72%

72% of KidBiz3000 students logged in after school hours.

Elementary school students logged in 3,365,174 times after school during the school year.

Middle School After-School Usage

67%

67% of TeenBiz3000 students logged in after school hours.

Middle school students logged in 3,431,483 times after school during the school year.

High School After-School Usage

61%

61% of Empower3000 students logged in after school hours.

High school students logged in 1,275,599 times after school during the school year.
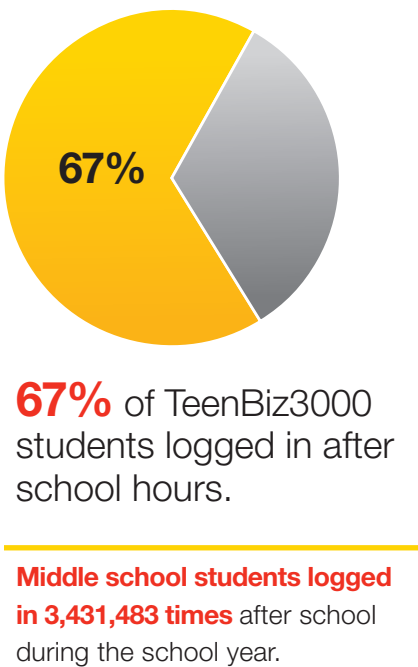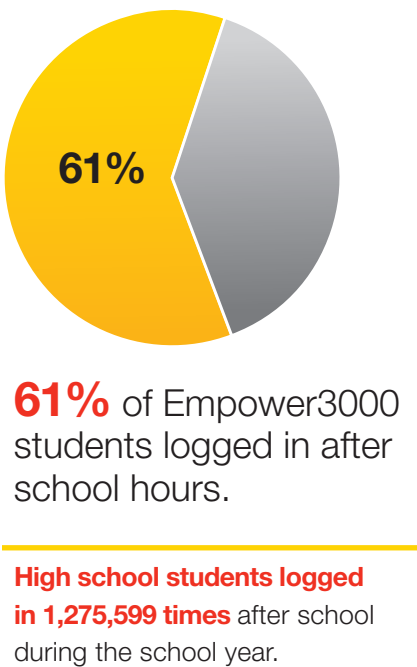
[23] MetLife Foundation Afterschool Alert. (2011, November). *Literacy in afterschool: An essential building block for learning and development* (Issue Brief No. 53). Washington, DC: Author.

Notes

ACHIEVE**3000**®

www.**achieve3000**.com

**To learn more about Achieve3000 and
its proven solutions, call 800-396-1660
or e-mail info@achieve3000.com**

New York City Lexile Study
2013-2014

ACHIEVE**3000**®

The Leader in Differentiated Instruction

2013 – 2014 New York City Lexile Study

Number of Schools:	280
Number of Students:	37,508

Achieve3000® Solutions

KidBiz3000®, TeenBiz3000®, and Empower3000™: the first web-based differentiated literacy solutions that reach every student at his or her Lexile® level. Powered by a proprietary software engine that distributes grade-appropriate assignments to the entire class, but tailors them according to each student's reading level, Achieve3000 Solutions enable teachers to move their students up surely and steadily, level by level.

These research-based solutions extend teachers' reach without increasing workloads or time demands and are proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development, and high-stakes test scores.

The Assessment Measure

Developed by Achieve3000 in conjunction with MetaMetrics®, LevelSet™ offers a scientific means of matching students to informational text. LevelSet is administered two times a year—a pre-assessment at the beginning of the school year and a post-assessment at the end of the school year—providing a summative measurement of student progress. The Lexile Framework is a scientific approach to reading and text measurement that has become the most widely adopted reading measure in use today. Developed by MetaMetrics, Lexile measures are the result of more than 20 years of ongoing research.

A key advantage of the Lexile scale is that the Lexile Framework measures both text and reader using the same scale. This means that the ability to comprehend and the material being comprehended are being evaluated by the same criteria.

Methodology

Lexile Measurement of Reading Growth To determine the effects of KidBiz3000, TeenBiz3000, and Empower3000 on the literacy development of students, Achieve3000 designed a study measuring student Lexile growth with a pre- and post-test using the LevelSet assessment.[1] LevelSet, developed in partnership with MetaMetrics, provides a Lexile measure for each student. The actual growth achieved is compared to expected yearly growth, based on MetaMetrics' proprietary calculation.[2]

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[1] Students with valid pre- and post-LevelSet scores were included in the current analyses.
[2] Using MetaMetrics' findings on expected yearly growth, Achieve3000 calculated the expected Lexile growth for each student. This calculation was based on the length of time from the student's pre-test to post-test as well as the student's initial reading level. Achieve3000 first used MetaMetrics' expected growth norms to calculate the expected yearly growth for a student at that reading level. Achieve3000 then divided the expected yearly growth by the number of days the student used the program to arrive at an "expected Lexile growth" score for each student.

Executive Summary

New York City Lexile Growth
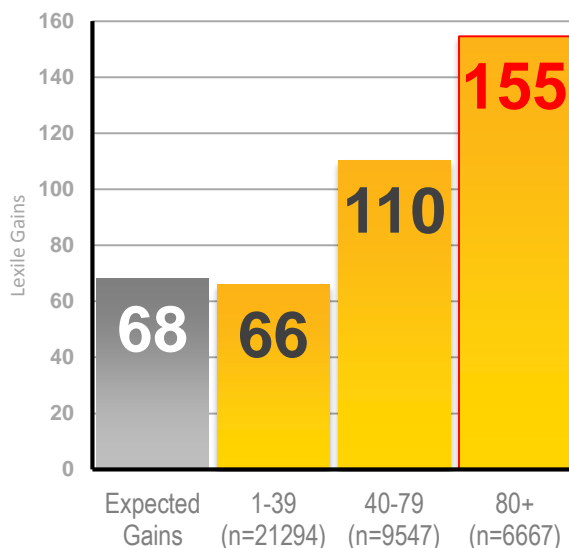
Over 2X expected reading gains for New York City students with regular program use[3]

The number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [4] **New York City students using the program with suggested frequency (i.e., an average of two or more times per week) exceeded their expected Lexile growth by an average of 87 points.**

◼ Key Findings

◼ On average, New York City area students using the program with suggested frequency (i.e., completing at least two reading sessions per week, on average) achieved more than two times the Lexile growth expected with typical instruction.

◼ In every school type, program users in New York City achieved higher than expected Lexile growth.

◼ New York City students who scored 75% or higher on the multiple choice activity made growth, on average, more than two times the expected growth norms.

◼ With regular program use, struggling readers (students reading two or more years below grade level) and English language learners in New York City made two times their expected growth, on average.

◼ Special education students in New York City using the program with suggested frequency made more than two times their expected growth, on average.

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[3] Regular use is defined as a minimum of two sessions per week, on average, throughout the school year. Achieve3000 is designed to be used with this frequency.
[4] $F_{(1, 37508)} = 1189.2$, $p < 0.0001$

Executive Summary (cont.)

At all school levels (elementary school, middle school, and high school), the number of reading sessions that a New York City student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[5]

Elementary School Lexile Growth by Frequency of Program Use
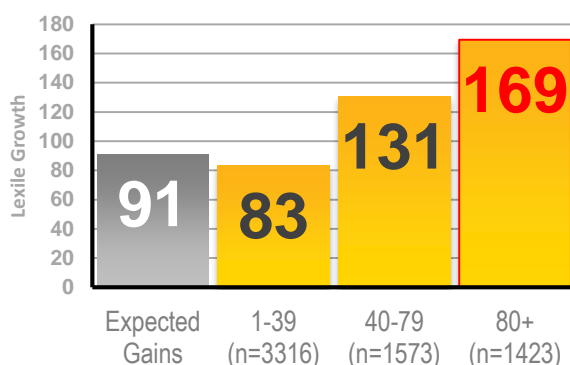
Nearly 2X expected reading growth for New York City elementary school students, with regular program use

New York City elementary school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 78 points.**

Middle School Lexile Growth by Frequency of Program Use
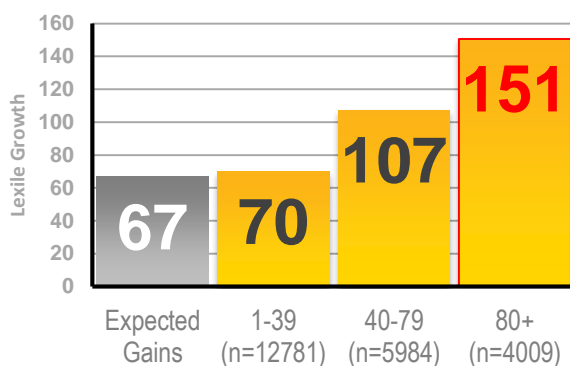
Over 2X expected reading growth for New York City middle school students, with regular program use

New York City middle school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 84 points.**

High School Lexile Growth by Frequency of Program Use
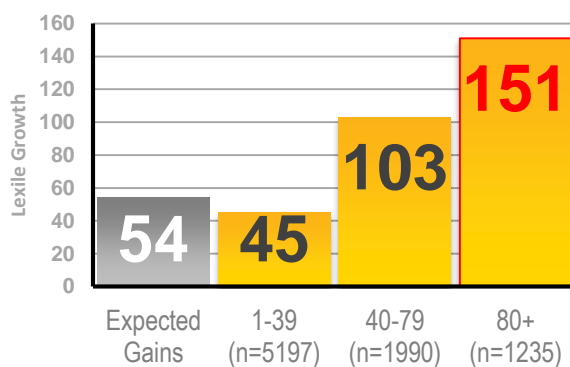
Over 2.5X expected reading growth for New York City high school students, with regular program use

New York City high school students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 97 points.**

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[5] Elementary school: $F(1, 6312) = 224.3$, $p < 0.0001$
Middle school: $F(1, 22774) = 775.7$, $p < 0.0001$
High school: $F(1, 8422) = 171$, $p < 0.0001$

Effect of Quality of Program Use on Lexile Gains

Reading Activity Scores

In addition to analyzing the frequency of use, Achieve3000 also analyzed the quality of program use. The Multiple Choice Activity is a critical component of the Five-Step Literacy Routine and a simple indicator of the degree to which students are applying themselves to the program. This formative assessment allows teachers to monitor their students' overall understanding of the text read. Students who score 75% or higher on the multiple choice activity are identified as working within their instructional zone. In other words, scores within this range typically indicate that students are reading at a level that fosters their literacy development.

Lexile Growth Related to Quality of Program Use
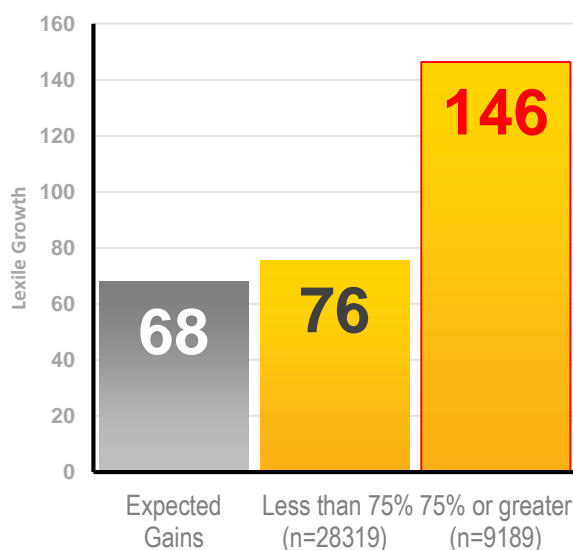
Over 2X expected reading growth for New York City students working within their instructional zone

New York City students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile gains by an average of 78 points.**[6]

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[6] This difference is statistically significant, t(9188)=52.3, p < 0.0001.

Reading Connections

Explicit Reading Comprehension Strategy Instruction and Application

Achieve3000 provides explicit instruction on the seven key comprehension strategies for informational texts. Two features of the program, the Lesson Plans and the Reading Connections, help address this need. The Lesson Plans that provide this direct, explicit instruction are available within the Learning Center, and one Lesson Plan is always attached to the daily article. Within each article, students are encouraged to apply the strategies of summarization, generating questions, and setting the purpose by using the Reading Connections embedded in the article.

Lexile Growth Related to Reading Connections

Nearly 2.5X expected reading growth for New York City students completing an average of two or more Reading Connections per week

The number of Reading Connections that a New York City student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[7] Students completing 80 or more Reading Connections during the course of the school year **exceeded their expected Lexile growth by 97 points, on average.**

---

[7] $F(1, 37508) = 341.9$, $p < 0.0001$

Thought Questions

The Reading-Writing Connection

The Thought Question is the fifth step in the Five-Step Literacy Routine and purposefully engages students in a formal writing process that allows them to apply knowledge they have acquired and express their thoughts through writing. Students respond to prompts in three key genres, with an emphasis on persuasive/argument writing, using academic vocabulary to ensure that they are prepared to read, write, and speak effectively in all content-area courses.

Lexile Growth Related to Thought Questions

Bar chart titled "Lexile Gains" (y-axis from 0 to 180):
- Expected Gains: 68
- 1-39 (n=30132): 90
- 40-79 (n=2862): 138
- 80+ (n=829): 170

2.5X expected reading growth for New York City students completing an average of two or more Thought Questions per week

The number of Thought Questions that a New York City student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [8] Students completing 80 or more Thought Questions during the course of the school year **exceeded their expected Lexile growth by an average of 102 points.**

---

[8] $F(1, 37508) = 542$, $p < 0.0001$

College and Career Readiness

Achieve3000's College and Career Report supports the current emphasis on College and Workforce Readiness and the Common Core Standards by describing students' readiness for college and career based on their current Lexile reading level. Research demonstrates that giving teachers and administrators access to relevant student data allows them to be more targeted in their instruction and translates to better student performance on high-stakes tests.[9] After reviewing the College and Career Report, educators can maximize Achieve3000's differentiated instruction by offering students the targeted intervention they need to be successful.

Growth in College and Career Readiness

46% increase in College and Career Readiness

A higher percentage of New York City students are on track for College and Career Readiness after having participated in Achieve3000 during the 2013-14 school year.[10]

The College and Career Readiness initiative requires increased rigor in reading performance, which translates into higher Lexile-level requirements at every grade level. As states implement this new initiative and work to better prepare students for college and careers, educators are facing new challenges in helping students reach the "on track" reading levels necessary for success.

---

[9] Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C. (Fall/Winter, 2010). Using data to guide instruction and improve student learning. (SEDL letter, Vol. XXII, No. 2). Austin, TX: SEDL.
[10] $X^2(1) = 20685.2$, $p < 0.0001$

Results for Struggling Readers

Achieve3000 identified students who took the initial LevelSet and demonstrated a Lexile score that was two or more grade levels below their actual enrolled grade level. These students are referred to as "struggling reader"' in this section.

Lexile Growth Related to Frequency of Program Use for Struggling Readers
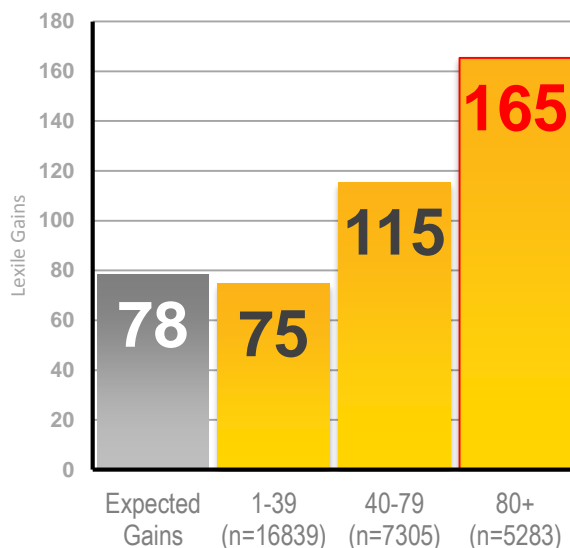
2X expected reading gains for New York City struggling readers, with regular program use

For New York City struggling readers, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[11] New York City struggling readers who used the program with suggested frequency **exceeded their expected Lexile growth by an average of 87 points.**

Lexile Growth Related to Quality of Program Use for Struggling Readers
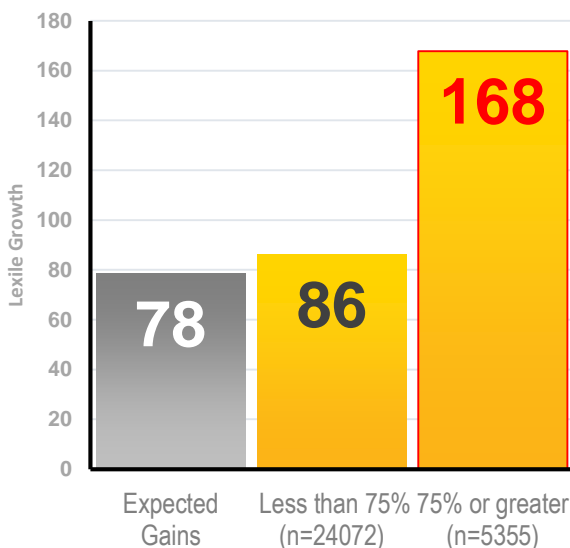
2X expected reading gains for New York City struggling readers working within their instructional zone

New York City struggling readers who scored within their instructional zone (75% or greater) **exceeded their expected Lexile gains by an average of 89 points.**[12]

---

[11] F(1, 29427) = 838.8, p < 0.0001
[12] This difference is statistically significant, t(5354)=39.0, p < 0.0001

Results for English Language Learners (ELL)

Lexile Growth Related to Frequency of Program Use for ELLs
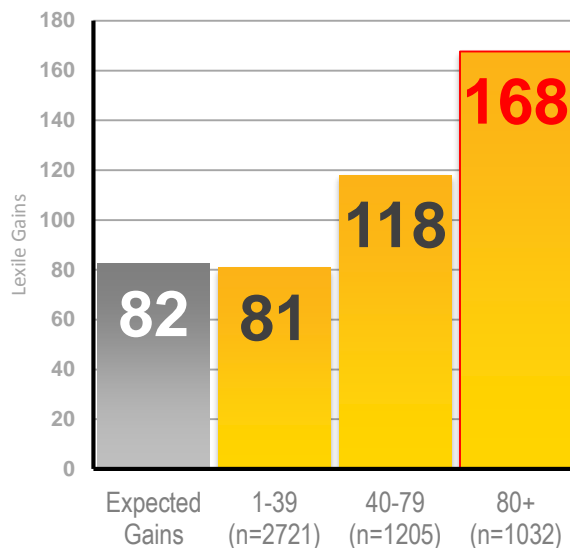
Chart: Lexile Gains

Category	Value
Expected Gains	82
1-39 (n=2721)	81
40-79 (n=1205)	118
80+ (n=1032)	168

2X expected reading gains for New York City English language learners, with regular program use

For New York City English language learners, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [13] New York City English language learners using the program with suggested frequency **exceeded their expected Lexile growth by an average of 85 points.**

Lexile Growth Related to Quality of Program Use for ELLs

Chart: Lexile Growth

Category	Value
Expected Gains	82
Less than 75% (n=3985)	95
75% or greater (n=973)	162
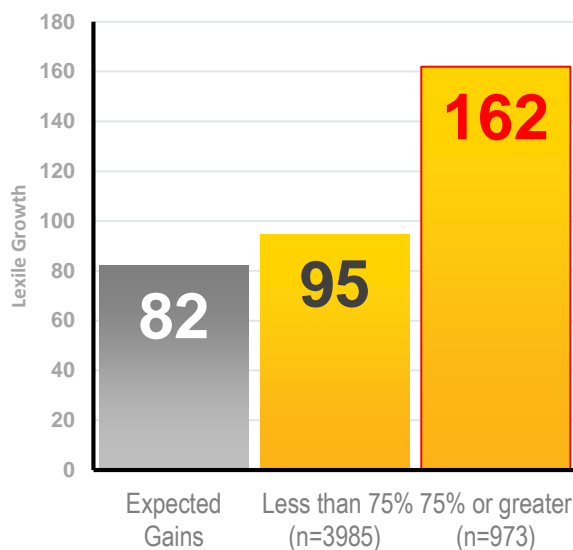
2X expected reading gains for New York City English language learners working within their instructional zone

New York City English language learners scoring within their instructional zone (75% or greater) **exceeded their expected Lexile gains by an average of 80 points.** [14]

---

[13] $F(1, 4958) = 157.7$, $p < 0.0001$
[14] This difference is statistically significant, $t(972)=14.3$, $p < 0.0001$

Results for Special Education Students (SPED)

Lexile Growth Related to Frequency of Program Use for SPED Students

Lexile Gains

180			
160			**173**
140			
120			
100		**116**	
80	**80**		
60		**72**	
40			
20			
0			

Expected Gains | 1-39 (n=6854) | 40-79 (n=2859) | 80+ (n=2110)
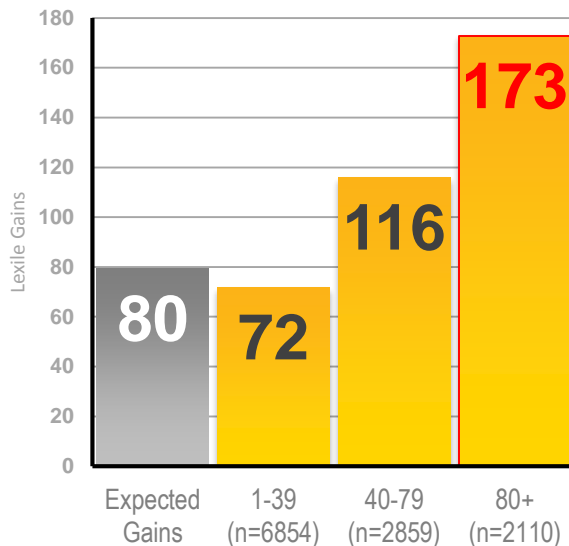
Over 2X expected reading gains for New York City SPED students, with regular program use

For New York City SPED students, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average. [15] New York City SPED students using the program with suggested frequency **exceeded their expected Lexile growth by an average of 93 points.**

Lexile Growth Related to Quality of Program Use for SPED Students

Lexile Growth

160		
140		**155**
120		
100		
80	**80**	
60		**89**
40		
20		
0		

Expected Gains | Less than 75% (n=9670) | 75% or greater (n=2153)
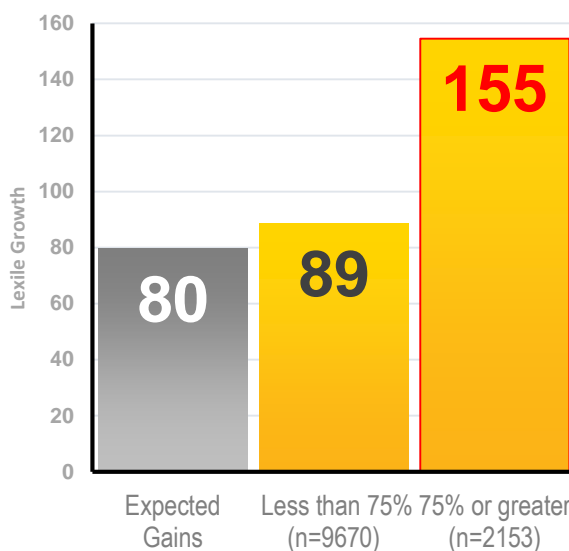
Nearly 2X expected reading gains for New York City SPED students working within their instructional zone

New York City SPED students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile gains by an average of 75 points.** [16]

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[15] $F(1, 11823) = 448.4$, $p < 0.0001$
[16] This difference is statistically significant, $t(2152)=21.7$, $p < 0.0001$

Results for Enrichment Students

Research on Advanced and Gifted students shows that the most important strategy to use in their learning experiences is differentiated instruction.[17] Differentiated instruction should be provided to accelerate learning for high-ability students and maximize their achievement. These students, as much as all other groups of students, need access to reading materials, activities, and instruction that does not place ceilings on their learning.

Achieve3000's programs provide the challenge, rigor, and relevancy these students need to continue their literacy growth. Current data from students across the country using Achieve3000 supports the effectiveness of the program in meeting their needs.

Lexile Growth Related to Frequency of Program Use for Enrichment Students
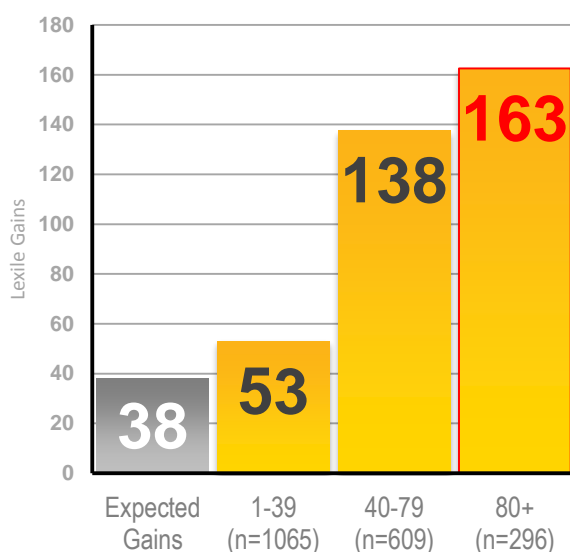
Over 4X expected reading gains for New York City enrichment students, with regular program use

For New York City enrichment students, the number of reading sessions that a student completes on Achieve3000 is a statistically significant predictor of his or her Lexile performance growth, on average.[18] New York City enrichment students using Achieve3000 with suggested frequency **exceeded their expected Lexile gains by an average of 125 points.**

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[17] Tomlinson, C. (1998). How can gifted students' needs be met in mixed-ability classrooms? Washington DC: National Association for Gifted Children
[18]This difference is statistically significant, $F(1, 1970) = 205.6$, $p < 0.0001$

Results for Enrichment Students

Lexile Growth Related to Quality of Program Use for Enrichment Students
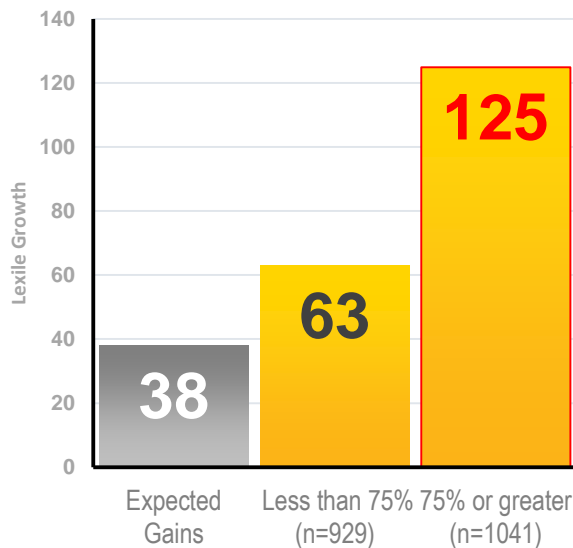
Over 3X expected reading gains for New York City enrichment students working within their instructional zone

New York City enrichment students scoring within their instructional zone (75% or greater) **exceeded their expected Lexile gains by an average of 87 points.**[19]

[19] This difference is statistically significant , t(1040)=28.7, p < 0.0001

After School Usage

Research on adolescent literacy suggests that the amount of reading students do during out-of-school hours is an accurate predictor of their in-school academic achievement.[20] If after-school programs can motivate young people to read more and explore their interests through reading, this research suggests that their academic performance will improve.

New York City After-School Usage
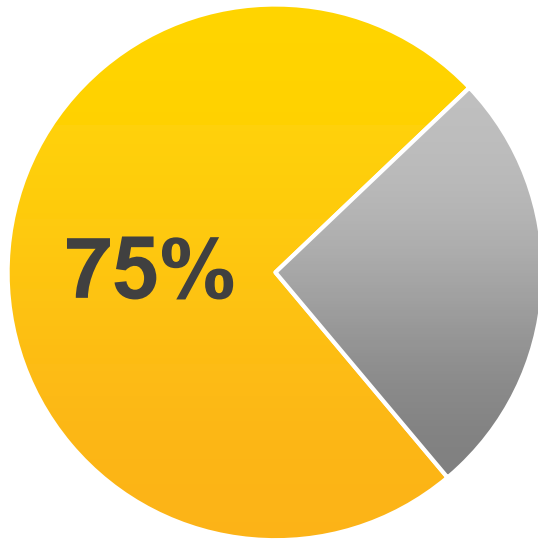
75% of New York City Achieve3000 students logged in after school hours

New York City students logged in 619,215 times after school during the school year.

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[20] MetLife Foundation Afterschool Alert. (2011, November). Literacy in afterschool: An essential building block for learning and development (Issue Brief No. 53). Washington, DC: Author.

ACHIEVE**3000**®

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Implementation Highlights Report

NYC Districts

July 2015

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NYC Districts
Implementation Highlights Report

Evaluation Period | **8/1/2014 - 7/5/2015**

Number of Districts | **39**

Number of Active Users | **67,109**

Overview

Achieve3000®'s differentiated literacy solutions were implemented within the NYC Districts during the 2014-15 school year. The majority of participating students completed the LevelSet™ pre-test in their first few sessions on the KidBiz3000®, TeenBiz3000®, or Empower3000™ differentiated reading solution.

This report is intended to summarize the Lexile® gains and usage details of Achieve3000 Solutions within the NYC Districts. The information provided within this report is based on student data collected throughout the 2014-15 school year.

Achieve3000 Solutions

KidBiz3000, TeenBiz3000, and Empower3000: The first Web-based, differentiated literacy solutions that reach every student at his or her Lexile level. Powered by a proprietary software engine that distributes grade-appropriate assignments to the entire class but tailors them according to each student's reading level, Achieve3000 Solutions enable teachers to move their students up surely and steadily, level by level.

These research-based solutions extend teachers' reach without increasing workloads or time demands and are proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development, and high-stakes test scores.

The Assessment Measure

Developed by Achieve3000 in conjunction with MetaMetrics Inc., LevelSet™ offers a scientific means of matching students to informational texts. Delivered via the Internet and designed to work hand-in-hand with Achieve3000's differentiated reading solutions, LevelSet is administered up to three times yearly - an initial assessment to establish a baseline score (based on the Lexile Framework®) at the beginning of the school year, an interim assessment halfway through the school year (in certain situations), and a post-assessment at the end of the school year - providing a summative measurement of student progress.

The Lexile Framework is a scientific approach to reading and text measurement that has become the most widely adopted reading measure in use today. Developed by MetaMetrics Inc., beginning with a grant from the National Institute of Child Health and Human Development in 1984, Lexile measures are the result of more than 20 years of ongoing research.

Achieve3000 chose to use the Lexile Framework after an intensive study of many readability measures. A key advantage to using the Lexile scale, as opposed to other readability scores, is that the Lexile Framework measures both text and reader using the same scale. This means that the ability to comprehend and the material being comprehended are being evaluated by the same criteria, lending it greater scientific import.

Executive Summary

On average, KidBiz3000, TeenBiz3000, and Empower3000 students within NYC Districts achieved **nearly one-and-a-half times** the expected reading performance growth as measured by Lexiles.

Overall Lexile Growth
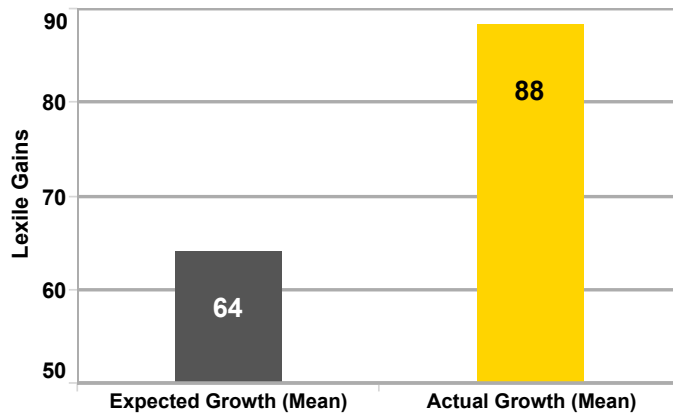
n = 38,842

24

Students exceeded the expected Lexile gains by an average of **24 points.**

Key Findings

• On average, students have gained **nearly one-and-a-half times** the annual expected growth norms.

• On average, students who completed at least two reading sessions per week made the highest Lexile gains, **nearly two-and-a-half times** the expected growth norms.

• The quality of the work that students submit on Achieve3000 is a predictor of their Lexile performance gains.

Expected gains were calculated based on MetaMetrics' annual expected Lexile gains and the length of time between each student's pre-test and post-test/auto-adjust, as well as each student's initial LevelSet score.

Findings that Count:
Student Performance Across the Grades

Expected & Actual Lexile Growth

Grade 11

Grade 11 students exceeded their expected Lexile gains by an average of **41 points.**

ALL

On average, students across all grade levels exceeded their growth expectations.

■ Actual Growth (Mean)
■ Expected Growth (Mean)
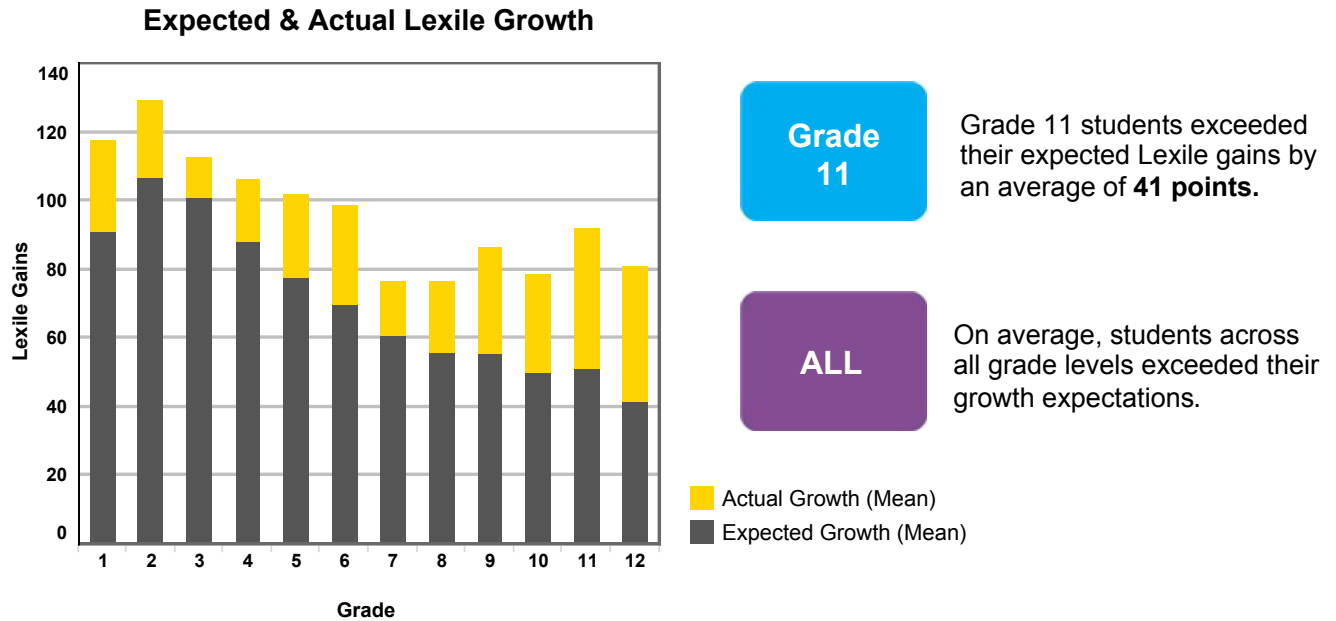
Grade	Users with Valid Test Scores	Expected Growth (Mean)	Actual Growth (Mean)
1	106	91	118
2	751	107	129
3	1,805	100	112
4	2,166	88	106
5	1,789	77	102
6	7,250	69	99
7	7,666	61	76
8	6,609	56	76
9	5,459	55	86
10	3,019	50	78
11	1,473	51	92
12	749	41	81

The Impact of Program Use on Lexile Gains

Number of Reading Sessions Completed

In a nationwide study, Achieve3000 found a statistically significant relationship between the number of reading sessions completed on Achieve3000 Solutions and students' nonfiction Lexile growth. Achieve3000 recommends that students complete 80 reading sessions during the academic year-this number represents an average of two sessions per week.

Frequency of Usage Findings for NYC Districts Students

Lexile Gains Related to Frequency of Program Use
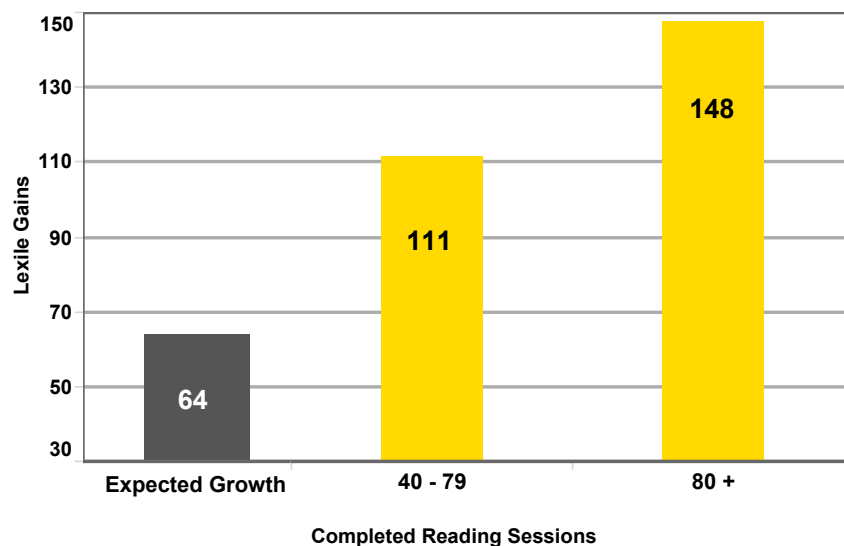
Students using program at least once weekly:

n = 8,444

> Average Lexile gain of **111 points**
>
> **47** point Lexile gain above the expected growth; this is **more than one-and-a-half times** the expected growth

Students using program at least twice weekly:

n = 3,852

> Average Lexile gain of **148 points**
>
> **84** point Lexile gain above the expected growth; this is **nearly two-and-a-half times** the expected growth

Achieve3000. (2011). National Lexile study: 2010-11 Lexile study. Lakewood, NJ: Author.

The Impact of Quality Program Use on Lexile Gains

The multiple choice activity-a critical component of the Five-Step Literacy Routine-was used as a measure of the quality of program use. Students who average 75% and greater on multiple choice activities are identified as working within their instructional zone. In other words, scores within this range typically indicate that students are applying themselves to their work and reading in their instructional zone.

Quality of Usage Findings for
NYC Districts Students

Lexile Gains Related to Quality of Program Use
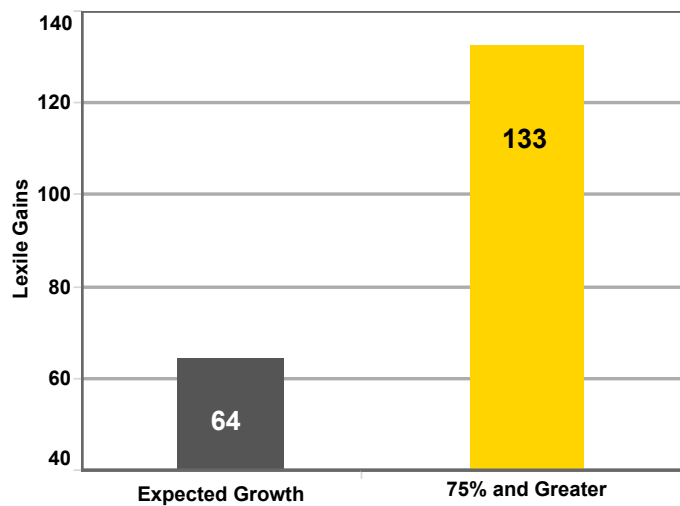
Students averaging:

75% or higher on multiple choice activities

Average Lexile gain of **133 points**

69 point Lexile gain above the expected growth; this is **more than double** the expected growth

Achieve3000 recommends that teachers monitor student scores to ensure performance in this range.

Usage by School: August 1, 2014 - July 5, 2015
(means are per active user)

Studies demonstrate that on average the more time students spend on KidBiz/TeenBiz/Empower, the greater their literacy gains. On average, students who use Achieve3000 Solutions just twice per week, as recommended, exceed their expected Lexile growth by more than two-and-a-half times. In general, Achieve3000's Web-based assignments provide more time-on-task, which in turn fosters higher gains.

School	Active Users	Program Sessions (Mean)	Completed Multiple Choice Activities (Mean)	Completed Writing Assignments (Mean)
District 75 Home Instruction	218	59	19	17
District 79: Alternative Schools & Programs	258	12	4	3
NYC Dept Of Ed District 88	769	11	5	3
NYC Dept Of Education - DNPS Reimbursable Srvc, DS	3,417	9	3	3
NYC Dept Of Education Cluster D75	156	26	11	9
NYC District 00	79	23	14	13
NYC District 01	433	69	33	12
NYC District 02	2,611	19	6	4
NYC District 03	611	50	24	8
NYC District 04	821	107	35	13
NYC District 05	1,142	51	29	12
NYC District 06	2,081	58	27	11
NYC District 07	1,056	48	18	12
NYC District 08	2,911	38	22	8
NYC District 09	2,909	32	15	7
NYC District 10	6,583	64	30	13
NYC District 11	1,901	45	21	11
NYC District 12	2,085	68	31	17

Continues on next page

Achieve3000. (2011). *National Lexile study: 2010-11 Lexile study.* Lakewood, NJ: Author.

Usage by School: August 1, 2014 - July 5, 2015
(means are per active user)

School	Active Users	Program Sessions (Mean)	Completed Multiple Choice Activities (Mean)	Completed Writing Assignments (Mean)
NYC District 13	217	16	7	5
NYC District 14	769	31	17	4
NYC District 15	492	56	21	13
NYC District 16	827	33	21	6
NYC District 17	887	35	16	8
NYC District 18	1,059	36	12	6
NYC District 19	2,154	38	18	9
NYC District 20	3,352	81	41	19
NYC District 21	2,799	56	31	13
NYC District 22	1,577	50	39	12
NYC District 23	378	27	10	6
NYC District 24	3,696	60	25	11
NYC District 25	2,019	87	44	23
NYC District 26	824	93	44	33
NYC District 27	3,302	70	37	13
NYC District 28	3,302	59	23	13
NYC District 29	1,562	58	27	12
NYC District 30	2,204	63	19	8
NYC District 31	4,567	45	24	13
NYC District 32	873	53	20	11
NYCDOE-Expanded Success Initiative	208	18	4	4
Overall	**67,109**	**52**	**24**	**11**

Achieve3000. (2011). *National Lexile study: 2010-11 Lexile study.* Lakewood, NJ: Author.

NYC Districts

After School Usage

Research on adolescent literacy suggests that the amount of reading students do during out-of-school hours is a predictor of their in-school academic achievement. If after-school programs can motivate young people to read more and explore their interests through reading, this research suggests that academic performance will likely improve.

▇ After School Users

53%
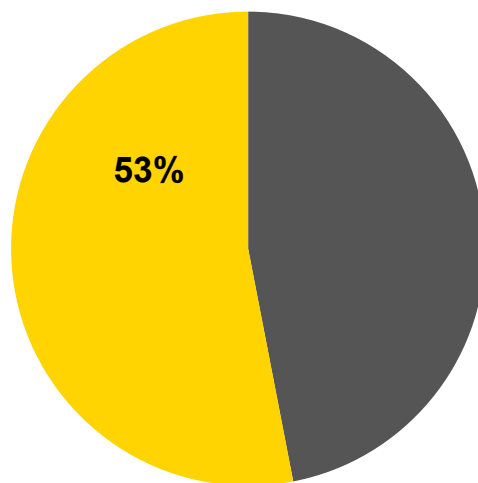
53%	**Percent of Achieve3000 users that have logged into the program after school hours.**
602,435	**Total number of logins outside of school hours.**

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MetLife Foundation Afterschool Alert. (2011, November). *Literacy in afterschool: An essential building block for learning and development* (Issue Brief No. 53). Washington, DC: Author.

Teacher Involvement

In order to maximize students' literacy development, Achieve3000 encourages teachers to be actively engaged with their students. The teachers' primary role is to support student development of key reading strategies. Ideally, teachers will also help students learn to provide text-based evidence to support writing and speaking of ideas and arguments.

Teacher Usage by School

School	Active Teachers (Total)	Teacher Logins (Total)	Program Sessions (Total)	Student Work Assigned / Graded (Total)
District 75 Home Instruction	97	3,464	2,268	1,767
District 79: Alternative Schools & Programs	23	586	768	99
NYC Dept Of Ed District 88	20	1,256	1,604	1,016
NYC Dept Of Education - DNPS Reimbursable Srvc, DS	148	2,421	3,114	251
NYC Dept Of Education Cluster D75	16	532	1,027	30
NYC District 00	5	183	123	1
NYC District 01	39	1,471	2,056	212
NYC District 02	162	3,919	5,103	3,332
NYC District 03	30	1,397	2,016	285
NYC District 04	56	3,426	5,280	806
NYC District 05	87	1,710	2,570	694
NYC District 06	100	4,911	5,904	1,353
NYC District 07	114	3,098	4,494	767
NYC District 08	187	6,076	8,589	2,412
NYC District 09	188	4,181	5,424	978
NYC District 10	316	14,458	20,314	5,491
NYC District 11	108	4,033	6,208	961

Teacher Involvement

School	Active Teachers (Total)	Teacher Logins (Total)	Program Sessions (Total)	Student Work Assigned / Graded (Total)
NYC District 12	148	5,644	6,750	5,905
NYC District 13	33	359	477	35
NYC District 14	61	1,530	2,198	1,184
NYC District 15	37	915	1,106	147
NYC District 16	59	939	1,386	239
NYC District 17	67	1,691	2,099	248
NYC District 18	53	1,615	2,401	562
NYC District 19	138	3,673	4,928	924
NYC District 20	117	5,066	5,507	1,031
NYC District 21	143	5,769	4,925	2,560
NYC District 22	71	1,486	1,722	791
NYC District 23	47	735	924	154
NYC District 24	161	8,507	10,927	3,286
NYC District 25	68	6,707	7,306	4,917
NYC District 26	49	3,648	3,666	1,161
NYC District 27	165	8,607	10,324	3,755
NYC District 28	120	7,616	10,684	4,577
NYC District 29	63	2,800	3,042	1,205
NYC District 30	69	6,911	8,817	5,283
NYC District 31	424	9,464	11,596	2,481
NYC District 32	66	1,892	2,440	202
NYCDOE-Expanded Success Initiative	17	210	418	2
Overall	**3,872**	**142,906**	**180,506**	**61,104**

College and Career Readiness

Achieve3000's College and Career Report supports the current emphasis on College and Workforce readiness and the Common Core Standards by forecasting students' readiness for college and career based on their current Lexile reading level. Research demonstrates that giving teachers and administrators access to predictive information *allows them to be more targeted in their instruction of students, and translates to better student performance on the high-stakes tests.* After reviewing the report, educators can maximize Achieve3000's differentiated instruction by offering students the targeted intervention they need to be successful.

Are my students on track for College and Career Readiness?

1,858	Students moved into the Meets or Exceeds category.
1,625	Students moved into the Approaches category.
3,483	Students left the Falls Far Below category.

Initial Level: 3,677 / 12,264 / 22,446
Current Level: 5,535 / 13,889 / 18,963

n = 38,387

■ Meets or Exceeds (Total)
■ Approaches (Total)
■ Falls Far Below (Total)
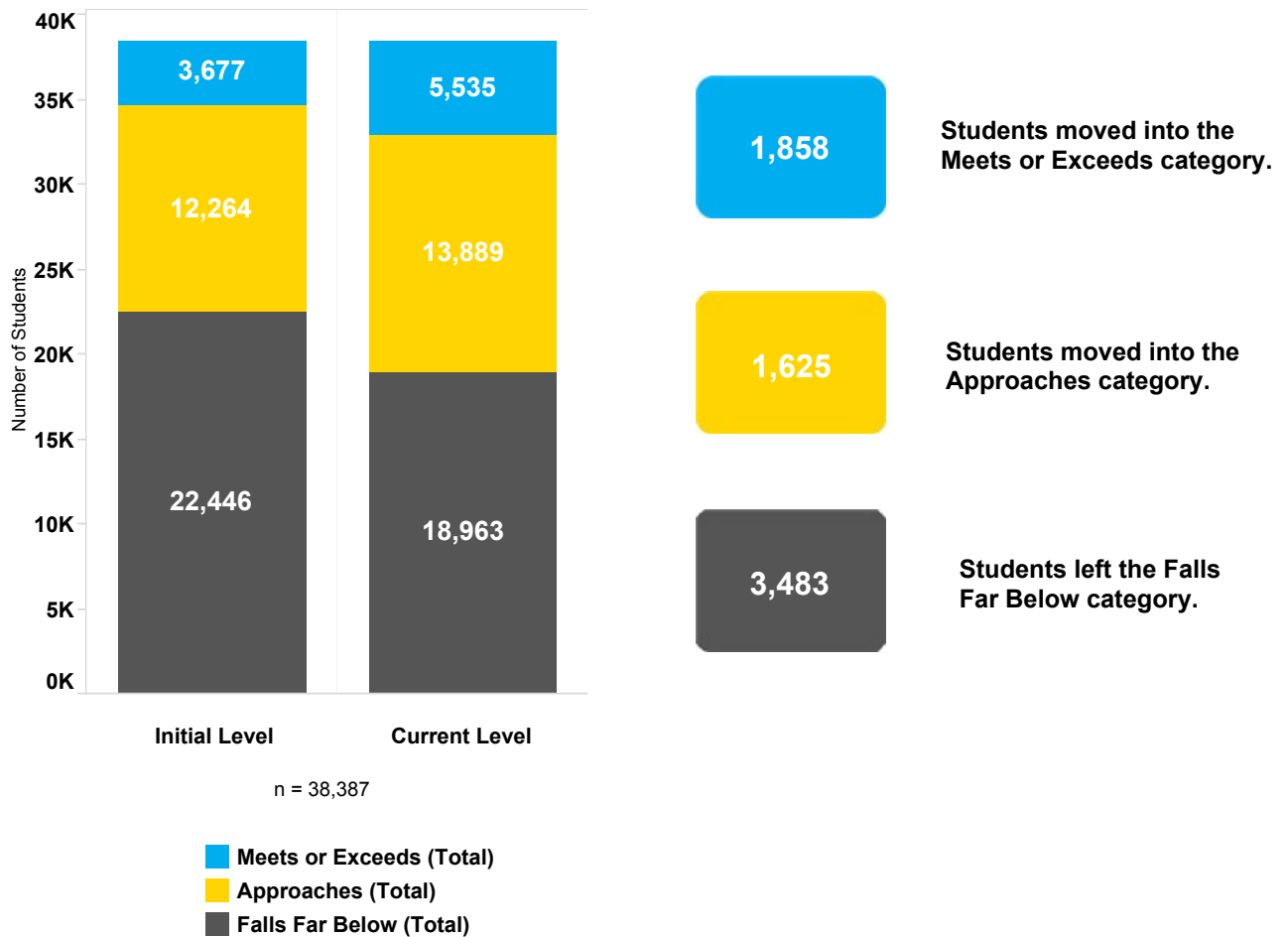
The preceding graph, based on pre-test and current Lexile scores, demonstrates that more NYC Districts students are on track for College and Career Readiness after actively participating in Achieve3000 during the 2014-15 school year.

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Students who are Full Spanish users were not included in this chart.

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Research to Practice

How Achieve3000® Differentiated Literacy Solutions Use Research to Prepare Students to Thrive in the 21st Century

ACHIEVE3000®

Research to Practice

How Achieve3000 Differentiated Literacy Solutions Use Research to Prepare Students to Thrive in the 21st Century

Achieve3000's literacy solutions are built on decades of scientific research into how learners develop essential reading and writing skills. KidBiz3000®, TeenBiz3000®, Empower3000™, and Spark3000® are based on the findings of widely respected researchers in the field of reading, including Dr. Robert Marzano, Dr. R.C. Anderson, Dr. Carol Ann Tomlinson, and Dr. Michael Kamil. In addition, the programs build upon the key findings of Reading Next and Writing Next, and they support the objectives set forth by the Common Core State Standards Initiative.

ACHIEVE3000®

The Leader in Differentiated Instruction™

KidBiz3000 TeenBiz3000 Empower3000 eScience3000 Spark3000 Coach3000

Using Lexiles to Differentiate Instruction

KidBiz3000®, TeenBiz3000®, Empower3000™, and Spark3000® provide differentiated instruction for students in grades 2 through 12, as well as adult learners. Our approach, illustrated below, has more than 14 years of proven success raising student Lexile® levels and high-stakes test scores. The premise behind Achieve3000's patented approach is simple: one of the most effective ways to increase literacy and prepare students for the rigors of college and career is to meet them one-on-one at their individual reading levels, while at the same time targeting grade-level state and Common Core standards.

The program starts by administering the LevelSet™ assessment, the only universal screener of nonficition texts. • Developed in collaboration with MetaMetrics, Inc., the makers of the Lexile™ framework, LevelSet offers a scientific means of matching students to nonfiction texts in English and Spanish. The results of this assessment are applied immediately to each

student's academic profile so they can receive nonfiction articles, activities, and assessments that are precisely and scientifically matched to their individual reading levels. Lexile levels periodically and automatically adjust as students complete multiple-choice activities from the 5-Step Literacy Routine in every lesson. There is also an opportunity for students to read the same content at grade level as part of the routine. As a student demonstrates reading comprehension progress, the rigor of the text increases. To ensure that educators intervene as appropriate, Achieve3000 keeps teachers and administrators continually informed of student progress towards readiness for high-stakes tests, college, and career. The Forecast Report forecasts performance on state tests while the College Readiness Report provides teachers with valuable information about students' readiness for college and career, in keeping with the Common Core State Standards.

LevelSet™ Assessment
Establishes a baseline Lexile level.

Differentiated, Tailored Text
Matches students Lexile level with grade-appropriate text.

Ongoing Assessment
Measure ability to comprehend informational text

Adaptive Content
Matches students Lexile level with grade-appropriate text

Accelerated Literacy Gains
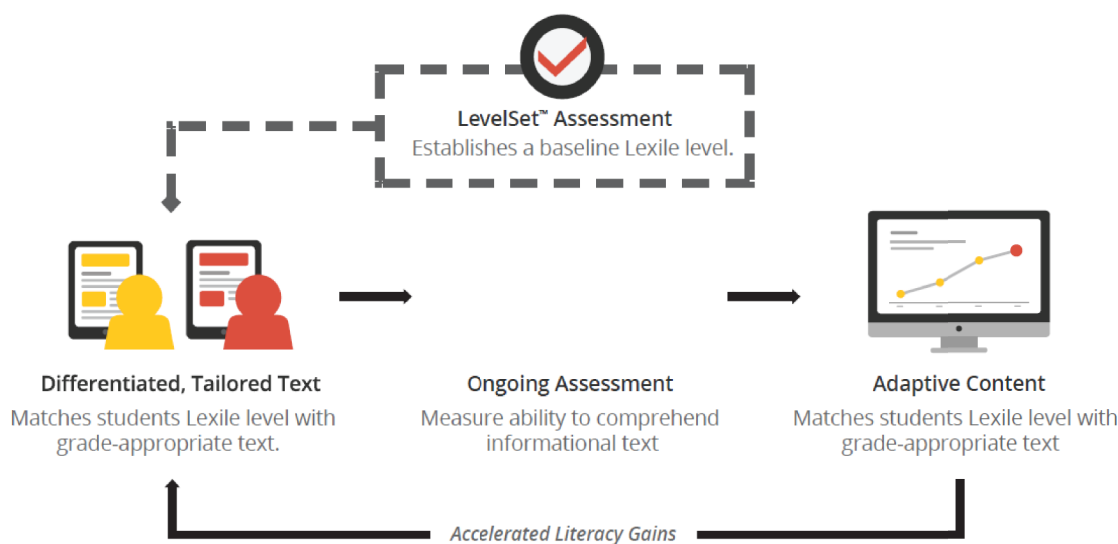
Differentiating Instruction for Every Student

A widely accepted and research validated principle is that students learn better when content is differentiated based on their individual needs (Tomlinson, 1999, 2004). Time constraints, class size, and heavy workloads often prevent teachers from moving away from the "one size fits all" mode. Our solutions, KidBiz3000, TeenBiz3000, Empower3000, and Spark3000, make it easy to differentiate instruction by delivering the same nonfiction content to students at their individual levels. With our unique LevelSet assessment and scaffolds and support for intervention, gifted, and ELL students, Achieve3000 *Pro* solutions offer a unique approach to differentiation in general classrooms. Every student in the class reads about the same topic and covers the same key concepts, but the nonfiction articles and the 5-Step Routine are differentiated to each student's precise reading level and instructional needs.

Students who require additional support can benefit from additional literacy solutions: *Boost, Access, and Español*. *Access*, a new solution from Achieve3000 designed for the challenges of ESOL/ELD, is designed for small-group, one-to-one, and pull-out ELL instructional models. For targeted and intensive intervention, *Boost* provides the right combination of differentiated instruction, effective instructional scaffolds, and intuitive tools for educators to accelerate reading gains for students in Tier 2, Tier 3, and special education. *Español i*s a proven online Spanish literacy solution that differentiates standards-aligned lessons in ELA, science, and social studies to each student's precise language level in dual language, Spanish immersion, and bilingual programs. Each of these specialized solution includes a curated curriculum, appropriate student scaffolding, and customized teacher materials.

Providing Opportunities for Independent Reading of Grade-Level Texts

To be ready for college and career, students need to know how to independently read and acquire knowledge from complex, nonfiction text at a Lexile level greater than 1350L, a level higher than what is typically required in high school (1090L) (Williamson, 2004). To achieve this important goal, all Achieve3000 programs takes a two-pronged approach called Simple Rigor™, which provides students with reading practice at their individual reading levels, as well as at, or above, grade level. Students work through the 5-Step Literacy Routine at their appropriate Lexile level. Uner teacher guidance, students then read grade level texts independently. For students who are already reading at or above grade level, the program includes opportunities to interact with higher-level texts.
The grade-level readings and Activities are called "Stretch" Articles and Activities because they require a cognitive stretch, wherein the vocabulary and syntax are advanced enough that they require the student to use strategies like comprehension monitoring and

re-reading. The purpose of the Stretch work is to promote independent reading of complex grade-level (or higher) texts without scaffolds, a key competency outlined by the Common Core.

With this approach, some students will experience a significant cognitive stretch, but the reality is that students are already being exposed to grade-level reading materials in their content-area coursework, and they need to have strategies to use when confronted with that level of text.

Since students will have already read the same article at their appropriate reading levels, they'll have the background knowledge and key concepts when they get to the Stretch readings. This means that, when they are reading the Stretch articles, students can spend less cognitive energy trying to comprehend the key concepts and more energy focused on the syntactic and vocabulary differences.

Another way the program helps students in reading the Stretch texts is with the use of highlighting. The key concepts can be highlighted in the Stretch articles, and teachers can direct students to focus on those areas so that students are not overwhelmed with the lengthier texts.

Students need time to read and re-read deliberately and slowly to consider the meanings of individual words, the semantic and syntactic differences in the text, and the development of ideas over the course of the text (Coleman & Pimentel, 2011a).

Reading and Writing Nonfiction

KidBiz3000, TeenBiz3000, Empower3000, and Spark3000 all provide engaging lessons that include the reading of nonfiction text. According to numerous studies, learners benefit tremendously from extensive exposure to and interaction with nonfiction texts. Nonfiction text develops students' knowledge of vocabulary, literacy, and the world (Anderson and Guthrie, 1999), and acquisition of this background knowledge assists students in other content area reading (Wilson and Anderson, 1996).

For many reluctant readers, fiction text is simply not appealing; the idea that fiction is more accessible to reluctant readers is a myth. Using nonfiction as a source for reading, writing, and discussion can improve attitudes towards reading and can assist in overall literacy development (Caswell and Duke, 1998). Furthermore, regardless of learners' genre preferences, their literacy is likely to improve when they are interested in a text's topic and when texts address real-world problems and questions (Guthrie, Van Meter, McCann, Wigfield, Bennett, Poundstone, et. al., 1996).

In addition, college students and adult workers read a significant amount of nonfiction in order to meet their schooling and workplace demands (Smith, 2000; Venezky, 1982). According to the College and Career Readiness standards, to be adequately prepared for college and career, students need to be able to access nonfiction text in several ways. They need to be able to decipher nonfiction vocabulary and concepts, identify important ideas and author's point of view, and analyze the arguments presented and determine whether or not they are valid. To develop these critical literacy skills, students need to read real nonfiction by real authors who have real views and arguments. In addition, students need opportunities to discuss the author's viewpoint and students' own opinions.

Achieve3000 utilizes trusted news sources to provide students with multiple Featured Lessons each week, giving them the opportunity to read, write, and discuss meaningful issues. The articles include multiple-choice assessment items that align closely to new, rigorous state standards, Thought Questions that prompt students to write in the informative and argument genres, and a Poll Question with accompanying instructional tools that support debate and argument in the classroom. These tools help cultivate discerning readers who question what they read, and who can support their own arguments with evidence from the text.

The Five-Step Literacy Routine

KidBiz3000, TeenBiz3000, Empower3000 and Spark3000 use a simple 5-Step Literacy Routine designed to improve vocabulary and reading and writing proficiency and to build the literacy capacities students need to be college and career ready, by developing their reading strategies and higher order thinking skills and pushing them to cite text-based evidence to support their opinions. During this routine, students receive pre-reading activities, nonfiction readings, and follow-up activities that are precisely matched to their reading abilities. Each of these five steps is based on best practices that have evolved out of decades of reading research.

The sections that follow present a summary of each step in the 5-Step Literacy Routine, which KidBiz3000, TeenBiz3000, Empower3000, and Spark3000 students follow. Each section includes a Link to Research that illustrates its theoretical framework.

The 5-Step Literacy Routine at a Glance

1. Respond to the **Before Reading Poll.** Students vote in a Before-Reading Poll in the first step, which sets the stage for what they are about to read.

2. Read the **Article.** The next step directs the students to an appropriately leveled nonfiction Article on the Achieve3000 website.

3. Do the **Activity**. After reading the Article, students answer questions that monitor comprehension and vocabulary mastery. The system assesses these results on an ongoing basis and adjusts text complexity as needed.

4. Respond to the **After Reading Poll**. Students participate in a poll about the article, so they can express and support their opinions—the real manifestation of true reading comprehension.

5. Answer the **Thought Question**. Students further build critical cognitive skills by writing responses to open-ended questions that require supporting evidence.

Step 1: Respond to the Before Reading Poll

Students start the 5-Step Literacy Routine by voting in a Before-Reading Poll and writing a short response that justifies their votes; this step stimulates students to think about the issues that they will explore during the rest of the lesson. As students think about the Poll statement, they are mentally preparing to engage with the content of the lesson. Later in the lesson, they will revisit the Poll statement to see whether their ideas have shifted.

Link To Research

- **Building Literacy Capacities:** The Before Reading Poll step links students' prior knowledge to the concepts and themes presented in the article, giving them an opportunity to use reasons and evidence from their own experiences to support their opinions, an essential Common Core tenet. Later in the routine, in the After-Reading Poll and the Thought Question, students are asked to use reasons and evidence from the text to support their opinions.

- **Reading Comprehension:** The Before Reading Poll step prepares students for the topics in the article they are about to read by helping them build prerequisite knowledge and by reminding them of what they already know about the topics. By accessing this prior knowledge students begin to demonstrate independence. The Email question also provides an opportunity to make text-to-self connections, an essential reading comprehension skill. The incorporation of email into the routine also helps students learn to use technology strategically and capably.

- **Learning via Differentiation:** The key to successful learning is using content that students find relevant and interesting, differentiating that content to meet each student's unique learner profile, and then providing them with scaffolds as they develop grade-level knowledge and literacy skills. The Before Reading Poll step sets the stage for a learning experience that is designed to help every student maximize his or her potential by introducing the topic of the article using vocabulary and questions appropriate for each student's reading level.

- **Writing Skills:** According to the National Writing Commission's 2003 report, "Writing: The Forgotten R," increasing the amount of time students spend writing is key to the improvement of their writing skills. The National Writing Commission also stated that students should be encouraged to write in an informal environment, across the curriculum, and outside of the school routine. The range of topics within KidBiz3000, TeenBiz3000, and Empower3000 allows students to write across many content areas and, because the solutions are web-based, they can write anytime, anywhere, not just in the classroom.

Every Featured lesson begins with a Before Reading Poll prompt.

Step 2: Read the Article.

The next step directs students to an appropriately leveled nonfiction Article. Taken from current events or significant historical events, the Article engages students in relevant, real-world topics. All students read about the same topic, but the passage adjusts for each student's individual reading profile to scaffold the student as he or she develops grade-level knowledge and literacy skills. The Reading Connections in Step 2 provide prompts and open notes fields after each paragraph, giving students opportunities to summarize, generate questions, and set a purpose for reading.

The "Setting the Purpose" Reading Connection helps students prepare for the Thought Question, providing scaffolds that encourage them to develop text-based written responses. In the example lesson used in this document, the Thought Question asks students to defend an argument. The Reading Connection prompt might ask students to identify evidence from the text that strengthens or weakens the argument that from the article.

Below grade level

On grade level

Above grade level

Spanish

Link To Research

- **Learning via Differentiation:** Differentiated instruction is at the core of what makes KidBiz3000, TeenBiz3000, and Empower3000 so effective. According to Dr. Carol Ann Tomlinson, the renowned expert in this field, students learn better whe n content is differentiated based on their individual needs. Achieve3000 makes it easy for teachers to differentiate reading instruction by tailoring lessons to students' individual reading levels. All students in the same class read about the same topic, fostering class discussions and building self-esteem.

- **Developing Literacy Capacities:** To develop the literacy capacities outlined by the Common Core State Standards, students need to read closely, utilizing the reading strategies in Reading Connections – summarizing to build independence, generating questions to develop their research skills, and setting the purpose, which helps them value evidence by identifying text-based information to formulate their written responses. Every Article provides opportunities for students to practice these strategies as they read, as well as to build strong content knowledge through exposure to cross-curricular informational text. In addition, every lesson comes with a Curriculum Key as the primary instructional tool. Discussion questions and other tools in the Curriculum Key help teachers support discussion and debate in the classroom.

- **Developing Vocabulary Skills:** Dr. Robert Marzano emphasizes the importance of developing essential cross-curricular academic vocabulary. Because every article in Achieve3000 is nonfiction and cross-disciplinary, students are given the opportunity to build this deep bank of academic vocabulary. In addition, following the recommendations put forth by the National Reading Panel, topics are revisited over time and students are given multiple opportunities to interact with the same words, allowing them to understanding nuances of meaning.

Year-round schools have many supporters, including parent Shannon Oelrich of Cambridge, Minnesota. Oelrich has embraced the concept wholeheartedly, citing a multitude of benefits.

"The kids don't get as bored for the long break in the summer, and it's good to have a couple of breaks in the middle of the year," Oelrich said. "[The kids] are happier. And when they spend less time away from school, the teachers don't waste so much time reviewing."

Supporting Resources

▼ Vocabulary

academic (adjective)
having to do with education

accommodate (verb)
to allow for someone or something

concept (noun)
an idea

embrace (verb)
to take up and accept

résumé (noun)
a summary of professional accomplishments

The article states:
Year-round schools have many supporters, including parent Shannon Oelrich of Cambridge, Minnesota. Oelrich has embraced the *concept* wholeheartedly, citing a multitude of benefits.

Which would be the closest **synonym** for the word *concept*?

A Notion

B Misconduct

C Tuition

D Repetition

This example shows the word "concept" as it appears in the Article, student support materials, and the Multiple-Choice Activity. This same word appears again in the Stretch Article and Activity. These are just a few examples of how the 5-Step Literacy Routine provides multiple encounters with new vocabulary and opportunities for students to use these words in different contexts.

Step 3: Do the Activity.

After reading the Article, students answer questions that measure comprehension and vocabulary mastery. The questions also serve to assess higher-order thinking skills. Based on how students respond, the system assesses their performance and moves them to more challenging text.

Link to Research

- **Learning via Differentiation:** The regular and ongoing formative assessment provided in the Multiple-Choice Activities hold each student accountable to the same grade-level state, Common Core, and College and Career Readiness standards but with questions that are differentiated based on each student's reading level. Teachers can monitor each student's progress and easily identify individual strengths and weaknesses. Prescriptive reports identify remediation materials specific for each individual student's needs.

- **Building Literacy Capacities:** The Multiple-Choice Activities require that students exercise high-level cognitive thinking, which supports the Common Core goals of challenging students to comprehend as well as critique what they are reading. The multiple choice item types also align closely to the Common Core standards. Item by item alignment allows for precise reporting of mastery on specific state, Common Core and College and Career Readiness standards. The Multiple-Choice Activities also support the goals of the NAEP cognitive framework. Drawing from years of literacy research that characterizes reading as a dynamic cognitive process, the authors of the Reading Framework for the 2009 NAEP identified key cognitive targets (distinguished by text type), familiar to most teachers, as central to constructing meaning:

  - > **Locate and Recall:** When students locate and recall information from an article, they identify clearly stated main ideas or theses, or locate supporting details.

  - > **Integrate and Interpret:** The processes of integration and interpretation engage students in comparing and contrasting ideas, drawing conclusions, finding evidence to support an argument, and distinguishing facts from opinions.

  - > **Critique and Evaluate:** The final set of reading behaviors, critiquing and evaluating text, ask students to take an objective view of the text. This category asks students to evaluate the strength and quality of evidence used to support an argument, examine a text to see what is most significant, or judge the effectiveness of a specific textual feature.

Activities include questions from each of the cognitive targets. (The Critique/Evaluate targets are covered primarily in the Thought Question and Poll, the fourth and fifth steps in the 5-Step Literacy Routine.) Each of these is shown in the following section.

This is an example of a multiple-choice, graphic-organizer item that asks students to identify cause and effect in the article that they read. To identify the cause and effect, students are using the Locate and Recall level of cognition (NAEP Framework).

■ Sample Locate/Recall questions

What is this article mainly about?

A. An athlete advocacy group recommends that college athletes receive a share of the revenues generated by the sports programs in which they participate.

B. A new report says that playing big-time football or basketball in college is a full-time job, often interfering with the ability of college athletes to hold paying jobs.

C. The NCAA has a long-standing rule that college athletes ought to live like other college students and should not be paid a salary for participating in sports.

D. Colleges with highly successful sports programs are often able to pay their coaches high salaries and build elaborate sports facilities.

The news article states: "A 2011 NCAA study…found that players in the Football Bowl Subdivision…reported spending 43.3 hours per week during the season in athletic time commitments, and Division I men's basketball players reported 39 hours a week in season. On top of that, students need to *allocate* time for attending classes and studying."

Which would be the closest synonym for the word *allocate*?

A. Designate

B. Personify

C. Mollify

D. Belie

■ Sample Integrate/Interpret questions

Based on the article, which is most likely to happen?

A. Some colleges will begin to offer athletes additional financial assistance for the extra food and clothing necessary for their athletic training.

B. NCAA president Mark Emmert will propose a standard annual salary for college athletes who perform at unusually high standards.

C. Most colleges will encourage their athletes to seek commercial deals, such as endorsements, like professional athletes

D. Athletes at the college level will be asked by the NCAA to select either a standard salary package or a traditional scholarship package before entering their new schools.

Based on information in the article, how are professional athletes different from amateurs?

A. Professional athletes can earn salaries and seek commercial endorsements, while amateurs, such as college players and most Olympic athletes, are not free to pursue these options.

B. Professional athletes are provided money specifically for clothing and last-minute trips home, while amateurs, such as college players and most Olympic athletes, are only given additional money for food.

C. Professional athletes must abide by NCAA rules in order to play on a team, while amateurs, such as college players and Olympic athletes, are able to govern themselves.

D. Professional athletes often live below the poverty line, while amateurs, such as college players and Olympic athletes, receive a sizable salary based on their performances.

Step 4: Respond to the After Reading Poll.

After answering Multiple-Choice comprehension questions, students revisit the Poll question. The After-Reading Poll uses the same opinion statement as the Before-Reading Poll. The Before-Reading Poll gives students an opportunity to consider what they already know about the topics in the Article, and what opinions they have before they learn new information from the Article. The After-Reading Poll asks students to reevaluate their opinions based on new information from the Article. Using the Poll both before and after reading helps students to realize that ideas and opinions are flexible and can be shaped by reading and learning new information. It also raises awareness of their emerging points of view.

The strategy of having students agree or disagree with opinion statements before and after reading is known as the Anticipation Guide Strategy. It was first published by reading researchers Robert Tierney and John Readence, and it was popularized by Kylene Beers in *When Kids Can't Read: What Teachers Can Do*.

Link to Research

- **Building Literacy Capacities:** The Poll encourages students to develop opinions and judgments and to value evidence by supporting their views on important issues. In the first interaction with the Poll, the goal is to explore students' beliefs and activate their prior knowledge about the themes in the text. And then, as students work through the routine, they are asked to reconsider their beliefs based on new information from the text.

  The Poll statements are difficult to answer and worthy of debate, which helps to facilitate more meaningful classroom discussions and debates. In presenting their opinions, students are supported as they discuss and argue, and they are encouraged to provide evidence to support their opinions, critical skills encouraged by the Common Core State Standards.

- **Learning via Differentiation:** Leaders in differentiation identify the use of "respectful tasks" as central to engaging students at all levels. By ensuring that readers across the range of abilities are addressing the same key activities for each lesson, we recognize that each student has an important contribution to make. This is an important element in supporting the self-esteem needs of students. The Poll is another of those respectful tasks. It allows all students to share their opinion and see their response in the larger context of students across the country.

This is the second interaction with the same Poll prompt that students saw before reading, which helps students to realize that ideas and opinions can be shaped by reading.

After voting in the Poll a second time, students can review their before-reading and after-reading results, along with the worldwide before-reading and after-reading results.

Step 5: Answer the Thought Question.

After voting in the After-Reading Poll, students write responses to open-ended questions that require higher-order thinking skills and the use of supporting evidence.

Link to Research

- **Building Literacy Capacities:** The Thought Question helps students to comprehend and critique and to develop their higher-order thinking skills as they engage in learning beyond what is provided in the reading. Thought Questions challenge students to extend their initial impressions, apply what they have read, and form generalizations to identify the most significant elements in a passage or to take a different perspective. The rigor of the Thought Questions pushes students to think critically, to use reasoning skills, and to value evidence by backing up their ideas and opinions with text-based evidence. The Thought Question taps into the Integrate/Interpret as well as the Critique/Evaluate NAEP cognitive targets.

- **Key Writing Genres:** Common Core and NAEP emphasize three key genres of writing: narrative, informative, and argument, and one of these genres is covered each week. In addition to these writing genres, every Friday, the Thought Question asks readers to summarize the Article and synthesize information from charts, graphs, and functional documents. For every writing genre, the program includes several supports to help students write and teachers assess these responses.

- **The Reading/Writing Connection:** As was reported by the National Writing Commission, it is not that students have not mastered the mechanics of writing; rather, they have not learned to create cohesive, co-herent, and engaging prose. The writing prompts give students practice in this essential skill with rigorous prompts related to the Article content and program scaffolds that support the writing process.

- **Differentiation:** Dr. Carol Ann Tomlinson describes product, what a student produces to demonstrate what they have learned in a unit, as one of the es-sential keys to differentiation. The Thought Question provides students with an opportunity to demonstrate, apply, and extend what they have learned in a formal writing assignment. The complexity of the writing assignment is varied in the prompt as well as in the rubrics and writing support that match and extend student skill levels.

In this sample Thought Question, the student is asked to provide support for his/her using text evidence from the article.

Bonus Lessons

The state-specific Bonus Lessons are built around the same 5-Step Literacy Routine and consequently build the same literacy capacities. In addition to what was described above, the Bonus Lessons also support students as they learn to synthesize multiple sources of information and as they work with interactive reading comprehension assessment items modeled after the PARCC and Smarter Balanced Assessment designs.

Link to Research

- **Synthesizing Multiple Sources**: Synthesizing involves gathering and combining information to develop a new understanding. Each Bonus Lesson includes two or three related readings or other sources of information. The first tab will always be an appropriately leveled article, and the second and third tabs could be another type of source, such as a primary source, a chart, an image, a video, or another type of media. The culminating Activity, Poll, and Thought Question relate to all the sources of information, which promotes the ability to synthesize and critically evaluate information from multiple sources, an important Common Core requirement that is seen throughout the standards.

- **Measuring College- and Career Readiness:** The Bonus Lessons include interactive activity items de-signed to align with the PARCC and Smarter Balanced assessment designs. These assessment items not only help to prepare students for these assessments, but also help students become more comfortable in an online environment.

Three Wonders of the World

WASHINGTON, D.C. (Achieve3000, July 2, 2006). The earth's wonders include scorching desert valleys, immense canyons, and hot springs. But you don't need a passport to see them. U.S. national parks are home to many of these natural features.

Death Valley National Park

National Parks Compare and Contrast Chart

Have you ever thought about visiting Death Valley, Grand Canyon, or Hot Springs National Parks? Whether you want peace and quiet, adventure, or great views, there's a place to suit you. Take a look at this chart. It describes some of the features of the three parks. It shows how they are alike and different.

Photo credit: NPS

National Parks Compare and Contrast Chart

	Death Valley National Park	Grand Canyon National Park	Hot Springs National Park
Location *Where is it?*	Near the border of California and Nevada, east of the Sierra Nevada mountains	Northwest corner of Arizona, close to the borders of Utah and Nevada	Central Arkansas, next to the city of Hot Springs, near the Ouachita Mountain range
Size	3.37 million acres	1.2 million acres	5,550 acres

This sample Bonus Lesson includes two leveled articles and a compare and contrast chart. Within the chart, a text support is provided for students who may need an additional scaffold to understand the content.

Think about "Three Wonders of the World." How was the Grand Canyon created over time? Drag the events below to put them in the correct order.

1. The earth's movement tilted the land.
2. The Colorado River traveled down onto the rock.
3. The force of water from a river carved out the canyon.
4. Rainstorms reshaped the canyon.

Reset   Submit

Question 1 of 8   Refer to Sources

Technology-enhanced activity questions, like this one that asks student to drag and drop item, mirror those found on new high stakes assessments.

Are natural places more valuable for their beauty than for what we can learn from them? Support your answer with reasons and evidence from this lesson.

Type your answer in the text box below.

Include in your Answer

Draft 1

Type your response here.

Finish Later   Submit

Refer to Sources

In the Thought Question, students can demonstrate their ability to locate specific text evidence from across sources. The student's job is to identify evidence and support a claim.

Instructional Support For Featured and Bonus Lessons

Teacher Recommendations and Materials

Every Achieve3000 lesson includes point-of-use supporting resources for educators. The Curriculum Key is the primary instructional tool for each Featured Lesson. The Curriculum Key is designed to provide teachers with the instructional tools they need to support the development of literacy capacities in every student. The Teacher's Guide is the primary instructional tool for each Bonus Lesson. The Teacher's Guide provides specific supports for teachers on the instruction of hard-to-assess Common Core State Standards.

Link to Research

- **Higher-Order Thinking Skills:** The Common Core standards require that students be able to construct effective arguments on a wide range of subject matter. Discussion questions in the Curriculum Key and Teacher's Guide help students use academic words in speaking and help teachers support debate and argument in the classroom. This tool cultivates discerning readers who question what they read. In addition, teachers may use a graphic organizer in conjunction with the Poll question, to help students support their opinions.

- **Comprehension Strategy Instruction:** The Curriculum Key provides lesson plans to provide teachers with everything they need to deliver explicit instruction and support in the use of critical reading strategies in order to help students read complex text independently. The Teacher's Guide includes metacognitive strategies for teachers to use as they help students comprehend the complex texts and language associated with multiple sources of information. Both instructional tools also provide several supports so that teachers can facilitate discussion and debate. By discussing the facts and ideas in texts, students gain what E.D. Hirsch (2003) calls "world knowledge," an essential component of reading comprehension.

Supporting Resources

▼ **Teacher Recommendations**

Lesson Objectives
- Language Arts Focus: Analyze/Evaluate Arguments
- Social Studies Lesson Content: Ways to improve education

Introduce the Lesson

The traditional school calendar has been 10 months of school with two months of summer vacation. Many have found that this two month break results in students losing ground and forgetting what they learned the year before. Teachers spend time each year reviewing past lessons before moving on to new material. Educators are looking for ways to prevent this slide during the summer vacation months....

More

▼ **Teacher Materials**

Answer keys
Curriculum key
Graphic organizer
TX standards
Strategy lesson
ELL & Struggling Readers Supports
Gifted & Talented Supports

This is an example of the instructional supports available for an Achieve3000 featured Lesson in Pro. Of particular note is the Curriculum Key, which includes Key Concepts, Key Words, and a Key Strategy, along with a lesson plan and graphic organizer. In addition, every Curriculum Key provides tools for facilitating discussion and debate. In the Solutions Curriculum Key, the Academic Word List words (Coxhead, 2003) are flagged.

- **Vocabulary Instruction:** Both the Curriculum Key and the Teacher's Guide identify academic vocabulary that teachers should introduce and reinforce with their students. Specific vocabulary activities are recommended in the Teacher's Guide and myriad vocabulary activities are available in the Learning Center. In addition, the Learning Center provides access to direct instruction lesson plans around Word Part and Contextual analyses. The Curriculum Key also flags words from the Academic Word List (Coxhead, 2003). These are academic terms that are common across disciplines so they will help students develop the language they need for all their content area classes and for college and career readiness. Exposure to academic vocabulary will benefit learners at all levels. Many of the academic terms are also SAT/ACT words.

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ACHIEVE3000®

The Leader in Differentiated Instruction™

School: **10X438 Fordham Leadership of Business and Technology**

Attachment Z

Enrollment

At Fordham Leadership Academy, students with disabilities comprise 28% of the school's population, 6 percentage points higher than the percent of high school students with disabilities in the borough and on par with the percentage of students with disabilities at the school in 2013-14. English Language Learners comprise 17% of the school's population, on par with the population of high school English Language Learners within the borough. On average, 63% of incoming students scored a level 1 on the 2014 8th grade ELA/math exams, 8 percentage points higher than the average high school in the borough.

Leadership

Effective July 1, 2015, Ms. Fiorella Cabrejos, who has 13 years of experience in New York City public schools, was named Interim Acting Principal of Fordham leadership Academy. Ms. Cabrejos has previously worked as an Assistant Principal, ESL teacher, ESL and Special Education coordinator, and inquiry team leader. Ms. Cabrejos has served in both an administrative and instructional leadership capacity. Her responsibilities included supervision and support of a team of nearly 60 staff members, including guidance counselors, social workers, teachers, and school aides. She has also been responsible for the effective implementation of high-impact initiatives at her previous school, including a ninth grade mentoring program, ESL and bilingual programs, and led various family engagement activities. As part of her work, Ms. Cabrejos has also worked closely with the School-Based Support Team and community-based organizations. Her responsibilities have included establishing systems and structures to support special education and ESL compliance, academic planning, and student academic intervention services.

Partnership

The school will partner with Fordham University. This organization will provide the following services:
- Extensive mental health support for students and families
- Academic support through tutoring and mentoring
- Leadership training
- Professional development for teachers and staff

10X438: Fordham Leadership Academy for Business and Techno

Attachment D - Budget Summary Chart

Agency Code	3.21E+11
Agency Name	NYCDOE - 10X438: Fordham Leadership Academy for Business and Techno (Cohort 6)

Pre-implementation Period

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

Year 1 Implementation Period
Year 1 (2015-2016)

Categories	Code	School	Central
Professional Salaries	15	$ -	$ 31,450.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 444,154.00	$ -
Supplies and Materials	45	$ 5,846.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ -	$ 18,577.52
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
Total		$ 450,000	$ 50,028
Grand Total		$	500,027.52

Year 2 Implementation Period
Year 2 (2016-2017)

Categories	Code	School	Central
Professional Salaries	15	$ -	$ 31,450.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 444,154.00	$ -
Supplies and Materials	45	$ 5,846.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ -	$ 18,577.52
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
Total		$ 450,000	$ 50,028
Grand Total		$	500,027.52

Year 3 Implementation Period
Year 3 (2017-2018)

Categories	Code	School	Central
Professional Salaries	15	$ -	$ 31,450.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 444,154.00	$ -
Supplies and Materials	45	$ 5,846.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ -	$ 18,577.52
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
Total		$ 450,000	$ 50,028
Grand Total		$	500,027.52

Year 4 Implementation Period
Year 4 (2018-2019)

Categories	Code	School	Central
Professional Salaries	15	$ -	$ 15,640.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 219,154.00	$ -
Supplies and Materials	45	$ 5,846.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ -	$ 9,238.55
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
Total		$ 225,000	$ 24,879
Grand Total		$	249,878.55

Year 5 Implementation Period
Year 5 (2019-2020)

Categories	Code	School	Central
Professional Salaries	15	$ -	$ 15,640.00
Support Staff Salaries	16	$ -	$ -
Purchased Services	40	$ 219,154.00	$ -
Supplies and Materials	45	$ 5,846.00	$ -
Travel Expenses	46	$ -	$ -
Employee Benefits	80	$ -	$ 9,238.55
Indirect Cost (IC)	90	$ -	$ -
BOCES Service	49	$ -	$ -
Minor Remodeling	30	$ -	$ -
Equipment	20	$ -	$ -
Total		$ 225,000	$ 24,879
Grand Total		$	249,878.55

Total Project Period

Categories	Code	School	Central	Total
Professional Salaries	15	$ -	$ 125,630	$ 125,630
Support Staff Salaries	16	$ -	$ -	$ -
Purchased Services	40	$ 1,770,770	$ -	$ 1,770,770
Supplies and Materials	45	$ 29,230	$ -	$ 29,230
Travel Expenses	46	$ -	$ -	$ -
Employee Benefits	80	$ -	$ 74,210	$ 74,210
Indirect Cost (IC)	90	$ -	$ -	$ -
BOCES Service	49	$ -	$ -	$ -
Minor Remodeling	30	$ -	$ -	$ -
Equipment	20	$ -	$ -	$ -
Total Project Budget		$ 1,800,000	$ 199,840	$ 1,999,840