

Please complete all that is required before submitting your application.

## Page 1

### Select District (LEA) Name:

Listed alphabetically by District

662300010000 YONKERS CITY SD

### Select School Name:

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

662300010018 SCHOLASTIC ACAD FOR ACAD EXCELLENCE

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

Elaine Shine

### Title (for Lead Contact)

Executive Director

### Phone number:

914-376-8131

### Fax number:

914-376-8584

### Email address:

[eshine@yonkerspublicschools.org](mailto:eshine@yonkerspublicschools.org)

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

Prek - 8

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

640

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

77 Park Hill Avenue, Yonkers, NY 10701

**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



### SALARIES FOR PROFESSIONAL STAFF

Subtotal - Code 15			\$174,289
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Improvement Manager - to provide guidance and serve as a liaison to Central Office	0.50	\$120,000	\$60,000
Extended Learning Time and professional development	School Administrator	1 Administrator x 100 hours x \$65 hourly rate	\$13,000
Extended Learning Time and professional development	Teachers	Approx. 35 teachers x 50 hours x \$51.38/hr.	\$89,915
Professional development substitute coverage	Per diem sub	80 subs x \$142.17 per day	\$11,374

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$11,880
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Family Welcome Center	Support Staff	180 days x 5.5 hours x \$12/hr.	\$11,880

## PURCHASED SERVICES

PURCHASED SERVICES			Subtotal - Code 40
			\$217,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
The Balance Between, Inc. will provide support in reaching the goals identified in the project partner's Comprehensive Education Plan through coaching, planning, feedback cycles, modeling and content sessions. Thinking Maps® will be utilized as the shared language that mediates school transformation across the realms of professional development, community engagement and student achievement with a focus on STEAM disciplines.	The Balance Between Inc.	60 days x \$2,000 per day	\$120,000
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SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$34,342
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional supplies and supplemental materials to support the needed resources for the turnaround model in order to achieve positive outcomes for the school and community	Based on Need	Per pupil amount \$50	\$34,342

TRAVEL EXPENSES			
Subtotal - Code 46			\$1,500
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
School Administration, Faculty and District Administration	To attend NYSED, National Technical Assistance Meetings, summer institutes and partner workshops/seminars	\$500 - \$1,000 depending on conference or seminar	\$1,500



INDIRECT COST		
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)	\$379,377
B.	Approved Restricted Indirect Cost Rate	2.80%
C.	Subtotal - Code 90	\$10,623

For your information, maximum direct cost base = \$489,377.00

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**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$174,289
Support Staff Salaries	16	\$11,880
Purchased Services	40	\$217,000
Supplies and Materials	45	\$34,342
Travel Expenses	46	\$1,500
Employee Benefits	80	\$50,366
Indirect Cost	90	\$10,623
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$500,000

Agency Code: **662300-01-0000**

Project #: \_\_\_\_\_

Contract #: \_\_\_\_\_

Agency Name: Yonkers City School District

**FOR DEPARTMENT USE ONLY**

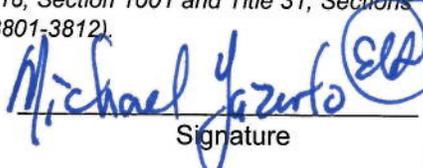
Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Fiscal Year</u>	<u>First Payment</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Voucher #	First Payment

**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).*

7/21/15 Michael Yazurlo 

Date Signature

**Dr. Michael Yazurlo, Superintendent of Schools**  
Name and Title of Chief Administrative Officer

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_





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**MWBE Documents**

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

**RFP # and Title:** TA-16 1003(g) School Improvement Grant (SIG)

**Applicant Name:** Yonkers City School District - Scholastic Academy

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 this grant application.**

	<u>Budget Category</u>	<u>Amount budgeted for items excluded from M/WBE calculation</u>	<u>Totals</u>
1.	Total Budget		<u>\$2,000,000</u>
2.	Professional Salaries	<u>\$748,624</u>	
3.	Support Staff Salaries	<u>\$59,400</u>	
4.	Fringe Benefits	<u>\$225,083</u>	
5.	Indirect Costs	<u>\$45,486</u>	
6.	Rent/Lease/Utilities	<u>\$0</u>	
7.	Sum of lines 2, 3, 4, 5, and 6		<u>\$1,078,593</u>
8.	Line 1 minus Line 7		<u>\$921,407</u>
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =MWBE goal amount		<u>\$184,281</u>



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## I. District-level Plan

### A. The Yonkers City School District Overview

*Demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed:*

- 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.*

Yonkers City School District (YCSD) is the fourth largest school district in New York State, located in the lower Hudson Valley, immediately north of New York City. It is a vibrant learning community of over 27,000 students from 100 diverse cultures and nationalities in grades Prekindergarten through 12. The YCSD is comprised of 39 schools and currently has six schools that are classified as Focus Schools and seven Struggling and one Persistently Struggling School.

The YCSD is clearly committed to improving its lowest achieving schools, as evidenced through multiple partnerships and grant initiatives the district has established that connect students and their families to services that meet their needs and support educational success. Services are determined by such indicators as student behavior, attendance, academic achievement, and facilities that promote physical and mental well-being. These indicators, along with observation, guide the district in determining appropriate remedies and partnerships. The Yonkers Thrives Partnership is an innovative education-focused collaborative that is working to affect positive change for children and families in Yonkers. Through the district supported Yonkers Thrives Partnership, parents, students, local businesses, non-profit service organizations and local political leaders collaborate to provide rigorous academic programs and a full range of school-linked programs and services. The District has identified needs in the areas of academic enhancement, family engagement, nutrition, mental health, healthcare, legal counseling, parenting skills, housing, and workforce training for parents. Through the Yonkers Thrives Partnership, the school district is able to determine the needs for and access necessary services to support students' academic achievements including those at **Scholastic Academy for Academic Excellence (School 18)**.

To improve the District's lowest achieving schools and bring the Community-Oriented School Design Framework to **School 18**, while ensuring that all students graduate high school ready for college and careers, one looks at the District's capacity for system wide improvement. Upon appointment as Superintendent of Schools, Dr. Michael Yazurlo immediately shared his SMART Accountability Goals for Administrators with the understanding that "High Achievement always takes place in the framework of High Expectation" as penned by Charles Kettering. Dr. Yazurlo's SMART Goals consist of seven achievement oriented goals that challenge educators and students to achieve at a higher level: 1) Ninety percent (90%) of all students in Grade 3 will finish the grade reading at proficiency or mastery level; 2) Sixty percent (60%) of all students in Grades 3-8 will score at Proficiency (Level 3) or higher on the New York State ELA and Mathematics assessments; 3) Eighty percent (80%) of Grade 12 (2011 Cohort) students will meet all graduation requirements and apply to a post-secondary institution; 4) Develop and implement a plan to specifically address the academic and social needs of

Students with Disabilities (SWD); 5) Develop and implement a plan to specifically address the academic and social needs of English Language Learners (ELL); 6) Full implementation of the Common Core Learning Standards (CCLS) using the Annual Professional Performance Review (APPR) process to gather evidence; and 7) Institute a positive supportive and respectful school and central office culture mindful of all stakeholders. The District's Theory of Action is incorporated in the **School 18** Improvement Plan Logic Model which is captured in this application under *Section II, School Level Plan, A.ii, School Overview*. The plan brought to the school through its partnership with The Balance Between, Inc. (TBB) as the Educational Partnership Organization holds at its core the shared visual language of Thinking Maps®. This language will serve as the foundation for strategic growth and development of understanding of the demands of the Common Core Learning Standards that will be applied to instruction with brain-based instructional practices resulting in enhanced learning opportunities for SWDs and ELLs resulting in improved performance as measured by standardized tests. The partnership with TBB will also lead to enhanced culture within the school and the surrounding community as a result of analysis and evidence-based decision-making aimed at developing positive and productive relationships.

- 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.*

The YCSD has proven itself to be a conduit of change through a systematic approach to school improvement. The Superintendent's School SMART Accountability Goals for Administrators are non-negotiable, squarely focused on addressing the needs of the district's students and families, and aligned to the Vision and Goals is the District Comprehensive Improvement Plan (DCIP). The DCIP is based on findings and recommendations of District and School Administration, faculty, parent and student focus groups, as well as NYSED Integrated Intervention Team (ITT) Reports, the Diagnostic Tool for District and School Effectiveness Monitoring Reviews) and concentrated on the Priority and Focus schools. Incorporating multiple annual reports and evaluation reviews, the DCIP was created to improve the Priority and Focus or Struggling Schools. The Executive Director of School Improvement with support from Senior Administration oversees implementation of the DCIP with the school administration and each school community along with ensuring alignment of Priority School Comprehensive Education Plans. With a systemic coordination of activities from district departments to contracted consultants to community organizations with Priority and Focus schools sharing the same goals, the District expects significant improvement in these schools.

The YCSD's dedication to change is evident in the improvements made over the last 3 years in its underperforming schools. Multiple successful actions have impacted these underperforming schools. They include: an effective and approved APPR with the collective bargaining units to implement new evaluation systems; creation of School Support System Teams; establishing Family Welcome Centers in schools, the addition of District Staff; establishment of a High Quality Pre-School Program throughout the district; establishing professional learning communities within each school; and partner organizations to support initiatives. Supporting the YCSD's actions to turn around its lowest achieving schools is the coordination of grants to support District initiatives. District and School Administration align the objectives of grant applications with the Superintendent's vision and goals and the DCIP. *As an example, at **School***

*18 the total number of disciplinary incidents was more than 67 three years ago, and the total number of incidents for this year is 0. In addition, 58 eighth grade students are participating in Living Environment, Earth Science, or Integrated Algebra classes. Last year 59 students took the Regents. The significant change in behavior and change in attitude and culture is a result of the collaborative efforts of the partners, teachers, families and administration.*

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

In establishing District readiness, Superintendent of Schools, Dr. Michael Yazurlo, is adamant about student achievement and expresses his expectations regularly during cabinet meetings. Through the oversight of Central Office and school administration, all schools in the District are expected to meet the Superintendent's non-negotiable goals. The Superintendent is supported by the Deputy Superintendent, Assistant Superintendents, Executive Directors and Directors. Cabinet and department meetings are held regularly to discuss and share school reports. District liaisons are assigned to each school. They are in constant communication and provide additional support to school administrators, teachers, parents and students.

Ongoing support and monitoring of student progress is conducted by the Deputy and Assistant Superintendents through meetings with principals, the Superintendent and his cabinet. This monitoring also includes the mid-year principal review where student progress is addressed and highlighted in addition to implementation of recommendations through the DTSDE. Priority and Focus School Comprehensive Education Plans (SCEP) and programs are designed for capacity building, sustainability and alignment to the District plans. All administrative members of the Division of Teaching and Learning visit the schools regularly. The Deputy Superintendent holds department meetings where support and intervention strategies are designed. There is a link from the District website established for each department to share all Professional Development opportunities, meetings, and resources.

District objectives for student support include: a focus on the RtI programs; expanded partnerships with social service agencies, and addressing the Dignity for All Act. District readiness to build upon its current strengths is evident through the Parent Advisory Council which opened the year reviewing a 2014 survey of past parent workshops, community partners, and communication. Actively engaged in implementing a long term plan that incorporates these findings and identified opportunities for parent involvement and engagement, the Council identified areas of need for educational workshops, community partnerships, family supports, and school based Family Welcome Centers. Additionally, YPS has utilized the resources of the Yonkers Pathways to Success Adult Education Program to train Family Welcome Center liaisons and parents across the Priority and Focus schools on Life Skills, ESL classes, Family and Me and Computer Literacy. Finally, the district was able to secure in excess of \$33 million in funding to provide a Comprehensive High-Quality Full-day Prekindergarten program in all 31 of its elementary schools, which will give YCSD the capacity to serve upwards of 1,500 of its Pre-K students in highest need each year of the grant, commencing in September, 2015. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs should lead to system-wide improvement in its Priority and Focus schools. Administrators observe one hundred percent of the instructional staff on a monthly basis

through classroom walkthroughs and formal observations, providing ongoing feedback for instructional improvement and to ensure implementation of learned skills in the Priority Schools. The efforts detailed herein clearly establish that the district is poised to build on its successful system-wide school improvement efforts.

### **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.*

- i. *Describe the operational autonomies the LEA has created for the Priority School in this application.*

1) The YCSD staffing policies - with respect to transfers and filling open positions in schools YCSD follows a negotiated process as described in the labor agreement with the Yonkers Federation of Teachers. The current process relies on district seniority. Staffing needs are based on projected enrollment for the next school year in order to meet the pedagogical, safety, administrative, and social/emotional needs of the students. In the event that positions are added, a "building shuffle" is held in April at which time the open positions are offered to other faculty in the building. New vacancies in each school are listed by school and content area in "Postings" and distributed to the schools. At the closing of the two separate posting periods, central office awards new positions to the most senior teacher who has requested to be transferred. Central office applies seniority to requests from any teacher to transfer to another position.

In order to provide a more autonomous staffing system, **School 18** will use a Gateway system. Based upon the *Innovation Framework* model identified for **School 18**, the Gateway posting will identify specific criteria to be met. The new Gateway posting is negotiated among the bargaining units and approved by the Superintendent. In the postings, positions available at **School 18** will be advertised clearly, indicating the criteria for selection of this Gateway position. In addition, the posting will explain the process for selection to maintain transparency in the hiring and transfer process. The criteria for the Gateway will include the agreement to work in a school with an extended learning day. Staff interested in applying for a Gateway position will be required to submit a letter of interest as well as a resume and will be scheduled to interview with both the new administration at the school and the District Administration. During the interview, the prospective staff member will need to demonstrate that they possess the necessary knowledge and skills to be considered for a position at School 18. If more than one candidate meets the Gateway criteria, then the position is given to the candidate with the highest seniority. If no candidate meets the Gateway criteria, the position will be reposted.

2) School Based Budgeting – Generally, in an effort to provide the principal and school administration with the autonomy and flexibility to utilize staff and implement strategies to best support the school, the district uses the zero-based budget philosophy for extended day programs. The principal presents to central office a proposed budget, outlining cost of programs to be implemented in the school. The principal's budget contains the total costs of various initiatives including all costs related to personnel and supplies. However, as the recipient of the

SIG award, the principal of School 18, is provided with the budget as awarded and works with Central Office administrators to create a spending plan and to implement that plan. This practice has been in place at the two previously awarded SIG grants and both principals at the two Struggling schools had operational autonomy with support from Central Office administrators.

3) Use of time during and after school – Use of time continues to be determined district- wide by all schools following an 185 day schedule with a 6.5 hour instructional day. Funding for Extended Learning Time programs has been determined by available funds and principal discretion about how many students are serviced by the instructional program, dates of service, and programs to be presented. Through the SIG award, **School 18** will have autonomy in use of time before, during and after school because of the significant extended learning time; it is expected to implement a systemic change throughout the school day and school year.

The deployment of faculty and staff to facilitate learning in the classroom will be organized and arranged by the administrative team with input from the site-based management team, school partners, central office and The Balance Between, Inc. (TBB), **School 18's** Educational Partnership Organization (EPO). The principal will exercise final discretionary judgment on all decisions related to the scheduling of staff/student interactions. Additional ELA and Math instructional time will be infused within the school day, with the instructional groupings formed based on data and assessment information derived from a variety of sources such as teacher observation, test data, portfolios, writing notebooks, etc. The school's primary goal is to support students academically, socially, emotionally, and physically (health and wellness). In addition, time for teacher coaching, professional development, and congruency planning should also be factors in the development of plans for the use of time during and after the school day.

4) Program Selection - As the learning leader of the school building, the principal has the opportunity and responsibility to implement programs that support academic growth and student support. The principal has the ability to select research-based, outcome-oriented programs that are mindful of budgetary constraints. Programs selected for implementation should address all students- ELLs, SWD, General Education- as well as address academics, Social and Emotional Support, family and community engagement and Health and Wellness. The principal of **School 18** has the autonomy to select programs as has been a practice among all schools in the YCSD. Moreover, Central Office administration is available to provide guidance and support to the school.

5) Partner Selection - The selection of partners for the school will be done collaboratively between the school-based administrative team and central office. Partners selected for the school must be able to provide evidence of proven success as well as current research to support their strategies and philosophies. Partners selected must support the theme/focus of each school while supporting the development of ELA and Math skills through the engagement in areas such as Fine Arts, Music, Physical Development, Performing Arts, etc. In addition, partners must address the multiple needs of the student population; academic, social-emotional, cultural, and physical. As with other YCSD schools, the principal assists with the identification of partners, and provides constant feedback on the effectiveness of the partner. Contractual agreements with partners are dependent on receiving agreement with the school principal and leadership team. Partners must attend quarterly meetings. School leaders will be required to provide a need for the

based on data analysis. School 18's selected EPO, TBB, has proven effectiveness in customized support and transformation in schools and districts across the country both alone and in close partnership with other school-selected partners.

- ii. *Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy.*

The Board of Education Policy #3100 states the responsibilities of the Superintendent. These include charge and control of all departments and employees, supervision and direction over the instructional program, responsibility for the financial management of the district and the budget, transmittance of reports on the status of the schools to the Board, and enforcement of all provisions of law, rules, and regulations related to management. A copy of the policy is attached. Through his Cabinet, the Superintendent identifies procedures to ensure that performance in these areas is implemented in an orderly, efficient, and consistent manner. Implementation of special initiatives, such as the plan for this SIG at **School 18** would be managed with due diligence to the criteria as established in the grant. Further, notwithstanding the foregoing, **School 18** is a school in Receivership and as such, the Superintendent's authority would extend further than the current Board of Education Policy pursuant to Section 211-f of the Education Law.

- iii. *Submit as additional evidence, supporting labor-management documentation.*

In the YCSD contract with the Yonkers Federation of Teachers it is agreed that in addition to transfer options for qualified applicants, "In addition to the above identified magnet positions, the Board and the Federation will continue to meet to consider the establishment of threshold qualifications for magnet and non-magnet positions that may require such specialized qualifications." This agreement for threshold qualifications provides the opportunity for the negotiations and presentation of Gateway positions. Past practice has utilized Gateway positions based on school redesign and/or special program initiatives. Attached is a draft Gateway position as proposed at this time to be posted for **School 18**. Posting procedures are captured in part I of this question as noted above.

### **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 must contain 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.*

The Superintendent is supported by the Deputy Superintendent, Assistant Superintendents, Executive Directors and Directors. Cabinet and department meetings are held regularly to discuss and share school reports. District liaisons are assigned to each school. They are in constant communication and provide additional support to school administrators, teachers, parents and students. Ongoing support and monitoring of student progress is conducted by the Deputy and Assistant Superintendents through meetings with principals and the Superintendent

and his cabinet. This monitoring also includes the mid-year principal review where student progress is addressed and highlighted in addition to implementation of recommendations through the DTSDE. Priority and Focus School Comprehensive Education Plans (SCEP) and school programs are designed for capacity building, sustainability and alignment to the District plans. All administrative members of the Division of Teaching and Learning visit the schools regularly. The Deputy Superintendent holds department meetings where support and intervention strategies are designed. There is a link from the District website established for each area of the department to share all Professional Development opportunities, meetings, and resources. District objectives for student support include: a focus on the RtI programs; expanded partnerships with social service agencies, and addressing the Dignity for All Act. District readiness to build upon its current strengths is evident through the Parent Advisory Council which opened the year reviewing a 2014 survey of past parent workshops, community partners, and communication. Actively engaged in implementing a long-term plan that incorporates these findings, the Council identified areas of need for educational workshops, community partnerships, family supports, and school based Family Welcome Centers. Additionally, YPS has utilized the resources of the Yonkers Pathways to Success Adult Education Program to train Family Welcome Center liaisons and parents across the Priority and Focus schools on Life Skills, ESL classes, and Computer Literacy. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs should lead to system-wide improvement in its Priority and Focus schools. Administrators observe one hundred percent of the instructional staff on a monthly basis through classroom walkthroughs and formal observations, providing ongoing feedback for instructional improvement and to ensure implementation of learned skills in the Priority Schools.

Upon awarding of the grant, the Executive Director of School Improvement under the supervision of the Assistant Superintendent, Elementary Instruction and Administration and a designated central office administrative liaison will assist the School Improvement Manager to direct and coordinate the district's *Community-Oriented school design Innovation Framework* efforts at **School 18**.

- ii. *Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts).*

Under the oversight of the Superintendent, who supervises the Deputy Superintendent, the Executive Director of Student Information, Assessment and Reporting and his department provide information and support on all pertinent data, assessments, and state accountability measures; the Assistant Superintendent of Elementary Instruction and Administration provide leadership in the development, implementation, coordination and evaluation of the District's elementary instructional program; the Assistant Superintendent of Special Education and his department provide support to special education teachers and students with disabilities. Within the Division of Teaching and Learning, the Executive Director of School Improvement organizes support to the lowest achieving schools calling upon the assistance of directors and assistant directors within Central Office. The Executive Director of Language Acquisition/Bilingual/ESOL/LOTE oversees all programs for ELLs and Bilingual students. The department's Budget Analyst, monitors the implementation of grant budgets. The senior leadership of the District is committed to providing its lowest achieving schools with all the necessary oversight

and support necessary to improve outcomes for its students. The District level organization chart is attached.

*ii. Describe in detail how the structures identified in “i” of this section function in a coordinated manner, to provide high quality accountability and support.*

A chart is attached to demonstrate how the central office administration is organized to support and provide high accountability to **School 18**. The attached chart also captures the coordinated manner in which all parties are introduced and linked over the timeframe of the grant and the feedback loops that are in place. The cycle of planning has been captured in two phases, beginning upon official notification of **School 18’s** status and following with application for the SIG. The second planning phase assumes the grant is awarded. Meetings and correspondence continue on a weekly basis identifying how current needs are being met and accountability systems are being implemented. The Executive Director of School Improvement is in constant contact with the school administration and faculty discussing changes that are happening in the school and the supports and resources provided since it has been identified as a Priority School. During cabinet meetings with the Superintendent and weekly meetings with the Division of Teaching and Learning, central office administrators are informed and bring additional supports to the school as needed. The principal of **School 18** speaks weekly with the Deputy Superintendent and reports of services are made by the current partners and service providers. Teachers attend workshops presented by Executive Directors and Directors, thus providing additional avenues of communication. Whether by email, formal reports, phone conversations, meetings, or workshops, communication is frequent and ongoing with the administration, faculty, and parents at **School 18**. Upon awarding of the grant, the Executive Director of School Improvement, under the supervision of the Deputy Superintendent, will be the central office administrator assigned to direct and coordinate the district’s turnaround efforts at **School 18**. The District will also identify a School Improvement Manager to support administrative school improvement efforts at **School 18** to ensure that the district’s turnaround goals are met.

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

#### **Pre-Implementation Period (April 1 to August 31, 2015)**

- A. Identification of new principal-Responsible For Delivery: Superintendent of Schools, Deputy Superintendent, Executive Director of School Improvement
- B. Agreement with Bargaining Units on Gateway Positions and Extended Day- Responsible for Delivery: Superintendent of Schools, Deputy Superintendent, Representatives from YCA, YFT and PTSA
- C. Data Analysis and Accountability Planning: Responsible for Delivery- Executive Director of Student Information, Assessment and Reporting, Executive Director of School Improvement, Assistant Superintendent of Special Education, Executive Director of Language Acquisition, Executive Director of School Improvement, New Principal
- D. Application for teaching positions and hiring of faculty- Responsible for Delivery: Deputy Superintendent, Assistant Superintendent of Elementary Instruction and Administration, Executive Director of Language Acquisition, Executive Director of Mathematics/Professional Development, Director of Instructional Technology, Director of Literacy/ELA/Social Studies, New Principal

- E. Preparation of RFP, negotiation of contracts, presentation to the Board of Education- Responsible for Delivery: Executive Director of School Improvement, New Principal

**Implementation Period (September 2015 to August 2018)**

- i. Oversight of School 18 and Community Connections- Responsible For Delivery: Superintendent of Schools, Deputy Superintendent, Executive Director of School Improvement
- ii. Opening of the Community-Oriented, School 18 - Responsible for Delivery: EPO, Partner Consortium, Principal, School Improvement Manager (SIM)
- iii. Implementation of SIG Plan and Goals- Responsible for Delivery: Executive Director of School Improvement, New Principal

***D. Teacher and Leader Pipeline***

*Demonstrate 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, identify 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 including:*

- 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.*

Attracting and retaining educators who are facilitators of learning, data-driven collaborators, creative curriculum adapters, coaches and role models of highly effective instruction is the most essential element in improving student achievement. Placing highly qualified teachers and administrators in every classroom and school is the District's goal. To fulfill this goal, especially in lowest achieving schools, the district advertises nationally and the District's Human Resources staff participates in numerous local college and career fairs to recruit certified graduates from highly rated educator preparation programs. Through its partnerships with local Schools of Education, the District provides an urban laboratory for intern residencies. These internships allow aspiring teachers and administrators to hone their skills through on the job experiences under the guidance of master educators. The district created teaching assistant positions that are filled by certified teachers. These assistants work in collaboration and under the supervision of qualified classroom teachers. When teaching positions open, those teaching assistants and interns, whose performance has been exemplary, are encouraged to apply. In turn the District benefits from a preview of a potentially skilled workforce. Similarly, the Teachers of Tomorrow grant allows the District to hire aspiring teachers as tutors who, under the supervision of experienced staff, provide a valuable service to our students, especially in the high needs schools where they are assigned. However, nothing contained in this grant application will conflict with the current Collective Bargaining Agreement by and between the Yonkers Board of Education of the City of Yonkers and the Yonkers Federation of Teachers AFT.

- 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.*

Gateway postings are created in collaboration with collective bargaining units to recruit experienced professionals to fill positions requiring specific qualifications and expertise to ensure that appropriate personnel are hired for schools undergoing dramatic change and to meet the needs of their students. Certain competencies and provisions may be required, such as: an agreement to participate in trainings designed specifically for the school's new focus; ongoing commitment to professional growth and development; mentoring, peer coaching and workshop facilitation. Financial incentives are offered to compensate for additional time. Gateway openings are posted for all qualified staff to apply, committees are formed to screen applicants and conduct interviews, and those who have demonstrated a high level of performance and meet all requirements are hired. Fiduciary supports are available through the general budget or grants. Budget timelines for grants are dependent upon awarding of the grants. Otherwise the general budget which covers salaries is voted on by the board and is awarded by the city in an annual and timely fashion insuring personnel are in place for the pending school year.

- 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.*

The Superintendent expects that administrators participate in the Leadership Academy designed by his staff to provide a coordinated vehicle for enhanced instructional leadership development and support. The District has also created the ALL (Aspiring Leaders Learn) program in which candidates for administrative certification attend seminars focused on the business of school administration. The Leadership Academy and ALL, both funded through the general budget, provide training in best practices such as Dignity for All, the CCLS school change, data analysis toolkits, Assessment for Learning, and evaluations. The District facilitates participation in highly effective school leadership institutes and conferences conducted by such entities as CICU, Harvard, Pace, and NYSED that are funded through grants such as Title II, and NYGEAR UP in addition to the general budget. In addition to the historically successful leadership programs as noted, to further support the previously identified Struggling schools, leadership coaches have been provided to assist with the development of the administrative teams at these schools. All administrative teams selected for low performing schools, including the schools identified through the previously awarded SIG and those in the current applications, are trained in school change models, strategies for implementation, and instructional coaching and feedback in the context of observation and evaluation. Additionally, leadership coaches for priority schools are provided through the oversight of the Executive Director of Mathematics/Professional Development. As described in greater detail herein, if, as a result of these development programs, a preferred leader emerges for the new school Innovation Framework Community-Oriented design, that administrator would be considered for the principal position. As agreed upon between the district leadership and the Yonkers Council of Administrators, all school administration are evaluated annually using the Marshall rubric and receive a HEDI rating. If an administrator receives a rating as Ineffective, that administrator would be transferred from the SIG school.

- iv. *Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools.*

The District’s design for professional development combines both district-wide and site-based approaches. The district-wide training provides staff with a common core of knowledge and a shared language, designed to build capacity among teachers to be effective in the classroom. Through a needs assessment survey, teachers identify topics they want to learn more about and evaluate those in which they have participated. This data is reviewed by the District’s Professional Development Committee comprised of district administrators, bargaining unit representatives, and staff from core areas and departments as well as schools. The teaching and learning needs identified as a result of this process are reflected in the District’s Professional Development Plan that has been funded through the general budget and a variety of grants. The implementation of this plan has measurable impact on all participants and on student achievement in high poverty, low performing schools, in particular School 18. Training is designed to enhance the quality of instructional leadership and classroom instruction. As a condition of employment, newly hired teachers attend a unique program called VISIONS – Viable Instructional Strategies in Orienting New Staff - a summer institute that provides best practices and strategies that address major elements of successful teaching. Since its inception in 1998, hundreds of teachers have begun their careers with a clear understanding of the District’s expectation for providing quality instruction for all its students. Various grant funds, such as The Wallace Foundation, have supported this initiative over the years. A calendar of district-wide training events is published each year containing all relevant programs and meetings scheduled and participants invited to attend. Teachers are also encouraged to participate in professional development offered in a multitude of ways across a wide variety of settings, such as: virtual communities of practice, webinars, blended learning models, professional learning communities, coaching and mentoring, facilitated strategic work sessions, learning labs, and at the elbow classroom modeling by consultants and coaches. All trainings are funded through district budgets and grants. In addition, the District is assisted by The Richard Gazzola Teacher Center in providing a variety of courses and workshops conducted by trained staff and offering in-service credit. The center also provides mentoring services to all first year teachers.

- 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).*

	<b>EVENT</b>	<b>AGENT</b>	<b>OUTCOME</b>	<b>REPORTING</b>
SEPT	<ul style="list-style-type: none"> <li>• Development and sharing of action plan including PD calendar</li> <li>• Identify success criteria for each goal &amp; partner</li> <li>• Gather baseline data</li> <li>• Introduce Thinking Maps</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• School and all partners will have clear understanding of goals, success criteria and plan</li> <li>• Staff will use Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Collect beginning of year performance data on students and staff</li> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>
SEPT <i>*NOTE- This</i>	<ul style="list-style-type: none"> <li>• On site consulting work supporting development of</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Teacher practice will be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress</li> </ul>

<i>continues throughout each remaining quarter.</i>	instructional skills across all content areas		<ul style="list-style-type: none"> <li>• Student performance will be improved.</li> </ul>	<p>towards goals and plans for next quarter</p> <ul style="list-style-type: none"> <li>• Data from formal and informal assessments</li> </ul>
SEPT <i>*NOTE- This continues throughout each remaining quarter.</i>	<ul style="list-style-type: none"> <li>• Open Family Welcome Center</li> <li>• PD for staff focused on developing best practice in classroom management, character development, health and wellness</li> </ul>	ANDRUS Health, interactive Health, Health & Wellness Instructor, JCY of Westchester	<ul style="list-style-type: none"> <li>• Action plan for support of social emotional well-being of students</li> <li>• Opportunities for parents to participate in school community</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li>• Surveys from parents</li> </ul>
OCT-DEC	<ul style="list-style-type: none"> <li>• Review quarterly progress of each partner to determine whether to continue partnership</li> <li>• Introduction of use of multiple Thinking Maps</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Progress made towards school academic and community goals</li> <li>• Student independent Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>
OCT-DEC <i>*NOTE- This continues throughout each quarter.</i>	<ul style="list-style-type: none"> <li>• Begin STEAM inquiry programming in Extended Day sessions</li> </ul>	Saunders HS & Riverside HS Robotics and 3D Graphic Program, Hudson River Museum, BECZAK,	<ul style="list-style-type: none"> <li>• Increased student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and plans for next quarter</li> </ul>
JAN-MAR	<ul style="list-style-type: none"> <li>• Review quarterly progress of each partner to determine whether to continue partnership</li> <li>• Thinking Maps Comprehension course</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Progress made towards school academic and community goals</li> <li>• Student independent use of</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>

APR- JUNE	<ul style="list-style-type: none"> <li>• Review quarterly progress of each partner to determine whether to continue partnership</li> </ul>	TBB	<ul style="list-style-type: none"> <li>multiple Thinking Maps</li> <li>• Progress made towards school academic and community goals</li> <li>• Student use of Maps for writing or speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>
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**E. External Partner Recruitment, Screening, and Matching**

*The YCSD has 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.*

The first step in the process is a posting of an RFP. The criteria of selection, goals and objectives are outlined in the RFP. All applications are then reviewed and rated based upon a rubric. Those candidates who meet preliminary criteria are interviewed by appropriate administrators from the Division of Teaching and Learning. Potential candidates are then interviewed by the school administration and the School Improvement Team. Based on overall consensus Central Office administrators and **School 18** representatives select partner organizations/consultants for their schools based on the following criteria: 1) Professional qualifications necessary for exemplary performance; 2) Prior proven effectiveness in working with and addressing the needs of students in areas with similar demographics as those of Yonkers; 3) An understanding of the individual school and its specific student population; 4) Recognized and identified special circumstances within a specific school; 5) A logical approach to tasks and issues within the school; 6) Specific, measurable deliverables, performance standards, and reporting requirements, including due dates. Once identified, selected partners must complete “Performance Based Guideline – Eight Questions” and associated Appendix A spreadsheet. The Eight Questions address: purpose of service, individuals serviced, services provided, amount, communication, evaluation of services provide, and quality review. The spreadsheet outlines all expenses and costs as they are aligned to individual services to be provided by date or event. Both documents are reviewed by the Division of Teaching and Learning Administrators, that works with the Budget Manager and the Legal Department to ensure that all aspects of the process have been adhered to and that the potential partner has been properly vetted. Once a contract has been awarded, it is valid for 12 months.

The contracted partner then provides services. Based upon implementation of the contract and prior to the end of the contract, or once all of the initiatives have been met by the partner, the school administration, and in some cases teachers and or students and parents are asked to complete a Partner/Consultant Evaluation. Based upon the annual evaluation, if the school and or district agree that a contract should be re-awarded to **School 18**, the partner must submit a new

set of Eight Questions and Appendix A. School Building administrators as well as District administrators have the ability to select potential partners. However, if a partner has previously worked with school; favorable evaluations must support renewal of a contract.

- 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.*

There are two separate areas that are available through the procurement process: purchasing of materials and supplies and the purchasing of services. Both are dependent upon receiving notification of a grant award from NYSED. The purchasing of supplies follows this sequence: 1) the principal identifies items to be purchased, provides his/her administrative assistant access to the Oracle Financial System, assistant inputs information, principal approves electronically; 2) order transmitted to Executive Director of Instructional Support to approve with multiple successive central office signatures required for order approval; 3) purchase items received in school, administrative assistant confirms accuracy of order and accepts, principal electronically confirms receipt of order, information transmitted to purchasing to pay vendor; 4) if the items are available, once the approvals are submitted, the items can be received within two weeks. The second procurement for services purchased is for all partnerships that are grant funded through the SIG. Prior to being awarded the grant, the process of identifying the partners is started as described herein. Contracts with the partners are not approved by the Board of Education until the grant is awarded by NYSED. Through the Oracle financial system, budgets are made available within 24 hours once NYSED approval is received. For both supplies and materials and purchased services, the systems are in place which support procurement for the pre-implementation period and are in place for the implementation period, September 1, 2015.

- 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.*

The District selects partners based on prior success, industry recognized organizations, proven pedagogical, knowledge and understand student demographics and individually of each school within the District. Once the Principal of **School 18** and her cabinet determines their specific educational needs, a specific partner can be requested, based on prior knowledge and involvement, recommendations from District Staff, or due diligence in ascertaining potential partners that have been recognized for bringing about positive academic results using researched based strategies. This information is then considered when partner applications are reviewed in the RFP process. The District was fully compliant with above-referenced selection criteria in selecting The Balance Between, LLC, (TBB), to serve as the EPO for **School 18**. It is important to note that the **School 18's** principal is a certified trainer in Thinking Maps and is confident that TBB partnership will provide for a seamless Community-Oriented school redesign at **School 18**.

#### ***F. Enrollment and Retention Policies, Practices, and Strategies***

*Describe 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.*

Similarities among **School 18** and other Priority schools are the relative number of ELL students (Refer to chart below.) The majority of the ELL population in each school is of Hispanic descent. Eighteen percent (18%) of the entire student population at **School 18** is attending as English Language Learners which is a smaller percentage than Fermi (38%) and Dodson (44%).

Among the Priority schools, Museum 25 and **School 18** have a proportional enrollment of ELL students. This is due to the demographics of the school neighborhoods and parent choice to enroll their children in the balloting procedure. The proportion of bilingual, ESL, and SWD students enrolled in the Priority schools is significantly higher at School 13, MLKing, Fermi, and Dodson. The Special Education programs available at **School 18** include Speech/Language Impairment and Monolingual/Bilingual Resource Services. These programs offer students/families the continuum of services in the same building. This accounts for the large number of SWDs at this school.

<b>Priority Schools</b>	<b>Projected # of Students Enrollment 2015- 16</b>	<b>#Bilingual Students</b>	<b># ESL Students</b>	<b>#Students with Disabilities</b>
School 13	596	58	85	106
School 18	640	NA	84	62
Museum 25	363	NA	27	67
(MLK)	561	NA	92	45
Enrico Fermi	874	112	178	48
Robert C. Dodson	765	130	142	80

The students at risk at this school include 90% who receive free and reduced lunch. Addressing this need is a district wide concern.

- 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.*

YCSD is committed to providing all ELLs and SWDs with equal access and opportunities to all school programs, services and extracurricular activities. The District believes in equity and access across all areas including social, emotional and academic support and stability. YCSD continually monitors and reviews its programs to ensure that all LEP students have access to high quality academic programs tailored to meet their individual needs. Currently all 40 schools have SWD and ESL programs and there are bilingual programs in 3 schools.

Pursuant to CR 117.3, all new entrants new to the Yonkers Public Schools are screened at the District's Registration Center. Every new family completes a Home Language Questionnaire with the assistance of registration personnel. If the student's home language or native language

is a language other than English, an informal interview is conducted in English and, when possible, in the native language. If the student speaks little or no English then he/she is administered the NYS Language Assessment Battery-Revised (LAB-R). If the student scores at the Beginner, Intermediate or Advanced level (based on NYS cut scores), he/she is classified as Limited English Proficient and scheduled to receive services at the school in which he/she is registered to attend. If the student scores at the Proficient level on the LAB-R, the student is not eligible for LEP services. If the student is Spanish dominant, the parent is offered the opportunity to decide if their child will participate in the District's Transitional Bilingual Education Program or the Free Standing English as a Second Language Program. If the student's home or native language is a language other than Spanish, the student is automatically placed in a Free Standing English as a Second Language Program. As part of the District's accountability, every ELL student in grades K-12 is administered the NYSESLAT to assess each student's proficiency and continued eligibility of services. In addition, Questar, the company overseeing the administration of the NYSESLAT, provides parents with assessment results in English and Spanish. Schools distribute and explain the results during their Open House events. In addition, the Office of Student Information, Assessment and Reporting provide all Central Office and School Building administrators with disaggregated data on ELL student performance in the core area subjects in grades K-12. This data is shared with the teachers providing services to ELLs so they may tailor their instructional programs to meet the needs of the students.

A general education student suspected of having a disability is referred in writing to the district's Committee on Special Education. The school district ensures that evaluation materials used to assess a student are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. The assessments are conducted in the child's dominant language and include psychological and educational testing. A comprehensive Social History is conducted with the parent/guardian with interpreters provided as needed. Core area teachers, as well as Title I reading and math teachers, are required to carefully evaluate and describe each student's skills, including learning styles, strengths and weaknesses. After the evaluations are completed, the Committee on Special Education (CSE) schedules a meeting with parent(s)/guardian(s), and other mandated participants. At the CSE meeting evaluations are reviewed, and determination is made as to whether the student meets state established criteria to be classified as a student with a disability. If the student is found eligible, the committee recommends appropriate level of service. A student cannot be determined eligible for special education if the determinant factor is limited English proficiency. Upon receipt of Consent for Initial Services, the student will be given appropriate services across a wide continuum – which can range from a related service (e.g. speech or occupational therapy) to special class placement. Annual Reviews are conducted for each student in the spring to determine what level of services is warranted for the next academic school year.

YCSD firmly believes that students need effective instruction to achieve success. The district's policy focuses on providing intervention strategies to students whose level of achievement needs to be raised, whether academic or behavioral. These intervention strategies are taught in the classroom and through the support of Title I Reading and Math Teachers. In the care of behavioral, student support services are provided. Students who are given an Academic or Behavioral Intervention Plan and should attain the goals specified in the plan if they are

measurable and reachable in the areas specified. If the standards on the grade level are not reached after a specified period of instruction, Intervention Plan goals are reassessed and other alternatives are implemented to meet and address the student's needs. The school's mission is not accomplished until all children are successful. In assessing a child's promotion at the end of a school year, retention is the last available option. It should be considered only after all other alternatives and interventions have been explored and implemented with consideration given to district guidelines. All interventions are documented and evaluated. Final determination is made with great care and caution by all parties concerned, including the child's parent.

The YCSD complies with all State Education procedures for enrollment and placement of students. Priority is given to parental requests, if seating is available at the school and grade level the student will be enrolled. Otherwise a seat will be provided to the students in a school where available. ESL caseloads are frequently monitored to ensure equity and distribution of ELL students per school. ESL teacher caseloads are monitored to ensure that they can properly provide services to all enrolled ELL students in their respective schools. The Departments of Registration and Community Affairs, and Language Acquisition communicate regarding appropriate placement of ELL students, whether in an ESL or Transitional Bilingual Program. For Students with Disabilities, a variety of programs are housed throughout the schools in the District. Likewise, the Departments of Registration and Community Affairs, and Special Education communicate regarding SWD student placement in an appropriately defined program and according to the students Individualized Education Plan (IEP).

Additional supports are provided to LEP and SWD students via our Saturday Academies for grades 2-12. District wide Summer School programs for Elementary, Intermediate and Secondary level students are offered. Our SLIFE (Students with Limited or Interrupted Formal Education) Program is provided as an after school program rather than on Saturdays in an effort to reach a larger scope of ELLs. Extended Learning Time (ELT) grants provide opportunities for some of our students to participate in before/after school extended learning activities. Title I and Title III also provide for extended learning classes for students including LEP and SWDs. High School Academies provide opportunities for credit recovery classes and regents prep in all high schools. Special funding and grant opportunities have allowed our district to implement a variety of programs to support our "high needs" ELL students.

- 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.*

One of the strategies employed by the District to ensure equal opportunity is the balloting process. Students/families ballot for entrance into schools based on their interest in the school. This process provides equal access for all students to enroll in schools of their choice. Extensive public relations and outreach activities are implemented to ensure the highest level of parental participation in the balloting process, including dissemination of information to help parents make the best choice for their child. All meetings are held in English and Spanish, and translations of literature are in Spanish. This includes the Yonkers' school catalogue, Open Houses, and school tours and recruitment by the district Information Center. To achieve geographic and socioeconomic balance of students, transportation is provided for students and

parents to support their involvement. Schools that have entrance qualifications, such as grade point average, apply to all students. For SWD programs, specific student classifications are housed in each school. Students are accommodated in each program according to their IEP. Programs are designed for continuity of instruction within a school. The Superintendent annually reviews school enrollment and academic data, taking this information into consideration when the annual school staffing is reviewed, the number of LEP and SWDs are proportionally balanced per school again insuring balancing of students. Through various grants, schools are afforded a variety of opportunities to offer student and families support programs.

***G. District-level Labor and Management Commitment 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.*

YCSD administration has been in ongoing conversations with the Yonkers Federation of Teachers (YFT) and the Yonkers Council of Administrators (YCA) regarding the district status as a Focus District with Focus and Priority Schools and pending implications the recent Receivership Legislation (Section 211-f of the Education Law). The YCA and YFT were informed of efforts made to apply for multiple grants. Bargaining unit notification was made and recognized upon submission of the SIG application. Multiple notifications were made to the bargaining units through the Superintendent's Office, the Board of Education and its committees during the pendency of the Receivership Legislation referencing the potential loss of leadership control for Persistently Struggling and Struggling Schools and possible funding attached to redesign these schools. In May, 2015, the Deputy Superintendent presented to all members of his department the Intervention in Struggling Schools Through Receivership School Turnaround information and timeline.

In early 2015, the Parent Advisory Council and PTSA President were informed of the potential release of the SIG 6 application. Additionally throughout the year the Superintendent and Deputy Superintendent have consistently informed the Yonkers Council of Administrators and the Yonkers Federation of Teachers about developments in funding opportunities and the most recent Receivership Legislation that will impact eight struggling schools in the district. Recently, the Executive Director of School Improvement and the Grants Manager met with the President of the Yonkers Federation of Teachers to review the SIG 6 applications. The District Administrator has had ongoing conversations and meetings with teacher focus groups and administrators to discuss their recommendations and areas of concern school-wide. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

- ii. *Complete the Consultation and Collaboration Form and submit with this application (Attachment A).*

See Attachment A

## **II. School-level Plan - (Scholastic Academy (School 18) Overview - Community-Oriented School Design)**

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

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

- i. *Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups*

In 2014-2015, **School 18** had a population of 596 students, the majority of whom (71%) are Hispanic or Latino. The composition of the remaining student population is: 20% Black or African American, 1% Asian, 4% White. A total of 89% of students are eligible for Free or Reduced-Price Lunch. Eleven percent (11%) of students are classified as Students with Disabilities and 25% are English Language Learners. Other language groups represented within the ELL population include Albanian, Arabic, Bengali, Malayalam and Urdu. At **School 18**, many Newcomer and currently enrolled LEP students come with a variety of educational and personal challenges and needs such as: limited or interrupted formal education in their native country, legal, medical, social and emotional needs for both the students and their families. Some families are in need of legal assistance and are unaware of services provided through outside agencies. Further, the overall educational levels are significantly lower than neighboring communities. Among Yonkers adults over the age of twenty five, 18% never graduated from high school, 29% attained a high school diploma or equivalent, close to 23% attended some college or attained an Associate's degree, and 30% have a Bachelor's degree or higher. With the Community-Oriented School Design, **School 18** students and families will be able to access resources at the school site or District hub for community resources and the Pathways to Success Program. Students will receive personal support allowing for a focus on the academic studies. In addition to the high percentage of students who are challenged as second language learners, many ELL students enter **School 18** with limited or interrupted education, from their native countries. The needs of the students include the development of a strong foundation in their native language, as well as in English, and exposure to: high level vocabulary, structure and syntax; basic literacy skills such as decoding, fluency and comprehension; the ability to critically evaluate more complex text across the curriculum; writing skills that enable students to develop coherent text-based arguments; and opportunities to engage in meaningful exploration of their new cultural surroundings. While global and cultural literacy are at the heart of all programs and activities, the school-wide mission that aims to engage families from the community is: to meet the needs of the whole child through academics in the classroom while addressing her/his social and medical well being; to surround students and families with a community of support, empowering them with the skills to achieve college and career readiness across the disciplines of Science, Technology, Engineering, Arts and Math (STEAM); to build a teacher centered classroom where through collaboration with partners and instructional leaders teachers become learners and student growth is achieved.

- ii. *Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts to determine its existing capacity, strengths, and needs. Include the means by which community and family input were included in this review.*

There was a District-led Monitoring Review conducted at **School 18** on April 28-30, 2015 by the Executive Director of School Improvement, a Special Education School Improvement Specialist (SEIS) and an a State Outside Educational Expert (OEE). The review consisted of classroom walkthroughs, principal interview and teacher, parent and student focus groups. The District-led Monitoring Review at **School 18** assessed the school’s strengths and needs in each Statement of Practice of the Diagnostic Tool for School and District Effectiveness under Tenets 2-6. A final school report followed the visit and it was shared with the District administration and school staff. The final report recommendations were used to guide the professional development plan, the SCEP and curriculum goals for the upcoming school year.

Stakeholder communication and collaboration is critical to the successful implementation of the overall school redesign plan. It is essential during the pre-implementation period that there is a common and clear understanding of the school redesign and all elements are in place to ensure a smooth transition to the new Community-Oriented **School 18**.

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

School strengths, as documented in the Diagnostic Tool For School and District Effectiveness (DTSDE) Report focus on Tenets 2-6. Indicated strengths include: safe and orderly learning environments, early readiness program in Pre-Kindergarten and Kindergarten, hands-on engineering activities, partner activities, and students and faculty that are eager to learn. The final report from the District-led Monitoring Reviews noted various strengths as the school received a score of Effective in Tenet 2, a Developing in Tenet 3, a Developing in Tenet 4, an Effective in Tenet 5 and a Developing in Tenet 6. Additional strengths noted in the report are: school leaders including the professional development (PD) team provide consistent support on the CCLS to teachers of all grades through team meetings, clinics, weekly faculty meetings, and professional development opportunities. PD occurs both during and after school offering a broad selection of learning opportunities including speakers and workshops, cooperative learning opportunities, and curriculum mapping. PD is coordinated with another district school providing an opportunity for cross-building cooperative networking. Students reported that behavioral expectations are widely known and articulate the understanding of the school’s vision “READ, LEAD, SUCCEED. Students expressed a sense of a welcoming and supportive environment. According to the student focus group participants, teachers support not only academic instruction but “they prepare you for the real stuff” including “life lessons”. Monthly school assemblies range from academic to multicultural celebrations and celebrations reflect diverse cultural backgrounds and acknowledge the increased LEP population. Parents are held accountable and work collaboratively with the school.

Conversely, the final report identified the following areas of need: PD planning needs to focus on lesson plan development that reflects higher order thinking questions and project-based interdisciplinary activities that will increase student engagement, rigor and challenge in the curricula; vertical team meetings need greater emphasis; higher expectations; use of Professional Learning Communities; development of best practices in the classroom and conversations leading to differentiation with instructional plans. There is also the need to continue to expand coaching opportunities and formative assessment training in Keeping Learning on Track (KLT) and Thinking Maps to all staff. Finally, there is a need to continue efforts on the part of administration to petition the district and community for services to support the school and the Spanish speaking community and to reestablish and enhance the school's Family Welcome Center with a dedicated space where the needs of parents can be addressed, including understanding of data and curricula.

- iv. *Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.*

**School 18** proposes bringing a Community-Oriented, STEAM-focused approach to **School 18** to insure successful implementation of the SIG plan and to address the prioritized needs as identified in the April 2015 DTSDE report. As a Community-Oriented STEAM School, **School 18** will continue to build upon the existing community partnerships and services in the school to support the STEAM inspired project based learning inquiry design. This will occur through partnerships with with Saunders and Riverside High School's Robotics and 3D Graphic Program, Hudson River Museum, and the Beczak Environmental Education Center.

Much research and data show that engaging in the Arts supports and fosters creativity, which is essential to innovation. At a National Forum, Secretary Duncan cited the power of arts learning to boost student achievement and improve college graduation, and noted, "Arts education is essential to stimulating the creativity and innovation that will prove critical to young Americans competing in a global economy." Georgette Yakman, founder of STEAM education, differentiates between STEM and STEAM by defining STEAM as Science and Technology, interpreted through Engineering and the Arts, all based in the language of Mathematics. STEAM curricula includes;

- i. sharing knowledge with language arts,
- ii. a working knowledge of manual and physical arts,
- iii. a better understanding of the past and present through fine arts and;
- iv. Understanding developments with social/liberal arts including: sociology, psychology, history, politics, philosophy and education.

In order to implement a complete STEAM model, the Arts will be integrated into daily instruction and included in the Master Schedule at **School 18**. The Arts will connect to content area curricula and will be utilized as a vehicle to communicate understanding of complex concepts and to prepare for high school, college and career readiness. Student celebrations and performances will foster a community with an appreciation for culture and the arts.

**School 18** has a large percentage of students eligible for free and reduced lunch. Many of the families have one income and with the current recession, caregivers have expressed the need for

assistance from school administration and faculty. Students exhibit a lack of health care leading to more serious medical needs thus affecting their attendance and academic performance. To address the large population (90%) of students eligible for Free and Reduced Lunch including the (14%) Limited English Proficient and newcomer students and families, the school will take on a community-oriented focus, which will offer an integrated approach to academics, health and social services to serve the students and the community during and beyond the school day. These programs and services will reinforce and extend the academic experience for both students and adults, as well as, provide resources to address the neighborhood's identified needs. Access to health, dental and mental health services, along with social and educational services for families and community members will provide resources for the high population of economically disadvantaged families in the neighborhood. Becoming a community wrap around school will help increase parent efforts to help combat the higher than district average truancy rates (10%) and increase student attendance (94% in the 2013-2014 school year).

In April 2015, a District-led Monitoring visit was conducted at School 18. In the report, the team noted that the teachers should use data to inform instruction, increase student engagement and inquiry, include rigor and higher order questioning skills in lessons, and that instruction should be differentiated with scaffolding and interventions when needed.

According to BEDS data, in the 2013-2014 school year there was a 94% attendance rate and a 1% suspension rate, but assessment results indicate low performance levels. School 18 Service Gaps and Needs include: Extended Learning (including sports, art, etc.) that can enrich the local community and provide a safe space; stronger parenting support and education (i.e. preventive mental health, gang prevention, social media, ESL); cultural competency (within the student body and parents); and positive role models for students (i.e. mentoring program). The Coalition for Community Schools defines the community school as both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are available all day, evenings and weekends. Community schools act as hubs bringing together many partners to offer a range of supports and opportunities to school and community members in response to societal factors, family circumstances, poverty and health problems. The elements of the community-oriented model are comprehensive and speak to the identified needs of this school community that will help all families including the significant number of immigrant families, to view **School 18** as an access point to service agencies which will be housed at the school.

A significant step in creating the community component of the school design is the incorporation of an onsite Family Welcome Center at **School 18**. Through this center, local agencies will have the opportunity to assist and support the needs of the school families. The Center will schedule workshops and classes for parents and families, based on their needs.

Several key partnerships through the consortium are needed to ensure the achievement of the vision, mission and goals of the Community-Oriented STEAM **School 18**. The chosen partners have the capacity to meet the specific needs of this school's families and to assist with the removal of all barriers to learning. From the start, the new **School 18** leadership will take a team approach and form a partner consortium with the *The Balance Between, Inc.* (TBB) *ANDRUS, Generation Ready* and *Interactive Health, LLC*. TBB will serve as the Educational Partnership Organization (EPO) pursuant to the SIG 6 application to jointly launch a whole-school redesign. TBB will support and assist **School 18** in its redesign efforts through the TBB

support model that targets the enhancement of teaching, leading and learning in schools through the use of the shared visual language of Thinking Maps®. The use of Thinking Maps® as a mediating tool for thinking in all realms of teaching, leading and learning will enhance the efficiency and effectiveness in communicating, planning, problem-solving, understanding new information and using that information to improve professional practice and student performance and community relations. The new school leaders will participate in the Thinking Maps training lead by the EPO, which focuses on supporting school leaders in building a team of school professionals who are collectively responsible for school improvement. This approach to leadership development creates change agents, each accountable for advancing the work of improving instruction and student outcomes. Principals shift their focus to building leadership capacity within their schools and to improve instruction and student outcomes systematically. Seminars are organized around research-based competencies for adaptive leadership and focus on instructional improvements embedded in the participating schools. In partnership with TBB, Literacy and Math Coaches from Generation Ready, will conduct systemic teacher professional development focused on collaboration and reflection throughout the school. This team-based support has proven to have large scale, deep impact within a school. The Common Core Learning Standards, Data Driven Instruction, STEAM based learning across curriculum areas and College and Career Readiness will be at the forefront of the PD plan. Extensive professional development opportunities will be conducted during extended learning time.

Additionally, the Administrator and Teacher evaluation plan approved by NYSED will continue to be implemented at the school and will add a level of accountability for all. It will support the goal of student growth and achievement.

**B. School Model Selection and Rationale**

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

- i. *Describe the rationale for the selected model (Community-Oriented: Innovation Framework), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.*

The initial step in choosing the Community-Oriented Schools Innovation Framework was an analysis of **School 18** with a focus on school data (assessment scores and demography), the DTSDE report recommendations and the social and emotional culture of the school.

After the initial analysis, the YCSD proposes introducing the Community-Oriented School Design through the SIG 6 for **School 18**. Thus addressing multiple areas of need as identified previously in detail: high poverty, large ELL population, poor academic achievement; and an immigrant population that has witnessed little opportunity for their children to realize college and career readiness. The Partner Consortium led by TBB, **School 18's** EPO, will provide ongoing direction, coordination, oversight, and overall development while coordinating all other supporting partner organizations that interface with the school. The faculty will be assisted by Generation Ready coaches in partnership with TBB to receive ongoing guidance and instruction on best practices and using measures to guide effective teaching. The coaches will remain onsite

and will provide job embedded staff development as previously requested by the teacher focus group. Together the administration, faculty and partners will build a foundation that verifies effective teaching and fair and reliable measures of assessment. A transformation of instructional practices and student learning is expected. The true measure of success will be student growth in academic achievement as measured by assessments, surveys, and observation and evaluation of teaching and instructional leadership as outlined in negotiated APPR.

Finally, there is the community. “A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities.” (Coalition for Community Schools), This model allows the district to continue the community partnership and a Partner Consortium through respected service agencies. *ANDRUS* and *Interactive Health, LLC*. have brought successful practices to schools throughout the district. Through the SIG 6, their community work should become embedded and sustained. These changes engage the community beyond that of the immediate school family., providing well-being support, addressing social and emotional needs, and providing academic support. The Yonkers Thrives C2C District/City Partnership firmly supports a Community School Design.

- ii. *Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, families, and community stakeholders in the design and decision-making processes for model selection and plan development.*

In an effort to develop a SIG grant that is responsive to the needs of the students, parents, teachers and administrators at **School 18**; YCSD was careful to consider and solicit public input and stakeholder sentiment. YCSD Central Office Administration consulted via phone and in person with several community based organizations (which currently have programs at other schools), and the current and former PTA Council Presidents to garner a better understanding of community stakeholders and parents’ hopes and educational aspirations for their children. The conversations and information reviewed was extremely informative and culminated in the decision to adopt the Community-Oriented Model with an emphasis on STEAM. That review revealed that all stakeholders desired a rigorous academic program that emphasizes the development of problem-solving skills, critical and logical thinking, and the pursuit of both independent and collaborative research projects. Additionally, parents shared that they want their children to be prepared for the challenges and opportunities presented by advances in technology and their need for guidance on how to effectively engage their children and the school to further student achievement. The following also occurred:

- In a series of on-going meetings commencing in the Fall of 2014, district representatives met with the Priority School principals to give an overview of the components of the ESEA Waiver including components and requirements of the various whole school reform models;
- The District administration identified **School 18** to begin a whole school reform model in the 2015-2016 school year and apply for SIG funding;
- In March of 2015, the District Executive Director of School Improvement initiated a series of conversations with two principals regarding the SIG RFP and the elements of

each redesign model. It was decided that the District would apply for the SIG on behalf of two schools (**School 18** and **Museum 25**);

- On several occasions in the spring and early summer of 2015, the District Executive Director of School Improvement, Deputy Superintendent, Assistant Superintendent of Elementary Instruction and Administration, Executive Director of Student Information and Reporting, Executive Director of Mathematics/Professional Development, and Director of Instructional Technology, met with the Principal to discuss the community-oriented model and the partners of choice; a timeline of next steps was created;
- Prior to the submission of the SIG grant the draft narrative was shared with the labor union representatives to advise of them of the action plan should SIG funds be awarded.

**C. Determining Goals and Objectives:**

*The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner.*

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

**GOAL:**

To improve student academic achievement in all content areas with a focus on of English language arts (ELA) and Math (STEAM).

**OBJECTIVE:**

There will be a 5% increase in the number of students who are at or above state proficiency levels in ELA and Math from baseline year to year three.

**ACTIVITIES:**

The Partner Consortium led by TBB will support the Community-Oriented STEAM inspired inquiry design at **School 18**. Project based learning will encompass working closely with Saunders HS, Riverside HS Robotics and 3D Graphic Program, Hudson River Museum, and Bezack. Generation Ready will provide additional coaching designed to enhance ELA and Math instruction. Additionally, building-wide implementation of Initiatives like Explicit Instruction, RTI, and Keeping Learning On Track highlight some of the key activities.

**PERFORMANCE MEASURES**

In an effort to insure that **School 18** program is implemented with fidelity there will be continuous program evaluation, and accountability and performance metrics to increase academic achievement, college readiness, and preparedness for career pathways. The school will review and utilize the State ELA, Math and MAP (NWEA) to determine student progress. Principal will present data and analysis to District representatives quarterly.

- ii. As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school

improvement model selected. Provide the means by which the objective(s) will be assessed.

In addition to the above-referenced ELA and Math specific goals and objectives detailed above, **School 18** has established two (2) additional goals which will address the social and emotional developmental needs of the students while improving effective teaching practices through Professional Development. (Please see attached *Logic Model* for greater detail)

**GOAL (Community-Oriented):**

To strengthen partnerships with parents and community stakeholders to support the physical, social and emotional needs of the children in order to prepare them for academic success.

**OBJECTIVE:**

There will be a 10% increase in the number of families utilizing the Family Welcome Center Services at School 18, annually.

**ACTIVITIES:**

Key activities that need to be implemented to insure that this objective and goal is met include: creating wrap around services; providing family engagement opportunities via the Family Welcome Center; providing social and emotional supports for students.

**PERFORMANCE MEASURES**

In an effort to insure that **School 18** program is implemented with fidelity there will be continuous program evaluation, and accountability and performance metrics, including surveys and attendance to determine number of families participating in activities and events facilitated through the Family Welcome Center. The SIM will monitor data.

**GOAL (Professional Development):**

Realizing that effective teaching and efficient use of limited instructional time in classrooms is critical to meeting the demands of the Common Core and improving academic achievement, **School 18** will improve professional practice of educators in order to enhance learning opportunities for all students using best practices and brain-based methods of instruction.

**OBJECTIVE:**

Over 50% of staff will demonstrate improvement in one or more categories on the District APPR Teacher evaluation Model

**ACTIVITIES:**

Key activities that need to be implemented to ensure that this goal is met include: providing the online Thinking Maps Learning Community and materials, developing Professional Learning Communities, providing Classroom Coaching, creating space for colleague mentoring and feedback and Teacher-led Professional Development reflecting the I needs identified by teachers.

**PERFORMANCE MEASURES**

In an effort to insure that the **School 18** program is implemented with fidelity there will be monthly continuous program evaluation with accountability and performance metrics, including surveys and attendance review to determine number of staff attending professional development and the Teacher performance rating on District adopted Teacher APPR Evaluation Model. In

addition, the SIM will record and monitor families participating in activities facilitated through the Family Welcome Center.

The Balance Between, Inc. (TBB) which will serve as the Educational The Balance Between, Inc. (TBB) will serve as the Educational Partnership Organization (EPO) pursuant to the SIG 6 application to jointly launch a whole-school redesign. TBB will support and assist **School 18** in its redesign efforts through the TBB support model that targets the enhancement of teaching, leading and learning in schools through the use of the shared visual language of Thinking Maps®. The use of Thinking Maps® as a mediating tool for thinking in all realms of teaching, leading and learning will enhance the efficiency and effectiveness in communicating, planning, problem-solving, understanding new information and using that information to improve professional practice and student performance.

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

Attached is the School-level Baseline Data and Target-Setting Chart (Attachment B)

#### **D. School Leadership**

*The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIF plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:*

- i. *Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.*

The District is committed to identifying a leader for **School 18** who demonstrates instructional leadership qualities in addition to superb management skills so that all constituents remain focused on student growth. The District has identified “Balanced Leadership” based on the work of Waters and Cameron at McRel as a core competency of a successful school principal. Many of the components of balanced school leadership have become part of the approved state APPR for school principals. Since the APPR indicates the standard for school leaders, with a highly effective label for the exemplary leader, this document along with the core “Balanced Leadership” competencies will be the guiding competencies for the school leader at this Community Oriented School. The competencies expected of the leader for **School 18** are: Domain 1 – Shared Vision of Learning; Domain 2 – School Culture and Instructional Program; Domain 3 – Safe, Efficient, Effective Learning Environment; Domain 4 – Community; Domain 5 – Integrity, Fairness, Ethics; Domain 6 – Political, Social, Economic, Legal and Cultural Context; and Other Areas – Goal Setting and Attainment. In addition to these competencies expected of all school principals in the Yonkers Public Schools district, the principal at **School 18** must have a proven track record of implementing the following successful schoolwide

programs: English language learning, Balanced Literacy, Balanced Mathematics, collaborative peer coaching, and use of the visual and performing arts to enhance curriculum.

- ii. *Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school.*

Dr. Valencia Brown-Wyatt has been identified as the principal to lead **School 18's** redesign efforts. She is a strong and effective leader with a Learner Centered approach to education. Dr. Brown-Wyatt has been in the educational field for sixteen years. As a seasoned administrator with a background and licensure in Social Work, she fully understands the challenges that plague our students and their families. She was instrumental as an Assistant Principal in the SILI bilingual elementary school in identifying key areas of academic deficits by disaggregating student data that led teachers to tailor their instruction based on the needs of the students. Through, this process some gains were noted. In her first year as principal, Dr. Brown-Wyatt was an outspoken advocate for the school community. She made great strides with limited resources. Dr. Brown-Wyatt has extensive training on Thinking Maps, PBIS and Explicit Instruction. She also represented the district at Community School meetings in Albany. She brings both experience and a unique set of strengths to her new role at **School 18**. After an analysis of both the qualitative and the quantitative data for that school, the District looked at the experience and expertise of Dr. Brown-Wyatt and determined that she is the key to moving **School 18** forward. The District will support Dr. Brown-Wyatt as the new principal of **School 18** through the work of the School Support System, Professional Development for non-tenure principals and quarterly meetings with the administration from the Division of Teaching and Learning.

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

Among the Assistant Principals assigned to **School 18**, one will be the lead Response to Intervention (RtI) administrator. This Assistant Principal will have a deep knowledge of students and their families and use this knowledge to respond to students requiring additional supports and goal setting for future aspirations. As the lead RtI administrator, the Assistant Principal will have an understanding of the constructivist approach to learning and how differentiated instruction closes achievement gaps. A second Assistant Principal will work under the direction of the Principal to implement a school-wide instructional intervention system during the Balanced Literacy and Mathematics blocks. A third Assistant Principal will coordinate and monitor consistent data recording practices by teachers and intervention specialists. All Assistant Principals will be responsible for the shared supervision of all staff. School 18 will identify a School Improvement Manager (SIM) to oversee and insure that the school improvement activities are implemented with fidelity. The SIM will work as a part of the leadership team and share supervisory responsibilities including coordinating professional development activities with the Principal, monitoring participation in professional development provided at the District level, and coordinating efforts with the Partner Consortium.

- iv. *NOT APPLICABLE*

- v. *Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students.*

All of the Lead Administrators at **School 18**, save the SIM, are currently in place. The District will work closely with the new principal and the Yonkers Council of Administrators (YCA) as necessary to insure a seamless transition of the existing **School 18** administrative staff. It is critical to the success of **School 18** that the District to ensure that the existing administrative staff is highly qualified, demonstrates effectiveness and supports the implementation of the community-oriented school design. Anticipated barriers to achieving these goals of quality, effectiveness, appropriateness, and buy-in are the personal dynamics of the school leader and her supporting leaders. TBB, the EPO, will work with the principal to build a strong team that exemplifies joint commitments, beliefs, and decision making through Thinking Maps which help the new leader cultivate grass-rooted buy-in allowing the building of a team of school professionals who are collectively responsible for school improvement as detailed herein.

#### E. ***Instructional Staff***

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

- i. *Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.*

For 2014-2015, there are currently 44 staff members at **School 18**. Based on the HEDI Rating Scale, 2 staff members have been rated highly effective, 15 effective, 7 developing, 5 ineffective, and the remaining 15 are new staff members or do not fall under new regulations.

- ii. *Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.*

**School 18** is a Pre-Kindergarten through Grade 8 School whose vision is to provide students with a rigorous and accelerated curriculum as written in the district's mission of "empowering all students to take their place in the world as knowledgeable, competent, and responsible citizens". Considering that the large English as a Second Language (ESL) population, there is a tremendous focus on attaining the goal of this mission through a variety of resources, especially with an emphasis on our ESL student population. Under the leadership of the administration and the instructional guidance of a professional staff, students are engaged in various enrichment programs and exposed to a literature-based curriculum to simultaneously increase their knowledge of a content area, as well as enhance their critical thinking ability and English

fluency. Students are expected to proceed to the secondary school level with the knowledge and skills it takes to succeed in school, as well as in a global society.

Recommendations from the DTSDE include: the development of a PD plan based on both data, additional PD and development of the co-teaching model, an increase in rigor and understanding of the shifts of the CCLS, opportunities for vertical planning, review of the School Comprehensive Educational Plan to include the voice of all stakeholders, and training for teachers on specific strategies for LEP students and SWD. The recommendations from Tenet 4 on the DTSDE Monitoring Report also referenced instruction for LEP students and SWD as well as the use of data. It cited that teachers need to develop instructional practices and strategies aligned to plans and include accommodations and instructional interventions for all groups of students including special education students and LEP students. Also mentioned in the report was that teachers should use data and multiple strategies in order to provide all students with a wide variety of ways to engage students in their learning. Data should be used to inform instruction, provide student feedback, set goals and assign grouping.

**School 18's** student population is 65% Hispanic or Latino. Out of this, 19% of our student enrollment consists of students who are Limited English Proficient. With a poverty level of 90%, the majority of the student body is eligible for free or reduced lunch.

Over the past seven years, **School 18** experienced a steady stream of students entering the school who tested into the ESL program, have not met NYS standards in Mathematics and English Language Arts, and who are entering the Yonkers Public School District from various countries. Financial constraints have made it difficult for families to purchase materials and resources needed to support their children at home. There is a great need to implement a comprehensive rigorous instructional program where these students are provided with 21<sup>st</sup> Century Skills for lifelong learning. These skills include: being able to communicate, share, and use information to solve complex problems, and being able to command and expand the power of technology to create new knowledge. As with any child, these skills are attained by participating in a variety of experiences that focus on areas ranging from the educational environment in which they participate, their family, community, and the world around them. Therefore, it would be beneficial to have a 'Family Room' that contains resources for parents that can be utilized to support student learning in school and at home. These resources can help with the development of oral fluency and cognitive academic language proficiency and in addition, provide information on the availability of community services. Next, students need to make connections to the knowledge, social/cultural values and experiences that they bring to the classroom. Engaging students in valuable partnerships with community based organizations such as Greyston Corporation which will provide students with apprenticeship skills and the Hudson River Museum, which will help students develop and learn optimally through the arts, would be beneficial to the total school program. Additionally, students also need to gain technological knowledge so that they can compete when entering the working world. A technology-based extended day program will help students meet benchmarks in reading and math.

Currently, the school has developed collaborative partnerships with the McKenney Vento Homeless Assistance Program, Back to School Clothing Program, Scholastic Literacy Book Company, Project Reach, Leukemia and Lymphoma Society, Yonkers Partners in Education

(YPiE), I Believe I Achieve School-based Mentoring Program (IBIA), and Clusters After-school Program. The School Improvement Grant would greatly benefit students and would be an added enhancement to the resources and programs already in existence at the **School 18**. It is our expectation that this grant will provide opportunities to reform and improve the instructional program at **School 18** by working to improve the instructional skills of staff while working to prepare our students for higher education.

The use of technology as a tool for instruction continues to be developed and infused into all levels of instruction. Technology is used as a classroom demonstration tool, as learning tool, research tool, and an assessment tool. In addition, within the realm of technology, online communication and collaboration are becoming a part of the school culture using the eChalk system which provides a school website to showcase the school to parents and community, class and group pages where teacher, parents, and students can collaborate outside of the classroom, and student and staff email to promote and develop open channels of communication between all stakeholders on a voluntary basis.

- iii. *For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.*

The culture of the school will reflect the Athenian Philosophy of “A Sound Mind in a Sound Body.” Student development and support will focus not only on academics but also social/emotional as well as health and wellness. To support this philosophy, Extended Learning Time (ELT) will include physical fitness and the arts. Faculty and support staff will be added to the ELT program to support student development in the areas of reading, writing and math. The reading, writing and math support teams will work collaboratively to connect cross curricular learning. Professional Development will be infused into the daily activities of the school. This will be done through classroom observation, modeling, congruence planning in horizontal teams and vertical teams. The administration and faculty will work collaboratively to support the development of student led instruction and differentiated learning.

- iv. *Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited.*

All open positions for the 2015-16 school year at **School 18** will be advertised in the August Vacancy Postings. Positions will be based on skills and qualifications and will include the requirements and qualifications necessary to be considered for the position. As part of the protocol, teachers interested in “applying” for positions in the whole school redesign framework schools will be recommended to produce and submit a letter of intent as well as a resume. The letter of intent should provide some insight as to how the teacher meets the qualifications of the posting. Teachers interested in positions at **School 18** will be scheduled for interviews with the administrative team at each school. At the conclusion of the interview process, the principal will report the names of teachers who have been selected to central office. The Central Office personnel department will notify the newly appointed teachers in writing of their assignment for September 2015. The process described above has been used in the past and is part of the collective bargaining agreement between the Yonkers Federation of Teachers (YFT) and the

Yonkers Board of Education. The contract clearly describes the process for transferring teachers and filling vacancies based on teacher seniority not qualifications. All documentation related to the Gateway hiring process; postings, rubrics, advertisements, will be collectively developed between Central Office Administration and the YFT.

Teachers assigned to **School 18** will be evaluated using the NYSUT rubric. Throughout the course of the school year, teachers will receive pedagogical support from a variety of providers including, but not limited to; Instructional Coaches, School and District Administrators and school partners through workshops scheduled during the school day as well as after school. Teachers earning rating of Developing or Ineffective will receive additional support through a Teacher Improvement Plan (TIP) in addition to the support and resources already deployed at the school building.

F. ***Partnerships***

*The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks capacity on their own to deliver. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to the following elements:*

- i. *Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design.*

The Partner Consortium for the **School 18 Community School** will include The Balance Between, Inc. as the designated External Partnership Organization (EPO) supporting school leadership decisions about the utilization of other partners including: ANDRUS, Bezac Environmental Services, Interactive Health, LLC., and the Yonkers City School District.

*THE BALANCE BETWEEN, INC (TBB):* Will serve as the EPO and support **School 18** to improve professional practice of educators to enhance learning opportunities for all students using best practices and brain-based methods of instruction across all content areas. TBB will serve as the lead partner working with the school leadership team to make decisions about utilization of additional partners in service of support school and EPO efforts to achieve the Superintendent's district goals and those identified in the school SCEP focusing on: community, academics and professional development. With the support of TBB, Thinking Maps® will be established as the core language of teaching, leading, learning and communicating across all members of the school and extended community, including other external partners.

*ANDRUS:* NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through ANDRUS. The ANDRUS Team links families with critical supports in the community to ensure that all students have access to the supportive environments necessary for their development. The ANDRUS Team provides systemic staff development along social-emotional learning opportunities. One of the main purposes of the ANDRUS Team is to maximize the learning environment by focusing on maximizing social-emotional learning opportunities by offering support to staff as well as for families. As a partner ANDRUS will be effective in improving the quality of the class environment, including reductions in management issues and disciplinary needs.

*Interactive Health, LLC.:* Interactive Health (IH) provides management, data collection, and evaluation expertise in developing protocols and information sharing environments that foster collaboration. IH will provide guidance how to best develop the community wrap around model, including the use of data to identify needs and gaps and to determine the most effective ways to serve the school and community. IH will assist in the monitoring of progress that is being made toward meeting project goals as well as determining if adjustments to programs and services are warranted. They will work in partnership to redesign this school into a high performing, high quality community-oriented school, serving both students and adults in the community.

*Beczak Environmental Services: The Beczak Environmental Education Center* provides both in-class and site based workshops to our students with an interdisciplinary approach to learning that supports science, math, language arts, social studies and fine arts.

Yonkers Community School District (YCSO): Through the Division of Teaching and Learning, a variety of departments will provide support to **School 18** and the Partner Consortium. Previous sections of this application, (District Level Plan, A. District Readiness and C. District Accountability and Support), include descriptions of the YCSO's commitment and capacity to support the proposed design framework along with the organization structures and functions with the various supporting elements. In addition, the Department of Instructional Support will have regular contact with the school and the multiple partners who interact with it and through Central Office. These key district partners will ensure that all initiatives are making progress in reaching the established goals and benchmarks.

- ii. *Complete the Evidence of Partner Effectiveness Chart (Attachment C).*

See Attachment C

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

All vendors are required to provide regular reports outlining whom they worked with, what activities or strategies were introduced, and anticipated outcomes of said strategies and/or activities. A condition for selection the vendor includes specific measurable deliverables and performance standards including timelines- these items will be reviewed quarterly to determine if the anticipated progress or changes have been realized or are meeting the timeline. Types of performance indicators reviewed include but are not limited to: student improvement on formal assessments or movement from more to less restrictive environment or testing out of ESL/ESOL. Teacher improvement could be measured in use and integration of technology, improved classroom instruction, etc. All vendors are evaluated by the building administration, teachers, and, depending on the services provided, the students and parents. A significant number of grants have Annual Performance Reviews. These reviews are prepared by outside evaluators and include an analysis of the services provided by vendors and other vendors. These reviews are always considered when a contract is renewed. The steps used to identify vendor accountability are charted in *Section I, E.iii.*

Utilizing tools that have been provided through NYSED and the school SCEP, the Systemic Support Grant, DTSDE, and annual evaluation protocols of site based and district wide grants, the Partner Consortium will collaborate to ensure implementation of best practices in support of the school and the school community. Importantly, the Partner Consortium (see Partners in Section F.i), will meet regularly as determined by the school leadership and EPO) to jointly reflect on progress towards meeting school goals .

**G. Organizational Plan**

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

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

See Organizational Management Chart Attached

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

<b>Day-to-Day Operations</b>
<p><b>School Administration Leadership:</b> Principal (1), Assistant Principal (2), School Improvement Manager (1)</p> <p><b>District Administrators:</b> Division of Teaching and Learning, Assistant Superintendents Executive Directors, Directors and Assistant Directors Department of School Improvement; Assessment and Reporting; Communications, Partner Consortium, etc.</p> <p><b>School Improvement Team:</b> Representatives of key areas: Special Education; English Language Learners; General Education, Administration; Partners, Students, Parents</p> <p><b>Extended Community:</b> Parent Advisory Committee, PTA, Volunteers</p>
<b>Data Sources</b>
<b>Day-to-Day Operational Priorities</b>
<ul style="list-style-type: none"> <li>• Teaching and learning – Common Core &amp; Regents Reform Agenda items including achievement, social/emotional health and well-being, college and career readiness</li> <li>• Training in awareness and use of data, clarity of instructional objectives</li> <li>• Safety and organization establishing a functional educational environment and climate</li> <li>• Ongoing assessment and collection of data; Ongoing development of data points</li> <li>• APPR process and related elements, see <i>Organizational Plan, items iii and iv</i></li> <li>• Use of available space</li> <li>• Development of models to use for informed decision making and analysis</li> </ul>
<b>Types of Data Sources which are used to drive discussion and decision making</b>
<ul style="list-style-type: none"> <li>• Multiple Sources –standardized assessments, school based assessment, surveys, student/staff work Described in detail in <i>Section 8: Educational Plan</i></li> <li>• Differentiated models of demonstration and collection</li> </ul>

<ul style="list-style-type: none"> <li>• Walk through and formal observations</li> <li>• Annual evaluations of administrators and teachers using HEDI ratings</li> <li>• Annual reports from partners, vendors, and evaluators</li> <li>• Feedback loops designed to provide ongoing collection of data from <b>School 18</b> community</li> </ul>
<b>Nature of Data Sources</b>
<ul style="list-style-type: none"> <li>• Visuals - Posted materials; projects, data walls (including language based, numeric, and graphic representations); media (i.e. video, audio, threads); role playing/demonstration</li> <li>• Documentation – analysis of key data points, relevance in instruction, key factors in support, key factors in remediation and for consideration of development; class, grade, content, school</li> <li>• Needs – Such as professional development, informational, resource, and guidance</li> <li>• Focus –Common Core/Regents Reform Agenda objectives</li> </ul>
<b>Frequency of Interaction Around Data Sources</b>
<ul style="list-style-type: none"> <li>• School Administrative team: daily debrief</li> <li>• Weekly: Grade level and focus area meetings</li> <li>• Bi-monthly – School Improvement Team</li> <li>• Monthly: Parent, student government</li> <li>• Bi-Monthly or more – staff PD; student learning opportunities</li> <li>• Ongoing APPR activities, per calendar provided <i>Section Organizational Plan, item iv</i></li> </ul>
<b>Manner in which results of interactions are communicated and acted upon</b>
<ul style="list-style-type: none"> <li>• Meetings – Teams (grade level, focus area, student, parent)</li> <li>• Communications – daily announcements, weekly announcements, newsletters, letters home</li> <li>• Surveys and feedback loops</li> <li>• Clarity of value of communications – Communications acknowledged, clearly identified as source of information (i.e., in the meeting last week, in review of last week data, in a note I received), and direct correlation with response clearly identified</li> <li>• APPR related see calendar of communications see <i>Section Organizational Plan, item iv</i></li> </ul>

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

<b>Pre-implementation</b>
<b>April to August 2015</b>
<ul style="list-style-type: none"> <li>• District wide training of administration and teachers in APPR process, Marshall and NYSUT rubrics, evidence based observations, and activities as noted in chart <i>Section I.D.v</i>.</li> <li>• School Based Training for School Leadership and School Improvement Team - TBB – Partner as per SIG award, training to be determined</li> </ul>
<b>September 2015 to August 2016</b>

<b>Training - School Year 2015-2016 and beyond</b>
<ul style="list-style-type: none"> <li>• <b>Administrators</b> – Ongoing training will be provided through District Offices</li> <li>• <b>Instructional Staff</b> – School level Administrators will provide ongoing training</li> <li>• <b>Partners:</b> TBB, Mercy College, Andrus Children’s Center</li> </ul>
<b>Responsible Parties</b>
<b>Certified Evaluators</b> – School Administrators <b>Lead Evaluator</b> – School Principal Certified in the evaluation process and responsible for coordination and compliance with all APPR related matters for the school
<b>Logistics - Scheduling, Conducting, Reporting</b>
<b>Scheduling</b> - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences; Classroom Observations; Post-Observations <b>Conducting</b> <ul style="list-style-type: none"> <li>• Building Administrators – Principals and Assistant Principal(s), as certified evaluators, will conduct observations and end –of-year evaluations</li> <li>• District Administrators – District Level Administrators certified in the evaluation process may conduct observations and conferences as deemed necessary or by request of school Principal</li> </ul> <b>Reporting of Results</b> <ul style="list-style-type: none"> <li>• To Staff – Results will be reported by school level certified evaluators to staff under review</li> <li>• To District - Principal (Lead Evaluator) will communicate school results to a) District Chief Academic Officer, b) Office of Administration &amp; Supervision, c) Office of Assessment and Reporting</li> <li>• To NYSED - Results reported by the Office of Assessment and Reporting</li> </ul>

iv. Provide a full calendar schedule of the events listed in “iii” for the 2015-2016 school year that reaches all instructional personnel who will staff the building.

<b>June 2015 to June 2016</b>
<b>Training - School Year 2015-2016 and beyond</b>
<ul style="list-style-type: none"> <li>• <b>Administrators</b> – Ongoing training will be provided through District Offices</li> <li>• <b>Instructional Staff</b> – School level Administrators will provide ongoing training</li> <li>• <b>Partners:</b> <i>TBB, ANDRUS, Interactive Health, LLC., Beczak,</i></li> </ul>
<b>Responsible Parties</b>
<b>Certified Evaluators</b> – School Administrators <b>Lead Evaluator</b> – School Principal Certified in the evaluation process and responsible for coordination and compliance with all APPR related matters for the school
<b>Logistics - Scheduling, Conducting, Reporting</b>
<b>Scheduling</b> - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences, Voluntary; Classroom Observations; Post-Observation Conference, Voluntary <b>Conducting</b> <ul style="list-style-type: none"> <li>• Building Administrators – Principals and Assistant Principal(s), as certified evaluators, will conduct observations and end-of-year evaluations</li> </ul>

- District Administrators – District Level Administrators certified in the evaluation process may conduct observations and conferences as deemed necessary or by request of school Principal

#### **Reporting of Results**

- To Staff – Results will be reported by school level certified evaluators to staff under review
- To District - Principal (Lead Evaluator) will communicate school results to a) District Chief Academic Officer, b) Office of Administration & Supervision, c) Office of Assessment and Reporting
- To NYSED - Results reported by the Office of Assessment and Reporting

#### **H. Educational Plan**

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

##### *i. Curriculum*

**ELA-** *Journeys Common Core* and *Journeys Digital Gateway*, the on-line curricular component, chosen for students in K-6, is a reading and literacy program designed specifically to assist students implement the Common Core and ensure student success. The comprehension and language developed in *Journeys* reflect the Common Core’s focus on students’ development of independence across a range of text types of increasing difficulty. *Journeys* features a wide range of classic and contemporary texts that reflect diverse cultures and ideas, giving teachers ample opportunities to expand their students’ experiences and to challenge their thinking across an array of topic areas. Thinking Maps will be integrated into all literacy instruction, as appropriate.

*Journeys* writing instruction provides coverage of the Common Core State Standards in informative (explanatory), argumentative (opinion), and narrative writing. In addition to the *Journeys* writing component, “*Units for Teaching Writing*” by Lucy Calkins will be implemented. Both *Journeys* and Calks Units of study will be implemented with the support of Thinking Maps for planning in Year 1.

Senderos is the Journey’s publication for bilingual students which is available for all bilingual classes. LoGramos, the counterpart to *Journeys Common Core*, is the Spanish Reading Assessment Program chosen for those students in K-8 that are enrolled in a bilingual program. Sendero a Casa: *Actividades con la Familia* (My Journey Home: Family Connection) involves families in student learning with ideas for every day of every week, plus new material to enjoy together. Thinking Maps will be integrated into all literacy instruction providing access points for ELLs.

Holt McDougal Literature Common Core, chosen for students in 7<sup>th</sup> and 8<sup>th</sup> grade, is the middle school reading and literacy program designed to follow *Journeys Common Core*. This seven-level series of textbooks is a comprehensive resource that addresses all key points of the Common Core State Standards in English Language Arts (ELA).. This will be implemented with the support of Thinking Maps for planning in Year 1, In Year 2, the Thinking Maps writing

curriculum will be introduced with a focus on the 6 traits, Response to Text and Expository. Year 3 will include Narrative and Argument Writing. This curriculum will be integrated with existing content.

**MATH-** *enVision MATH Common Core*, chosen for students in K-5, is a focused and coherent mathematics curriculum that provides in-depth instruction on mathematics content identified by the CCLS. This focused and coherent curriculum makes possible in-depth student understanding, which in turn leads to higher student achievement. Thinking Maps will be integrated into all mathematics instruction, as appropriate.

*CPM (College Preparatory Mathematics)*, chosen for students in 6<sup>th</sup>-8<sup>th</sup> grade, is a comprehensive math program that was built around three fundamental principles informed by both theory and practice: 1) initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher; 2) integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea and 3) long term retention and transfer of knowledge is best supported by spaced practice or spiraling. All math instruction will be enhanced with the use of Thinking Maps aligned to the content being taught.

ii. *Instruction*

The Common Core Programs chosen for ELA and Math address the six shifts that the Common Core require educators to address. Through Journeys, Senderos, the Holt McDougal series, Calkins writing and the use of Thinking Maps students will participate in whole group, small group and independent literacy. The balances of informational and literary text in these series are appropriate for K-5 with a 50/50 balance and grades 6-8 with a 60/40 balance with a focus on content rich non-fiction in both Social Studies and Science as well as what is read during the literacy block. The curriculum includes all aspects of the workshop model, evidence-based conversations about text and the increase of transferable vocabulary. The writing component of all three programs support a focus on informative (explanatory), argumentative (opinion), and narrative writing using modeled, collaborative, independent writing and writing conferences with students.

In Math, the suggested accelerated traditional pathway to the Common Core State Math standards that were developed by the Common Core State Consortium will be utilized. Topics will be accelerated in both 7<sup>th</sup> and 8<sup>th</sup> grade giving students the opportunity to sit for the 8<sup>th</sup> grade Algebra Regents. In Science, 8<sup>th</sup> grade students will be following the New York State Regents Curriculum in either Earth Science or Living Environment.

iii. *Use of Time*

The school calendar will begin on September 5, 2015. Every student will have the opportunity to participate in Summer Learning Labs and Extended Learning Time. The school day will start at 7:30 a.m. and end at 4:30 p.m. The day for students will consist of 8-10 periods that vary in length according to content area.

<b>K-5 Bell Schedule</b>	<b>6-8 Bell Schedule</b>
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<b>Period 1:</b> 7:30-8:35 (ELT)	<b>Period 1:</b> 7:30-8:35 (ELT)
<b>Period 2:</b> 8:40-9:45	<b>Period 2:</b> 8:40 - 9:29
<b>Period 3:</b> 9:50-10:55	<b>Period 3:</b> 9:33 -10:19
<b>Period 4:</b> 11:00-12:05 Lunch	<b>Period 4:</b> 10:23-11:09
<b>Period 5:</b> 12:10-12:40	<b>Period 5:</b> 11:13-11:59
<b>Period 6:</b> 12:45-2:25	<b>Period 6:</b> 12:03-12:49 Lunch
<b>Period 7:</b> 2:30-3:35	<b>Period 7:</b> 12:53-1:39
<b>Period 8:</b> 3:40-4:30 (ELT)	<b>Period 8:</b> 1:43-2:29
	<b>Period 9:</b> 2:33-3:19
	<b>Period 10:</b> 3:23-4:23 (ELT)
	DISMISSAL: 4:30

Strategies for the use of instructional time that will lead to a pedagogically sound schedule include: 1) Increased learning time and instruction in core academic subjects of ELA, Math, Social Studies and Science; 2) Enrichment activities that will contribute to a well rounded education; 3) Increased opportunities for teachers to collaborate, plan and engage in professional development includes congruency and/or professional development. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

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

Data Driven Instruction refers to a teacher’s use of the results from various student assessments to plan instruction (Thompson, 2010). The Data Team will spearhead staff training on formative assessment under District guidance. The four principles of effective data driven instruction will become part of the culture: assessment- rigorous interim assessments; analysis- examination of results to identify the causes of both strengths and shortcomings; action- teach effectively what students most need to learn; and culture- create an environment in which data-driven instruction can survive and thrive. Various forms of informal, ongoing formative assessment will be used to inform instruction in all content areas in addition to more formal measures.

**ELA Assessments:**

The following assessments will be administered on a needs basis: Emerging Literacy Survey (K-1), Diagnostic Assessment-Individually Administered; Comprehensive Screening Assessment-; Weekly Assessments, and monthly Running Records. Additionally, the likely schedule of assessments follows. This schedule will be adjusted according to school and district goals and requirements:

- District ELA Interim Assessments will be administered to students in Grades 3-8 in October 2015 and February 2016;
- Measures for Academic Progress (MAP) for primary grades are diagnostic and computerized adaptive assessments in reading and mathematics, specifically tailored to the needs of early learners. MAP will be administered a minimum three times a year to students in Grades K – 3;
- Journeys Reading Program will provide students in K-8 two formal ELA assessments per year (January, June) to measure cumulative mid-year and yearly progress.

- Children’s Progress, an adaptive and diagnostic ELA assessment, will be administered three times to students in PreK (Fall/ Winter 2014 Spring 2015);
- Baseline, Intermediate and End of the Year Writing Assessments will be administered (September 2015, January and June 2016);
- At the discretion of the school principal, D.R.A. (Diagnostic Reading Assessment) will be administered to students in K-3 in September 2015 and May 2016;
- New York State ELA Examination will be administered in April 2016.

Math Assessments include the following:

- *Core Connections* courses have access to the assessment resources for those courses via eBook version. The test banks and sample tests completed will be available by spring 2015. All courses will offer benchmark and end of unit assessments;
- District Math Interim Assessments will be administered in Grades 3-8 in October 2015 and February 2016;
- Children’s Progress, an adaptive and diagnostic Math assessment, will be administered three times to students in K-3 Fall/Winter 2014 and Spring 2015;
- Local Pre and Post Assessments will be administered twice annually;
- New York State Math Examination will be administered in April 2016;
- 8<sup>th</sup> Grade students will take the New York State Regents Integrated Algebra Exam and a Science Regents in June, 2016.

Analysis of all results will take place on a regular and consistent basis for all teachers in K-8. Student and class goals will be formulated during regular congruency meetings and professional development sessions. The teachers will plan units and lessons and use curriculum and materials aligned to New York State Common Core Standards and will orchestrate learning experiences for students while implementing on-the-spot assessments as they check for understanding. Utilizing a variety of measures and comparing composite scores, teachers will use the data to plan improvements and identify struggling students. The summative assessments mentioned will be the high-stakes examinations that will drive the Inquiry practice in the school. These multiple and varied measures administered over an extended period of time will provide more reliable information about student learning and the impact of effective teaching. The follow through into professional development and the supports and resources provided through coaches and post secondary advisors in literacy and numeracy will have a significant impact on raising student achievement as measured by standardized tests.

Inquiry practice also referred to as systemic, intentional study by teachers of their classroom practices (Cochran-Smith and Lytle, 1993) will become part of the everyday culture. With coaching, teachers will engage in regular classroom inter-visitations with colleagues to examine the best teaching practices that are part of the action plan. The school’s formal inquiry cycle will include all three phases of the Inquiry Process. The Time Line follows:

- August 2015 - Define a school-wide focus group consisting of Teachers, Administrators, and Parents.
- October 2015 - Define a target population (skill, sub-skill and students) after examining the 2014 NYS ELA/ Math results.

- October 2015 - Define the long term goal.
- November 2015 - Define learning targets and short term goals.
- November 2015 - Analyze the target population's conditions of learning and systems that produced conditions of learning.
- December 2015 - Design and implement change strategy.
- January/February 2015 - Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed.
- Launch 2<sup>nd</sup> Inquiry Team.
- January 2016 - Define a school-wide focus group consisting of Teachers, Administrators, and Parents.
- February 2016 - Define a target population (skill, sub-skill and students) after examining the 2013 NYS ELA/ Math results.
- February 2016 - Define the long term goal.
- March 2016-Define learning targets and short term goals
- March 2016-Analyze the target population's conditions of learning and systems that produced conditions of learning
- April 2016-Design and implement change strategy
- May 2016-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- June 2016 - Reflect on the findings of the inquiry teams and prepare for change

v. *Student Support*

The system chosen for identifying students at-risk for academic failure will be through ASSIST: Academic Student Support and Intervention Teaming (RTI Model). It will be continued with regularity and implemented with fidelity. According to 100.2, Academic Intervention Services (AIS) will be available to students. The ASSIST team of school-based professionals will determine the academic intervention needs of students in K-8 in both ELA and Math. The team will develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Classroom teachers will monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. The extended school hours/days will help ensure that AIS is implemented consistently as it is built into the daily schedule.

vi. *School Climate*

As a partner, *ANDRUS* will introduce a clinical team to provide social, emotional and behavioral support. Through the Sanctuary Model the clinical team will offer a variety of support services to supplement the support currently offered through district personnel. These services include assisting students, staff, and parents in general and special education settings, both within the classroom and outside of the classroom setting during the school day and through the extended day program addressing a broad range of socio-emotional and behavioral issues. Additionally, a primary focus will be to provide high quality engagement and education to families as they build **School 18** as a community school. The *ANDRUS'* partnership will provide systemic staff development along with social-emotional learning opportunities for families. *ANDRUS* will partner with TBB to include Thinking Maps in their work with students, staff and families.

In addition to the *ANDRUS* partnership, in order to support safe and productive learning environments, this school will engage in several evidence-based, targeted strategies to improve school climate. The strategies may include:

- Relationship Focused: Connect every student to at least one caring adult
- Establish a School Improvement Team (SIT);
- Establish School Wide Focus-Adopt community wide practices to build character and support appropriate student behavior (Food Drives, Homework Helpers etc.);
- Emphasize Resiliency: Help at-risk students use school and community-based supports to build upon their unique strengths;
- ASSIST (RTI): Use diverse and increasingly intensive approaches to support students academically;
- Data-Driven: Track and analyze school data that goes beyond test scores and includes perceptions of key school climate indicators;
- Coordinate: Build systems to link educators, students, parents and the community (PTA, SCD, Title I Meetings);
- Promote healthy bodies, eating, fitness and weight through *Healthy Bodies*.

vii. *Parent and Community Engagement*

The school will encourage parent/family involvement and communication using Thinking Maps as a shared language with the goal to support student learning by enacting a plan to incorporate the following into regular school practices:

1. Use the Community Center to build a support community and provide family resources and opportunities for involvement;
2. Publish a monthly Newsletter to share with the community school happenings;
3. Send a needs assessment to parents to get their feedback on what they view as important to address;
4. Extensive use of E-Chalk and a Parent and Community Webpage;
5. Develop the school as a Community Service school with a building that is open to serve the community beyond the school day, operating a joint partnership with the community agency, Westhab, providing access to health services, and offering social and educational services for families and community members;
6. Ensure that parent contact information is up to date so that communication flows;

The school will offer programs, events and activities related to encouraging parent involvement and engagement such as:

1. “Parents as Partners” - information and support to foster parent involvement;
2. “Parent of the Month Club” – recognition of parent contributions to the school Community;
3. “Three for Me” Project (parents pledge to volunteer three hours per year per child);
4. Orientation day(s) before the first day of school and at back-to-school night (within the first month) to familiarize parents and children with the school setting;
5. Establish a program to encourage English for Speakers of Other Languages (ESOL) parents to become involved with their child’s education;

6. Planning sessions with parents to help them develop strategies for supporting their child’s success inside and outside of the classroom;

Prior to each testing period, correspondence and presentations will be made by the Administration to parents. These will include a brief overview of each exam and the importance of passing it. After the periodic assessments are given, communication will be made to parents indicating their child’s progress and any areas of need along with the supports available to their child. This will occur more frequently for students of concern. Ongoing parental workshops are given to support the students in school through Title I services and, per 100.11, a School-Based Planning Team will also be established where parents, teachers and administrators will meet regularly to examine educational issues, student achievement, and accountability. As per Title I, parents will be invited to participate in regular workshops that pertain to the educational needs of students and those of the community. Surveys will be sent to all parents periodically throughout the school year for feedback on the quality of workshops provided, communication, school environment, programs, events and calendars.

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

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

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

Focus groups in each school were interviewed around their needs and those of their students and teacher evaluations of prior professional development initiatives were reviewed, in addition to staff observations, evaluations and walk-throughs that indicated areas of need. Recommendations documented in external audit reports were also taken into account. Current research in teaching, learning and assessment provided the knowledge base for the type of programs to be presented. When presented with this concept, a school focus group considered it an excellent model for the school to implement.

- ii. *Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016).*

Each partner identified in Section F.i. has a critical role in supporting School 18’s efforts to achieve the identified school and district goals. The finite timeline of the professional development calendar will be designed with partnership organizations in September to ensure alignment of initiatives and assurance of goal attainment.

	<b>EVENT</b>	<b>AGENT</b>	<b>OUTCOME</b>	<b>REPORTING</b>
SEPT	<ul style="list-style-type: none"> <li>• Development and sharing of action plan including PD calendar</li> <li>• Identify success</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• School and all partners will have clear understanding of goals,</li> </ul>	<ul style="list-style-type: none"> <li>• Collect beginning of year performance data on students and staff</li> <li>• Thinking Maps</li> </ul>

	<ul style="list-style-type: none"> <li>criteria for each goal &amp; partner</li> <li>Gather baseline data</li> <li>Introduce Thinking Maps</li> </ul>		<ul style="list-style-type: none"> <li>success criteria and plan</li> <li>Staff will use Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>Implementation Rubric</li> <li>Summary report by TBB</li> </ul>
<p>SEPT *NOTE- This continues throughout each remaining quarter.</p>	<ul style="list-style-type: none"> <li>On site consulting work supporting development of instructional skills across all content areas</li> </ul>	TBB	<ul style="list-style-type: none"> <li>Teacher practice will be improved.</li> <li>Student performance will be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li></li> </ul>
<p>SEPT *NOTE- This continues throughout each remaining quarter.</p>	<ul style="list-style-type: none"> <li>Open Family Welcome Center</li> <li>PD for staff focused on developing best practice in classroom management, character development, health and wellness</li> </ul>	ANDRUS Health, interactive Health, Health & Wellness Instructor,	<ul style="list-style-type: none"> <li>Action plan for support of social emotional well-being of students</li> <li>Opportunities for parents to participate in school community</li> </ul>	<ul style="list-style-type: none"> <li>Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li>Surveys from parents</li> </ul>
OCT-DEC	<ul style="list-style-type: none"> <li>Review quarterly progress of each partner to determine whether to continue partnership</li> <li>Introduction of use of multiple Thinking Maps</li> </ul>	TBB	<ul style="list-style-type: none"> <li>Progress made towards school academic and community goals</li> <li>Student independent use of Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Maps Implementation Rubric</li> <li>Summary report by TBB</li> </ul>
<p>OCT-DEC *NOTE- This continues throughout each quarter.</p>	<ul style="list-style-type: none"> <li>Begin STEAM inquiry programming in Extended Day sessions</li> </ul>	Saunders HS & Riverside HS Robotics	<ul style="list-style-type: none"> <li>Increased student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Partners submit summary of work completed, progress towards goals and plans for next quarter</li> </ul>
JAN-MAR	<ul style="list-style-type: none"> <li>Review quarterly progress of each partner to determine whether to continue partnership</li> </ul>	TBB	<ul style="list-style-type: none"> <li>Progress made towards school academic and community goals</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Maps Implementation Rubric</li> <li>Summary report by TBB</li> </ul>

	<ul style="list-style-type: none"> <li>• Thinking Maps Comprehension course</li> </ul>		<ul style="list-style-type: none"> <li>• Student independent use of multiple Thinking Maps</li> </ul>	
APR-JUNE	<ul style="list-style-type: none"> <li>• Review quarterly progress of each partner to determine whether to continue partnership</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Progress made towards school academic and community goals</li> <li>• Student use of Maps for writing or speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>

iii. *Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data*

The planning period at the beginning of the implementation is critical in identifying the clear roles, responsibilities, goals and plans for each partner. The effects of these professional development plans will be evaluated on a quarterly basis using the specific success criteria surfaced by each partner during the August and September planning and launch phases. Outcomes will be monitored and subsequent modifications will be made as a result of staff feedback, evaluations, principal observations, APPR, consultant reports and/or interim and state assessment data. Based on the progress made towards identified goals, each partner’s participation will be approved or terminated for the next quarter.

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

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

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

The YCSD has multiple established forums for dissemination of information that does include school status and notifications of activities such as meetings and workshops many of which are grant related. Information is made on the district and website and school web pages along with other web based resources. Daily, the Superintendent hosts meetings with department

administrators, school administrators, and partners to share and explore information and through the quarterly Parent Advisory Council meetings held at Central Office from 10:30 a.m. to 12:00 p.m., information is shared district wide and then disbursed to schools throughout the district. The PTSA representatives meet monthly with Central Office and School administration representatives at different school and in the evening from 7:00 p.m. to 8:30 p.m. and the Deputy Superintendent meets monthly with school administration at Central Office during the day via conference calls or in meetings with principals in attendance. These same practices should continue to be in place during the course of the grant and the information would be shared with **School 18**.

Following the successful practice of the current SIG awarded schools, there will be quarterly meetings among all stakeholders at the school site and during the school day. Central Office, school administrators, partners, bargaining unit representatives, parents, and students are invited to join these sessions. During these meetings, the plan is reviewed, progress identified, and findings addressed. Twice a year every parent is afforded the opportunity of a parent teacher conference either during the school day or evening. A third opportunity to meet with faculty and administration is a new proposal for **School 18**. Throughout the year, Title I and ESL teachers host parent meetings and educational workshops at the school and throughout the district, during the school day, after school, and on Saturdays. Updates are provided at these meetings. Weekly, the school principal meets with the school PTSA president and with the school student government representatives where updates are provided. The new Community Center would serve as a daily parent, family, and community center for information on the SIG plan. In addition to these systemic opportunities the **School 18** administration, faculty and staff communicate with parents frequently, using a variety of methods: Monthly meetings with the Community Engagement Team (CBO's, Teachers, students, parents and CSEA), Utilize a home-to-school/school-to-home communication system, using methods that work best for specific parents and teachers, Ensure that parent contact information is up to date, Provide information reflecting the SIP plan throughout the year beginning with Open House in Fall, School and classroom newsletters, web pages, blogs, and monthly calendar of events, Using online classrooms such as eChalk for communication between home and school; Offer material for parents in their native language; Personal contact to ensure effective communication; Conduct home visits by special educators and administration, as necessary; Offer events such as "Cake with the Counselor," "Coffee with the Principal," or "Parents and Pastries" to encourage communication between parents and school; Require parent(s) signature on assignments insuring monitoring their child's learning. ,Reports of progress and home follow-up for parents of students who are receiving speech, physical, or occupational therapy services; Group meetings with therapists, counselors, teachers, administrators and parents, and frequent contact between case managers and parents; Inform parents about and invite them to Special Education Advisory Committee Meetings; Educational workshops are offered throughout the school year addressing the needs and requests of parents, families, and community members on pertinent topics such as Cultural Diversity Training; Parent trainings conducted by partners; Student work celebrations through partner and vendor organizations.

**K. Project Plan and Timeline**

*The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the*

effective implementation of the SIG plan and are directly aligned to the components of the selected model. The project plan must contain each of the following elements:

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2015 to June 30, 2016) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.

<b>Planning Period 7/1/15-8/31/15 – Responsibility Grid</b>	
<b>Actions/Activities</b>	<b>Accountable Person/Group</b>
Identification of Principal	Superintendent of Schools; Deputy Superintendent;
Development of Agreements with Bargaining Units	Superintendent of Schools; Deputy Superintendent, Assistant Superintendent of Elementary Instruction and Administration,; YCA; YFT; PTSA
Data Analysis and Accountability Planning	Executive Director Student Information, Assessment and Reporting; Executive Director of School Improvement; Assistant Superintendent of Special Education; Principal
Application for Teaching Positions and Hiring of Faculty	Superintendent of Schools; Deputy Superintendent; Principal
Contract Negotiations; Presentation to BOE	Executive Director of School Improvement; Principal
Budget Planning (i.e., Purchasing of Materials and Supplies)	Executive Director of School Improvement; Budget Analyst; Principal
Design of School Calendar and Instructional Schedule	Superintendent of Schools; Deputy Superintendent; Assistant Superintendent of Elementary Instruction and Administration; Executive Director of School Improvement; Principal

<b>Year One Implementation Period 9/1/15-6/30/16 - Goals and Key Strategies</b>	
<ol style="list-style-type: none"> <li>1. Establishing <b>School 18</b> as a Community Oriented School that is jointly operated through a Partnership Consortium. There will be an integrated focus on academics, health, and social services as well as youth and family community engagement, which will be supported for students through extended learning time;</li> <li>2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment;</li> <li>3. Addressing the language needs through a multi-lingual educational approach which affirms the school community linguistic diversity. The improved <b>School 18</b> brings authentic, hands-on experiences that have technological supports and enrichment activities to all students through cross-curricular reading, interactive opportunities utilizing online activities and extended learning 21<sup>st</sup> Century activities.</li> </ol>	
	<ul style="list-style-type: none"> <li>• Adoption of mission and vision for the Community Oriented Wrap</li> </ul>

<p><b>9/1/15 to 6/30/16</b></p>	<p>Around School. Communication and implications for stakeholders.</p> <ul style="list-style-type: none"> <li>• Partnerships with: <i>ANDRUS, Interactive Health, LLC.</i>, TBB</li> <li>• Identification of Project Manager</li> <li>• Contracts with vendors to bring enrichment opportunities to the school community: Riverside High School Robotics Program, BECZAK,</li> <li>• Identify strategies for supporting SWDs and ELLs</li> <li>• Implemented professional development plan based on calendar developed jointly by administration and staff</li> <li>• Implementation of Journeys, enVision math, College Preparatory Math</li> <li>• Develop activities for extended learning with a focus on project based assessment/UBD</li> <li>• Analysis and Accountability of Implementation</li> </ul>
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This design is built on a Logic Model captures the Theory of Action as it applies the individual school improvement plan and includes additional detailed key strategies captured in this report under *Section II, School Level Plan, A.ii, School overview.*

- ii. *Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan..*

Early wins are based on research proven strategies of visible improvements within the first few weeks (or months) of school designed to build momentum and communicate change.

<p><b>Early Wins: a) Physical Structure, b) Learning Time/Time Efficiency, c) Behavior</b></p>
<p><b>a) Improvement of Physical Structure:</b></p> <ol style="list-style-type: none"> <li>1. Review and repair of structural issues with a goal of quick improvement to the physical structure;</li> <li>2. Enhance internal environment with attractive displays of student work updated at least monthly (i.e. art work, paintings, murals, music, videos, plays, digital creations);</li> <li>3.</li> </ol>
<p><b>b) Learning Time / Efficiency:</b></p> <ol style="list-style-type: none"> <li>1. Streamlined process to access and distribute resources;</li> <li>2. Well organized classroom spaces free of clutter, clearly identified learning centers, common strategy charts throughout the school;</li> </ol>
<p><b>c) Behavior:</b></p> <ol style="list-style-type: none"> <li>1. High visibility of staff throughout the school – during class changes, before and after school;</li> <li>2. Highly visible consistent school-wide positive student behavior plan;</li> <li>3. School-wide practices for manifesting positive environment (e.g., greeter students, public acknowledgement of positive behaviors, caring/charitable events during strategic times throughout the school year;</li> <li>4. Parent, family, and community use of the Community Center.</li> </ol>

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

**Leading Indicators of Success**

**Goal 1: Student Achievement Outcomes**

**Prekindergarten – Grade 8**

- A. Fifty-five percent (55%) of all students in Grades 3-8 will score at proficiency (Level 3) on the New York State ELA and Mathematics assessments
- B. Ten percent (10%) of all students in Grades 3-8 will score at mastery (Level 4) on the New York State ELA and Mathematics assessments
- C. Thirty-five percent (35%) of all Students with Disabilities (SWD) in Grades 3-8 will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments
- D. Thirty-five percent (35%) of all Limited English Proficiency (LEP) students will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments
- E. Ninety percent (90%) of all students in Grades 3-8 will score at Level 2 or higher on the New York State ELA and Mathematics assessments

- a) Short-cycle progress monitoring in ELA and math using identified intervention assessments
- b) Collaborative planning of grade level team to problem-solve and brainstorm focus efforts to support increased student achievement; documentation of same
- c) Evidence and demonstration of one or more grade wide project based learning opportunities

**Focus indicator Year 1:** A 10% increase in attendance at school based events by parents/guardians, at least 4 Shared Decision Making meetings held throughout the school year with representation by the required groups (parents, students in grade 4 or higher).

**Focus indicator Year 1:** A 5% decrease in the number of students who receive an Out of School Suspension or In School Suspension/Intervention, a 50% decrease in the number of students who are referred to the office for administrative intervention.

<b>What</b>	<b>How collected</b>	<b>Who will analyze &amp; Reporting Protocol</b>
<b>Monthly progress monitoring data</b>	<ul style="list-style-type: none"> <li>• In class assessment data ELA/Math</li> <li>• Progress monitoring data for targeted skills</li> <li>• Open ended student work to assess multiple content sub-strands</li> <li>• Student attendance data</li> </ul>	<p><b>Analysis:</b> Leadership Committee, Inquiry/Data; Classroom teachers PLC</p> <p><b>Reporting:</b> 1) PLC meeting minutes, 2) Progress monitoring data sheets, achievement using prescribed NYS open rubrics for ELA and Math,</p>
<b>Teacher, staff, and parent communication and satisfaction levels</b>	<ul style="list-style-type: none"> <li>• Meeting Agendas</li> <li>• PTA meetings - monthly</li> <li>• Suggestion boxes</li> <li>• Staff attendance data</li> <li>• Quarterly school newsletter</li> </ul>	<p><b>Analysis:</b> Leadership Committee, Shared Decision Making Committee, Administration</p> <p><b>Reporting:</b> 1) Attendance sheets for workshops and PTA meetings, 2) Suggestion box data recording,</p>

<p><b>Positive School Culture</b></p>	<ul style="list-style-type: none"> <li>• Tracking suspensions by offense code in eSchool</li> <li>• Required use of documented parent outreach and interventions</li> </ul>	<p><b>Analysis:</b> Administrative Team, Leadership Committee, RtI/PBIS PLC</p> <p><b>Reporting:</b> 1) Monthly analysis of incidents by code in eSchool, 2) RtI/PLC meeting notes to track interventions, 3) Monthly analysis of associated data</p>
<p><b>Reporting: How / To Whom / Action</b></p>		
<p><b>Building level:</b> Data collected reported to Principal</p> <p><b>District level:</b> Principal reports to Executive Director of School Administration, Executive Director of Instructional Support, School Improvement Director, relevant Administrative representatives</p> <p><b>Action:</b> Data gathered used to inform and revise project design</p>		

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

The Community-Oriented Inquiry Model responds to the identified goals of School 18 and the district by collaborating with partner organizations that are leaders in their respective fields. The strategies are all grounded in extensive research and will be implemented at the school through the support of trusted and vetted partner organizations that will be monitored for effectiveness on a quarterly or more basis throughout the year. The EPO, TBB, will provide additional accountability in achieving the goals by reviewing the quarterly results and contributions of each partner and working closely with school and district leadership to determine whether to maintain, alter, or conclude partnership agreements with external vendors selected to support the school in meeting its goals.

## **I. District-level Plan**

### **A. The Yonkers City School District Overview**

*Demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed:*

- 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.*

Yonkers City School District (YCSD) is the fourth largest school district in New York State, located in the lower Hudson Valley, immediately north of New York City. It is a vibrant learning community of over 27,000 students from 100 diverse cultures and nationalities in grades Prekindergarten through 12. The YCSD is comprised of 39 schools and currently has six schools that are classified as Focus Schools and seven Struggling and one Persistently Struggling School.

The YCSD is clearly committed to improving its lowest achieving schools, as evidenced through multiple partnerships and grant initiatives the district has established that connect students and their families to services that meet their needs and support educational success. Services are determined by such indicators as student behavior, attendance, academic achievement, and facilities that promote physical and mental well-being. These indicators, along with observation, guide the district in determining appropriate remedies and partnerships. The Yonkers Thrives Partnership is an innovative education-focused collaborative that is working to affect positive change for children and families in Yonkers. Through the district supported Yonkers Thrives Partnership, parents, students, local businesses, non-profit service organizations and local political leaders collaborate to provide rigorous academic programs and a full range of school-linked programs and services. The District has identified needs in the areas of academic enhancement, family engagement, nutrition, mental health, healthcare, legal counseling, parenting skills, housing, and workforce training for parents.

To improve the District's lowest achieving schools and bring the Community-Oriented School Design Framework to **School 18**, while ensuring that all students graduate high school ready for college and careers, one looks at the District's capacity for system wide improvement. Upon appointment as Superintendent of Schools, Dr. Michael Yazurlo immediately shared his SMART Accountability Goals for Administrators with the understanding that "High Achievement always takes place in the framework of High Expectation" as penned by Charles Kettering. Dr. Yazurlo's SMART Goals consist of seven achievement oriented goals that challenge educators and students to achieve at a higher level: 1) Ninety percent (90%) of all students in Grade 3 will finish the grade reading at proficiency or mastery level; 2) Sixty percent (60%) of all students in Grades 3-8 will score at Proficiency (Level 3) or higher on the New York State ELA and Mathematics assessments; 3) Eighty percent (80%) of Grade 12 (2011 Cohort) students will meet all graduation requirements and apply to a post-secondary institution; 4) Develop and implement a plan to specifically address the academic and social needs of Students with Disabilities (SWD); 5) Develop and implement a plan to specifically address the academic and social needs of English Language Learners (ELL); 6) Full implementation of the Common Core Learning Standards (CCLS) using the Annual Professional

Performance Review (APPR) process to gather evidence; and 7) Institute a positive supportive and respectful school and central office culture mindful of all stakeholders. The District's Theory of Action is incorporated in the **School 18** Improvement Plan Logic Model which is captured in this application under *Section II, School Level Plan, A.ii, School Overview*. The plan brought to the school through its partnership with The Balance Between, Inc. (TBB) as the Educational Partnership Organization holds at its core the shared visual language of Thinking Maps®. This language will serve as the foundation for strategic growth and development of understanding of the demands of the Common Core Learning Standards that will be applied to instruction with brain-based instructional practices resulting in enhanced learning opportunities for SWDs and ELLs resulting in improved performance as measured by standardized tests. The partnership with TBB will also lead to enhanced culture within the school and the surrounding community as a result of analysis and evidence-based decision-making aimed at developing positive and productive relationships.

- 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.*

The YCSD has proven itself to be a conduit of change through a systematic approach to school improvement. The Superintendent's School SMART Accountability Goals for Administrators are non-negotiable, squarely focused on addressing the needs of the district's students and families, and aligned to the Vision and Goals is the District Comprehensive Improvement Plan (DCIP). The DCIP is based on findings and recommendations of District and School Administration, faculty, parent and student focus groups, as well as NYSED Integrated Intervention Team (ITT) Reports, the Diagnostic Tool for District and School Effectiveness Monitoring Reviews) and concentrated on the Priority and Focus schools. Incorporating multiple annual reports and evaluation reviews, the DCIP was created to improve the Priority and Focus or Struggling Schools. The Executive Director of School Improvement with support from Senior Administration oversees implementation of the DCIP with the school administration and each school community along with ensuring alignment of Priority School Comprehensive Education Plans. With a systemic coordination of activities from district departments to contracted consultants to community organizations with Priority and Focus schools sharing the same goals, the District expects significant improvement in these schools.

The YCSD's dedication to change is evident in the improvements made over the last 3 years in its underperforming schools. Multiple successful actions have impacted these underperforming schools. They include: an effective and approved APPR with the collective bargaining units to implement new evaluation systems; creation of School Support System Teams; establishing Family Welcome Centers in schools, the addition of District Staff; establishment of a High Quality Pre-School Program throughout the district; and establishing professional learning communities within each school.. Supporting the YCSD's actions to turn around its lowest achieving schools is the coordination of grants to support District initiatives. District and School Administration align the objectives of grant applications with the Superintendent's vision and goals and the DCIP. *As an example, at **School 18** the total number of disciplinary incidents was more than 67 three years ago, and the total number of incidents for this year is 0. In addition, 58 eighth grade students are participating in Living Environment, Earth Science, or Integrated Algebra classes. Last year 59 students took the Regents.* The significant change in behavior and

change in attitude and culture is a result of the collaborative efforts of the partners, teachers, families and administration.

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

In establishing District readiness, Superintendent of Schools, Dr. Michael Yazurlo, is adamant about student achievement and expresses his expectations regularly during cabinet meetings. Through the oversight of Central Office and school administration, all schools in the District are expected to meet the Superintendent's non-negotiable goals. The Superintendent is supported by the Deputy Superintendent, Assistant Superintendents, Executive Directors and Directors. Cabinet and department meetings are held regularly to discuss and share school reports. District liaisons are assigned to each school. They are in constant communication and provide additional support to school administrators, teachers, parents and students.

Ongoing support and monitoring of student progress is conducted by the Deputy and Assistant Superintendents through meetings with principals, the Superintendent and his cabinet. This monitoring also includes the mid-year principal review where student progress is addressed and highlighted in addition to implementation of recommendations through the DTSDE. Priority and Focus School Comprehensive Education Plans (SCEP) and programs are designed for capacity building, sustainability and alignment to the District plans.. The Deputy Superintendent holds department meetings where support and intervention strategies are designed.

District objectives for student support include: a focus on the RtI programs; expanded partnerships with social service agencies, and addressing the Dignity for All Act. District readiness to build upon its current strengths is evident through the Parent Advisory Council which opened the year reviewing a 2014 survey of past parent workshops, community partners, and communication. Actively engaged in implementing a long term plan that incorporates these findings and identified opportunities for parent involvement and engagement, the Council identified areas of need for educational workshops, community partnerships, family supports, and school based Family Welcome Centers. Additionally, the district was able to secure in excess of \$33 million in funding to provide a Comprehensive High-Quality Full-day Prekindergarten program in all 31 of its elementary schools, which will give YCSD the capacity to serve upwards of 1,500 of its Pre-K students in highest need each year of the grant, commencing in September, 2015. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs should lead to system-wide improvement in its Priority and Focus schools. Administrators observe one hundred percent of the instructional staff on a monthly basis through classroom walkthroughs and formal observations, providing ongoing feedback for instructional improvement and to ensure implementation of learned skills in the Priority Schools. The efforts detailed herein clearly establish that the district is poised to build on its successful system-wide school improvement efforts.

#### **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.*

- i. *Describe the operational autonomies the LEA has created for the Priority School in this application.*

1) The YCSD staffing policies - with respect to transfers and filling open positions in schools YCSD follows a negotiated process as described in the labor agreement with the Yonkers Federation of Teachers. The current process relies on district seniority. Staffing needs are based on projected enrollment for the next school year in order to meet the pedagogical, safety, administrative, and social/emotional needs of the students. In the event that positions are added, a "building shuffle" is held in April at which time the open positions are offered to other faculty in the building. New vacancies in each school are listed by school and content area in "Postings" and distributed to the schools. At the closing of the two separate posting periods, central office awards new positions to the most senior teacher who has requested to be transferred. Central office applies seniority to requests from any teacher to transfer to another position.

In order to provide a more autonomous staffing system, **School 18** will use a Gateway system. Based upon the *Innovation Framework* model identified for **School 18**, the Gateway posting will identify specific criteria to be met. The new Gateway posting is negotiated among the bargaining units and approved by the Superintendent. In the postings, positions available at **School 18** will be advertised clearly, indicating the criteria for selection of this Gateway position. In addition, the posting will explain the process for selection to maintain transparency in the hiring and transfer process. The criteria for the Gateway will include the agreement to work in a school with an extended learning day. Staff interested in applying for a Gateway position will be required to submit a letter of interest as well as a resume and will be scheduled to interview with both the new administration at the school and the District Administration. If more than one candidate meets the Gateway criteria, then the position is given to the candidate with the highest seniority. If no candidate meets the Gateway criteria, the position will be reposted.

2) School Based Budgeting – Generally, in an effort to provide the principal and school administration with the autonomy and flexibility to utilize staff and implement strategies to best support the school, the district uses the zero-based budget philosophy for extended day programs. The principal presents to central office a proposed budget, outlining cost of programs to be implemented in the school. The principal's budget contains the total costs of various initiatives including all costs related to personnel and supplies. However, as the recipient of the SIG award, the principal of School 18, is provided with the budget as awarded and works with Central Office administrators to create a spending plan and to implement that plan. This practice has been in place at the two previously awarded SIG grants and both principals at the two Struggling schools had operational autonomy with support from Central Office administrators.

3) Use of time during and after school – Use of time continues to be determined district- wide by all schools following an 185 day schedule with a 6.5 hour instructional day. Funding for Extended Learning Time programs has been determined by available funds and principal discretion about how many students are serviced by the instructional program, dates of service, and programs to be presented. Through the SIG award, **School 18** will have autonomy in use of

time before, during and after school because of the significant extended learning time; it is expected to implement a systemic change throughout the school day and school year.

The deployment of faculty and staff to facilitate learning in the classroom will be organized and arranged by the administrative team with input from the site-based management team, school partners, central office and The Balance Between, Inc. (TBB), **School 18's** Educational Partnership Organization (EPO). The principal will exercise final discretionary judgment on all decisions related to the scheduling of staff/student interactions. Additional ELA and Math instructional time will be infused within the school day, with the instructional groupings formed based on data and assessment information derived from a variety of sources such as teacher observation, test data, portfolios, writing notebooks, etc. The school's primary goal is to support students academically, socially, emotionally, and physically (health and wellness

4) Program Selection - As the learning leader of the school building, the principal has the opportunity and responsibility to implement programs that support academic growth and student support. The principal has the ability to select research-based, outcome-oriented programs that are mindful of budgetary constraints. Programs selected for implementation should address all students- ELLs, SWD, General Education- as well as address academics, Social and Emotional Support, family and community engagement and Health and Wellness. The principal of **School 18** has the autonomy to select programs as has been a practice among all schools in the YCSD. Moreover, Central Office administration is available to provide guidance and support.

5) Partner Selection - The selection of partners for the school will be done collaboratively between the school-based administrative team and central office. Partners selected for the school must be able to provide evidence of proven success as well as current research to support their strategies and philosophies. Partners selected must support the theme/focus of each school while supporting the development of ELA and Math skills through the engagement in areas such as Fine Arts, Music, Physical Development, Performing Arts, etc. In addition, partners must address the multiple needs of the student population; academic, social-emotional, cultural, and physical. As with other YCSD schools, the principal assists with the identification of partners, and provides constant feedback on the effectiveness of the partner.. Partners must attend quarterly meetings. School 18's selected EPO, TBB, has proven effectiveness in customized support and transformation in schools and districts across the country both alone and in close partnership with other school-selected partners.

- ii. *Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy.*

The Board of Education Policy #3100 states the responsibilities of the Superintendent. These include charge and control of all departments and employees, supervision and direction over the instructional program, responsibility for the financial management of the district and the budget, transmittance of reports on the status of the schools to the Board, and enforcement of all provisions of law, rules, and regulations related to management. A copy of the policy is attached. Through his Cabinet, the Superintendent identifies procedures to ensure that performance in these areas is implemented in an orderly, efficient, and consistent manner. Implementation of special initiatives, such as the plan for this SIG at **School 18** would be managed with due

diligence to the criteria as established in the grant. Further, notwithstanding the foregoing, **School 18** is a school in Receivership and as such, the Superintendent's authority would extend further than the current Board of Education Policy pursuant to Section 211-f of the Education Law.

iii. *Submit as additional evidence, supporting labor-management documentation.*

In the YCSD contract with the Yonkers Federation of Teachers it is agreed that in addition to transfer options for qualified applicants, "In addition to the above identified magnet positions, the Board and the Federation will continue to meet to consider the establishment of threshold qualifications for magnet and non-magnet positions that may require such specialized qualifications." This agreement for threshold qualifications provides the opportunity for the negotiations and presentation of Gateway positions. Past practice has utilized Gateway positions based on school redesign and/or special program initiatives. Attached is a draft Gateway position as proposed at this time to be posted for **School 18**. Posting procedures are captured in part I of this question as noted above.

### ***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 must contain 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.*

The Superintendent is supported by the Deputy Superintendent, Assistant Superintendents, Executive Directors and Directors. Cabinet and department meetings are held regularly to discuss and share school reports. District liaisons are assigned to each school. They are in constant communication and provide additional support to school administrators, teachers, parents and students. Ongoing support and monitoring of student progress is conducted by the Deputy and Assistant Superintendents through meetings with principals and the Superintendent and his cabinet. This monitoring also includes the mid-year principal review where student progress is addressed and highlighted in addition to implementation of recommendations through the DTSDE. Priority and Focus School Comprehensive Education Plans (SCEP) and school programs are designed for capacity building, sustainability and alignment to the District plans. All administrative members of the Division of Teaching and Learning visit the schools regularly. The Deputy Superintendent holds department meetings where support and intervention strategies are designed. There is a link from the District website established for each area of the department to share all Professional Development opportunities, meetings, and resources. District objectives for student support include: a focus on the RtI programs; expanded partnerships with social service agencies, and addressing the Dignity for All Act. District readiness to build upon its current strengths is evident through the Parent Advisory Council which opened the year reviewing a 2014 survey of past parent workshops, community partners, and communication. Actively engaged in implementing a long-term plan that incorporates these findings, the Council identified areas of need for educational workshops, community partnerships, family supports, and school based Family Welcome Centers. Additionally, YPS has utilized the resources of the

Yonkers Pathways to Success Adult Education Program to train Family Welcome Center liaisons and parents across the Priority and Focus schools on Life Skills, ESL classes, and Computer Literacy. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs should lead to system-wide improvement in its Priority and Focus schools. Administrators observe one hundred percent of the instructional staff on a monthly basis through classroom walkthroughs and formal observations, providing ongoing feedback for instructional improvement and to ensure implementation of learned skills in the Priority Schools.

Upon awarding of the grant, the Executive Director of School Improvement under the supervision of the Assistant Superintendent, Elementary Instruction and Administration and a designated central office administrative liaison will assist the School Improvement Manager to direct and coordinate the district's *Community-Oriented school design Innovation Framework* efforts at **School 18**.

- ii. *Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts).*

Under the oversight of the Superintendent, who supervises the Deputy Superintendent, the Executive Director of Student Information, Assessment and Reporting and his department provide information and support on all pertinent data, assessments, and state accountability measures; the Assistant Superintendent of Elementary Instruction and Administration provide leadership in the development, implementation, coordination and evaluation of the District's elementary instructional program; the Assistant Superintendent of Special Education and his department provide support to special education teachers and students with disabilities. Within the Division of Teaching and Learning, the Executive Director of School Improvement organizes support to the lowest achieving schools calling upon the assistance of directors and assistant directors within Central Office. The Executive Director of Language Acquisition/Bilingual/ESOL/LOTE oversees all programs for ELLs and Bilingual students. The department's Budget Analyst, monitors the implementation of grant budgets. The District level organization chart is attached.

- ii. *Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support.*

A chart is attached to demonstrate how the central office administration is organized to support and provide high accountability to **School 18**. The attached chart also captures the coordinated manner in which all parties are introduced and linked over the timeframe of the grant and the feedback loops that are in place. The cycle of planning has been captured in two phases, beginning upon official notification of **School 18's** status and following with application for the SIG. The second planning phase assumes the grant is awarded. Meetings and correspondence continue on a weekly basis identifying how current needs are being met and accountability systems are being implemented. The Executive Director of School Improvement is in constant contact with the school administration and faculty discussing changes that are happening in the school and the supports and resources provided since it has been identified as a Priority School. During cabinet meetings with the Superintendent and weekly meetings with the Division of Teaching and Learning, central office administrators are informed and bring additional supports to the school as needed. The principal of **School 18** speaks weekly with the Deputy Superintendent and reports of services are made by the current partners and service providers.

Teachers attend workshops presented by Executive Directors and Directors, thus providing additional avenues of communication. Whether by email, formal reports, phone conversations, meetings, or workshops, communication is frequent and ongoing with the administration, faculty, and parents at **School 18**. Upon awarding of the grant, the Executive Director of School Improvement, under the supervision of the Deputy Superintendent, will be the central office administrator assigned to direct and coordinate the district's turnaround efforts at **School 18**. The District will also identify a School Improvement Manager to support administrative school improvement efforts at **School 18** to ensure that the district's turnaround goals are met.

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

#### **Pre-Implementation Period (April 1 to August 31, 2015)**

- A. Identification of new principal-Responsible For Delivery: Superintendent of Schools, Deputy Superintendent, Executive Director of School Improvement
- B. Agreement with Bargaining Units on Gateway Positions and Extended Day- Responsible for Delivery: Superintendent of Schools, Deputy Superintendent, Representatives from YCA, YFT and PTSA
- C. Data Analysis and Accountability Planning: Responsible for Delivery- Executive Director of Student Information, Assessment and Reporting, Executive Director of School Improvement, Assistant Superintendent of Special Education, Executive Director of Language Acquisition, Executive Director of School Improvement, New Principal
- D. Application for teaching positions and hiring of faculty- Responsible for Delivery: Deputy Superintendent, Assistant Superintendent of Elementary Instruction and Administration, Executive Director of Language Acquisition, Executive Director of Mathematics/Professional Development, Director of Instructional Technology, Director of Literacy/ELA/Social Studies, New Principal
- E. Preparation of RFP, negotiation of contracts, presentation to the Board of Education- Responsible for Delivery: Executive Director of School Improvement, New Principal

#### **Implementation Period (September 2015 to August 2018)**

- i. Oversight of School 18 - Responsible For Delivery: Superintendent of Schools, Deputy Superintendent, Executive Director of School Improvement
- ii. Opening of the Community-Oriented, School 18 - Responsible for Delivery: EPO, Partner Consortium, Principal, School Improvement Manager (SIM)
- iii. Implementation of SIG Plan and Goals- Responsible for Delivery: Executive Director of School Improvement, New Principal

#### **D. Teacher and Leader Pipeline**

*Demonstrate 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, identify 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 including:*

- 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.*

Attracting and retaining educators who are facilitators of learning, data-driven collaborators, creative curriculum adapters, coaches and role models of highly effective instruction is the most essential element in improving student achievement. Placing highly qualified teachers and administrators in every classroom and school is the District's goal. To fulfill this goal, especially in lowest achieving schools, the district advertises nationally and the District's Human Resources staff participates in numerous local college and career fairs to recruit certified graduates from highly rated educator preparation programs. Through its partnerships with local Schools of Education, the District provides an urban laboratory for intern residencies. These internships allow aspiring teachers and administrators to hone their skills through on the job experiences under the guidance of master educators. The district created teaching assistant positions that are filled by certified teachers. These assistants work in collaboration and under the supervision of qualified classroom teachers. When teaching positions open, those teaching assistants and interns, whose performance has been exemplary, are encouraged to apply. In turn the District benefits from a preview of a potentially skilled workforce. Similarly, the Teachers of Tomorrow grant allows the District to hire aspiring teachers as tutors who, under the supervision of experienced staff, provide a valuable service to our students, especially in the high needs schools where they are assigned. However, nothing contained in this grant application will conflict with the current Collective Bargaining Agreement by and between the Yonkers Board of Education of the City of Yonkers and the Yonkers Federation of Teachers AFT.

- 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.*

Gateway postings are created in collaboration with collective bargaining units to recruit experienced professionals to fill positions requiring specific qualifications and expertise to ensure that appropriate personnel are hired for schools undergoing dramatic change and to meet the needs of their students. Certain competencies and provisions may be required, such as: an agreement to participate in trainings designed specifically for the school's new focus; ongoing commitment to professional growth and development; mentoring, peer coaching and workshop facilitation. Financial incentives are offered to compensate for additional time. Gateway openings are posted for all qualified staff to apply, committees are formed to screen applicants and conduct interviews, and those who have demonstrated a high level of performance and meet all requirements are hired. Fiduciary supports are available through the general budget or grants. Budget timelines for grants are dependent upon awarding of the grants. Otherwise the general budget which covers salaries is voted on by the board and is awarded by the city in an annual and timely fashion insuring personnel are in place for the pending school year.

- 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.*

The Superintendent expects that administrators participate in the Leadership Academy designed by his staff to provide a coordinated vehicle for enhanced instructional leadership development and support. The District has also created the ALL (Aspiring Leaders Learn) program in which candidates for administrative certification attend seminars focused on the business of school administration. The Leadership Academy and ALL, both funded through the general budget, provide training in best practices such as Dignity for All, the CCLS school change, data analysis toolkits, Assessment for Learning, and evaluations. The District facilitates participation in highly effective school leadership institutes and conferences conducted by such entities as CICU, Harvard, Pace, and NYSED that are funded through grants such as Title II, and NYGEAR UP in addition to the general budget. All administrative teams selected for low performing schools, including the schools identified through the previously awarded SIG and those in the current applications, are trained in school change models, strategies for implementation, and instructional coaching and feedback in the context of observation and evaluation. Additionally, leadership coaches for priority schools are provided through the oversight of the Executive Director of Mathematics/Professional Development. As agreed upon between the district leadership and the Yonkers Council of Administrators, all school administration are evaluated annually using the Marshall rubric and receive a HEDI rating. If an administrator receives a rating as Ineffective, that administrator would be transferred from the SIG school.

- iv. *Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective specifically in low-achieving schools.*

The District's design for professional development combines both district-wide and site-based approaches. The district-wide training provides staff with a common core of knowledge and a shared language, designed to build capacity among teachers to be effective in the classroom. Through a needs assessment survey, teachers identify topics they want to learn more about and evaluate those in which they have participated. This data is reviewed by the District's Professional Development Committee comprised of district administrators, bargaining unit representatives, and staff from core areas and departments as well as schools. The teaching and learning needs identified as a result of this process are reflected in the District's Professional Development Plan that has been funded through the general budget and a variety of grants. The implementation of this plan has measurable impact on all participants and on student achievement in high poverty, low performing schools, in particular School 18. Training is designed to enhance the quality of instructional leadership and classroom instruction. As a condition of employment, newly hired teachers attend a unique program called VISIONS – Viable Instructional Strategies in Orienting New Staff - a summer institute that provides best practices and strategies that address major elements of successful teaching. Since its inception in 1998, hundreds of teachers have begun their careers with a clear understanding of the District's expectation for providing quality instruction for all its students. Various grant funds, such as The Wallace Foundation, have supported this initiative over the years. A calendar of district-wide training events is published each year containing all relevant programs and meetings scheduled and participants invited to attend. Teachers are also encouraged to participate in professional development offered in a multitude of ways across a wide variety of settings, such as: virtual communities of practice, webinars, blended learning models, professional learning communities, coaching and mentoring, facilitated strategic work sessions, learning labs, and at the elbow classroom modeling by consultants and coaches. All trainings are funded through district

budgets and grants. In addition, the District is assisted by The Richard Gazzola Teacher Center in providing a variety of courses and workshops conducted by trained staff and offering in-service credit. The center also provides mentoring services to all first year teachers.

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).*

	<b>EVENT</b>	<b>AGENT</b>	<b>OUTCOME</b>	<b>REPORTING</b>
SEPT	<ul style="list-style-type: none"> <li>• Development and sharing of action plan including PD calendar</li> <li>• Identify success criteria for each goal &amp; partner</li> <li>• Gather baseline data</li> <li>• Introduce Thinking Maps</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• School and all partners will have clear understanding of goals, success criteria and plan</li> <li>• Staff will use Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Collect beginning of year performance data on students and staff</li> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>
SEPT <i>*NOTE- This continues throughout each remaining quarter.</i>	<ul style="list-style-type: none"> <li>• On site consulting work supporting development of instructional skills across all content areas</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Teacher practice will be improved.</li> <li>• Student performance will be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li>• Data from formal and informal assessments</li> </ul>
SEPT <i>*NOTE- This continues throughout each remaining quarter.</i>	<ul style="list-style-type: none"> <li>• Open Family Welcome Center</li> <li>• PD for staff focused on developing best practice in classroom management, character development, health and wellness</li> </ul>	ANDRUS Health, interactive Health, Health & Wellness Instructor, JCY of Westchester	<ul style="list-style-type: none"> <li>• Action plan for support of social emotional well-being of students</li> <li>• Opportunities for parents to participate in school community</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li>• Surveys from parents</li> </ul>
OCT-DEC	<ul style="list-style-type: none"> <li>• Review quarterly progress of each partner to determine whether to continue partnership</li> <li>• Introduction of use</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Progress made towards school academic and community goals</li> <li>• Student</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>

OCT-DEC <i>*NOTE- This continues throughou t each quarter.</i>	<ul style="list-style-type: none"> <li>of multiple Thinking Maps</li> <li>Begin STEAM inquiry programming in Extended Day sessions</li> </ul>	Saunders HS & Riverside HS Robotics and 3D Graphic Program, Hudson River Museum, BECZAK,	<ul style="list-style-type: none"> <li>independent Thinking Maps</li> <li>Increased student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Partners submit summary of work completed, progress towards goals and plans for next quarter</li> </ul>
JAN-MAR	<ul style="list-style-type: none"> <li>Review quarterly progress of each partner to determine whether to continue partnership</li> <li>Thinking Maps Comprehension course</li> </ul>	TBB	<ul style="list-style-type: none"> <li>Progress made towards school academic and community goals</li> <li>Student independent use of multiple Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Maps Implementation Rubric</li> <li>Summary report by TBB</li> </ul>
APR-JUNE	<ul style="list-style-type: none"> <li>Review quarterly progress of each partner to determine whether to continue partnership</li> </ul>	TBB	<ul style="list-style-type: none"> <li>Progress made towards school academic and community goals</li> <li>Student use of Maps for writing or speaking</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Maps Implementation Rubric</li> <li>Summary report by TBB</li> </ul>

**E. External Partner Recruitment, Screening, and Matching**

*The YCSD has 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.*

The first step in the process is a posting of an RFP. The criteria of selection, goals and objectives are outlined in the RFP. All applications are then reviewed and rated based upon a rubric. Those candidates who meet preliminary criteria are interviewed by appropriate administrators from the Division of Teaching and Learning. Potential candidates are then interviewed by the school

administration and the School Improvement Team. Based on overall consensus Central Office administrators and **School 18** representatives select partner organizations/consultants for their schools based on the following criteria: 1) Professional qualifications necessary for exemplary performance; 2) Prior proven effectiveness in working with and addressing the needs of students in areas with similar demographics as those of Yonkers; 3) An understanding of the individual school and its specific student population; 4) Recognized and identified special circumstances within a specific school; 5) A logical approach to tasks and issues within the school; 6) Specific, measurable deliverables, performance standards, and reporting requirements, including due dates. Once identified, selected partners must complete “Performance Based Guideline – Eight Questions” and associated Appendix A spreadsheet. The Eight Questions address: purpose of service, individuals serviced, services provided, amount, communication, evaluation of services provide, and quality review. The spreadsheet outlines all expenses and costs as they are aligned to individual services to be provided by date or event. Both documents are reviewed by the Division of Teaching and Learning Administrators, that works with the Budget Manager and the Legal Department to ensure that all aspects of the process have been adhered to and that the potential partner has been properly vetted. Once a contract has been awarded, it is valid for 12 months.

The contracted partner then provides services. Based upon implementation of the contract and prior to the end of the contract, or once all of the initiatives have been met by the partner, the school administration, and in some cases teachers and or students and parents are asked to complete a Partner/Consultant Evaluation. Based upon the annual evaluation, if the school and or district agree that a contract should be re-awarded to **School 18**, the partner must submit a new set of Eight Questions and Appendix A. School Building administrators as well as District administrators have the ability to select potential partners. However, if a partner has previously worked with school; favorable evaluations must support renewal of a contract.

- 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.*

There are two separate areas that are available through the procurement process: purchasing of materials and supplies and the purchasing of services. Both are dependent upon receiving notification of a grant award from NYSED. The purchasing of supplies follows this sequence: 1) the principal identifies items to be purchased, provides his/her administrative assistant access to the Oracle Financial System, assistant inputs information, principal approves electronically; 2) order transmitted to Executive Director of Instructional Support to approve with multiple successive central office signatures required for order approval; 3) purchase items received in school, administrative assistant confirms accuracy of order and accepts, principal electronically confirms receipt of order, information transmitted to purchasing to pay vendor; 4) if the items are available, once the approvals are submitted, the items can be received within two weeks. The second procurement for services purchased is for all partnerships that are grant funded through the SIG. Prior to being awarded the grant, the process of identifying the partners is started as described herein. Contracts with the partners are not approved by the Board of Education until the grant is awarded by NYSED. Through the Oracle financial system, budgets are made available within 24 hours once NYSED approval is received. For both supplies and materials

and purchased services, the systems are in place which support procurement for the pre-implementation period and are in place for the implementation period, September 1, 2015.

- 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.*

The District selects partners based on prior success, industry recognized organizations, proven pedagogical, knowledge and understand student demographics and individually of each school within the District. Once the Principal of **School 18** and her cabinet determines their specific educational needs, a specific partner can be requested, based on prior knowledge and involvement, recommendations from District Staff, or due diligence in ascertaining potential partners that have been recognized for bringing about positive academic results using researched based strategies. This information is then considered when partner applications are reviewed in the RFP process. The District was fully compliant with above-referenced selection criteria in selecting The Balance Between, LLC, (TBB), to serve as the EPO for **School 18**. It is important to note that the **School 18's** principal is a certified trainer in Thinking Maps and is confident that TBB partnership will provide for a seamless Community-Oriented school redesign at **School 18**.

**F. Enrollment and Retention Policies, Practices, and Strategies**

*Describe 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.*

Similarities among **School 18** and other Priority schools are the relative number of ELL students (Refer to chart below.) The majority of the ELL population in each school is of Hispanic descent. Eighteen percent (18%) of the entire student population at **School 18** is attending as English Language Learners which is a smaller percentage than Fermi (38%) and Dodson (44%).

Among the Priority schools, Museum 25 and **School 18** have a proportional enrollment of ELL students. This is due to the demographics of the school neighborhoods and parent choice to enroll their children in the balloting procedure. The proportion of bilingual, ESL, and SWD students enrolled in the Priority schools is significantly higher at School 13, MLKing, Fermi, and Dodson. The Special Education programs available at **School 18** include Speech/Language Impairment and Monolingual/Bilingual Resource Services. These programs offer students/families the continuum of services in the same building. This accounts for the large number of SWDs at this school.

<b>Priority Schools</b>	<b>Projected # of Students Enrollment 2015- 16</b>	<b>#Bilingual Students</b>	<b># ESL Students</b>	<b>#Students with Disabilities</b>
School 13	596	58	85	106
School 18	640	NA	84	62
Museum 25	363	NA	27	67
(MLK)	561	NA	92	45

Enrico Fermi	874	112	178	48
Robert C. Dodson	765	130	142	80

The students at risk at this school include 90% who receive free and reduced lunch. Addressing this need is a district wide concern. The poverty of the YCSD continues to grow as evident in the growth of the homeless population captured in the chart below.

<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
200	450	829	1032

- 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.*

YCSD is committed to providing all ELLs and SWDs with equal access and opportunities to all school programs, services and extracurricular activities. The District believes in equity and access across all areas including social, emotional and academic support and stability. YCSD continually monitors and reviews its programs to ensure that all LEP students have access to high quality academic programs tailored to meet their individual needs. Currently all 40 schools have SWD and ESL programs and there are bilingual programs in 3 schools.

Pursuant to CR 117.3, all new entrants new to the Yonkers Public Schools are screened at the District’s Registration Center. Every new family completes a Home Language Questionnaire with the assistance of registration personnel. If the student’s home language or native language is a language other than English, an informal interview is conducted in English and, when possible, in the native language. If the student speaks little or no English then he/she is administered the NYS Language Assessment Battery-Revised (LAB-R). If the student scores at the Beginner, Intermediate or Advanced level (based on NYS cut scores), he/she is classified as Limited English Proficient and scheduled to receive services at the school in which he/she is registered to attend. If the student scores at the Proficient level on the LAB-R, the student is not eligible for LEP services. If the student is Spanish dominant, the parent is offered the opportunity to decide if their child will participate in the District’s Transitional Bilingual Education Program or the Free Standing English as a Second Language Program. If the student’s home or native language is a language other than Spanish, the student is automatically placed in a Free Standing English as a Second Language Program. As part of the District’s accountability, every ELL student in grades K-12 is administered the NYSESLAT to assess each student’s proficiency and continued eligibility of services. In addition, Questar, the company overseeing the administration of the NYSESLAT, provides parents with assessment results in English and Spanish. Schools distribute and explain the results during their Open House events. In addition, the Office of Student Information, Assessment and Reporting provide all Central Office and School Building administrators with disaggregated data on ELL student performance in the core area subjects in grades K-12. This data is shared with the teachers providing services to ELLs so they may tailor their instructional programs to meet the needs of the students.

A general education student suspected of having a disability is referred in writing to the district's Committee on Special Education. The school district ensures that evaluation materials used to assess a student are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. The assessments are conducted in the child's dominant language and include psychological and educational testing. A comprehensive Social History is conducted with the parent/guardian with interpreters provided as needed. Core area teachers, as well as Title I reading and math teachers, are required to carefully evaluate and describe each student's skills, including learning styles, strengths and weaknesses. After the evaluations are completed, the Committee on Special Education (CSE) schedules a meeting with parent(s)/guardian(s), and other mandated participants. At the CSE meeting evaluations are reviewed, and determination is made as to whether the student meets state established criteria to be classified as a student with a disability. If the student is found eligible, the committee recommends appropriate level of service. A student cannot be determined eligible for special education if the determinant factor is limited English proficiency. Upon receipt of Consent for Initial Services, the student will be given appropriate services across a wide continuum – which can range from a related service (e.g. speech or occupational therapy) to special class placement. Annual Reviews are conducted for each student in the spring to determine what level of services is warranted for the next academic school year.

YCSD firmly believes that students need effective instruction to achieve success. The district's policy focuses on providing intervention strategies to students whose level of achievement needs to be raised, whether academic or behavioral. These intervention strategies are taught in the classroom and through the support of Title I Reading and Math Teachers. In the care of behavioral, student support services are provided. Students who are given an Academic or Behavioral Intervention Plan and should attain the goals specified in the plan if they are measurable and reachable in the areas specified. If the standards on the grade level are not reached after a specified period of instruction, Intervention Plan goals are reassessed and other alternatives are implemented to meet and address the student's needs. The school's mission is not accomplished until all children are successful. In assessing a child's promotion at the end of a school year, retention is the last available option. It should be considered only after all other alternatives and interventions have been explored and implemented with consideration given to district guidelines. All interventions are documented and evaluated. Final determination is made with great care and caution by all parties concerned, including the child's parent.

The YCSD complies with all State Education procedures for enrollment and placement of students. Priority is given to parental requests, if seating is available at the school and grade level the student will be enrolled. Otherwise a seat will be provided to the students in a school where available. ESL caseloads are frequently monitored to ensure equity and distribution of ELL students per school. ESL teacher caseloads are monitored to ensure that they can properly provide services to all enrolled ELL students in their respective schools. The Departments of Registration and Community Affairs, and Language Acquisition communicate regarding appropriate placement of ELL students, whether in an ESL or Transitional Bilingual Program. For Students with Disabilities, a variety of programs are housed throughout the schools in the District. Likewise, the Departments of Registration and Community Affairs, and Special

Education communicate regarding SWD student placement in an appropriately defined program and according to the students Individualized Education Plan (IEP).

Additional supports are provided to LEP and SWD students via our Saturday Academies for grades 2-12. District wide Summer School programs for Elementary, Intermediate and Secondary level students are offered. Our SLIFE (Students with Limited or Interrupted Formal Education) Program is provided as an after school program rather than on Saturdays in an effort to reach a larger scope of ELLs. Extended Learning Time (ELT) grants provide opportunities for some of our students to participate in before/after school extended learning activities. Title I and Title III also provide for extended learning classes for students including LEP and SWDs. High School Academies provide opportunities for credit recovery classes and regents prep in all high schools. Special funding and grant opportunities have allowed our district to implement a variety of programs to support our “high needs” ELL students.

- 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.*

One of the strategies employed by the District to ensure equal opportunity is the balloting process. Students/families ballot for entrance into schools based on their interest in the school. This process provides equal access for all students to enroll in schools of their choice. Extensive public relations and outreach activities are implemented to ensure the highest level of parental participation in the balloting process, including dissemination of information to help parents make the best choice for their child. All meetings are held in English and Spanish, and translations of literature are in Spanish. This includes the Yonkers’ school catalogue, Open Houses, and school tours and recruitment by the district Information Center. To achieve geographic and socioeconomic balance of students, transportation is provided for students and parents to support their involvement. Schools that have entrance qualifications, such as grade point average, apply to all students. For SWD programs, specific student classifications are housed in each school. Students are accommodated in each program according to their IEP. Programs are designed for continuity of instruction within a school. The Superintendent annually reviews school enrollment and academic data, taking this information into consideration when the annual school staffing is reviewed, the number of LEP and SWDs are proportionally balanced per school again insuring balancing of students. Through various grants, schools are afforded a variety of opportunities to offer student and families support programs.

***G. District-level Labor and Management Commitment 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.*

YCS D administration has been in ongoing conversations with the Yonkers Federation of Teachers (YFT) and the Yonkers Council of Administrators (YCA) regarding the district status as a Focus District with Focus and Priority Schools and pending implications the recent Receivership Legislation (Section 211-f of the Education Law). The YCA and YFT were informed of efforts made to apply for multiple grants. Bargaining unit notification was made and recognized upon submission of the SIG application. Multiple notifications were made to the bargaining units through the Superintendent's Office, the Board of Education and its committees during the pendency of the Receivership Legislation referencing the potential loss of leadership control for Persistently Struggling and Struggling Schools and possible funding attached to redesign these schools. In May, 2015, the Deputy Superintendent presented to all members of his department the Intervention in Struggling Schools Through Receivership School Turnaround information and timeline.

In early 2015, the Parent Advisory Council and PTSA President were informed of the potential release of the SIG 6 application. Additionally throughout the year the Superintendent and Deputy Superintendent have consistently informed the Yonkers Council of Administrators and the Yonkers Federation of Teachers about developments in funding opportunities and the most recent Receivership Legislation that will impact eight struggling schools in the district. Recently, the Executive Director of School Improvement and the Grants Manager met with the President of the Yonkers Federation of Teachers to review the SIG 6 applications. The District Administrator has had ongoing conversations and meetings with teacher focus groups and administrators to discuss their recommendations and areas of concern school-wide. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

- ii. *Complete the Consultation and Collaboration Form and submit with this application (Attachment A).*

See Attachment A

## **II. School-level Plan - (Scholastic Academy (School 18) Overview - Community-Oriented School Design)**

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

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

- i. *Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups*

In 2014-2015, **School 18** had a population of 596 students, the majority of whom (71%) are Hispanic or Latino. The composition of the remaining student population is: 20% Black or African American, 1% Asian, 4% White. A total of 89% of students are eligible for Free or Reduced-Price Lunch. Eleven percent (11%) of students are classified as Students with Disabilities and 25% are English Language Learners. Other language groups represented within

the ELL population include Albanian, Arabic, Bengali, Malayalam and Urdu. At **School 18**, many Newcomer and currently enrolled LEP students come with a variety of educational and personal challenges and needs such as: limited or interrupted formal education in their native country, legal, medical, social and emotional needs for both the students and their families. Some families are in need of legal assistance and are unaware of services provided through outside agencies. Further, the overall educational levels are significantly lower than neighboring communities. Among Yonkers adults over the age of twenty five, 18% never graduated from high school, 29% attained a high school diploma or equivalent, close to 23% attended some college or attained an Associate's degree, and 30% have a Bachelor's degree or higher. With the Community-Oriented School Design, **School 18** students and families will be able to access resources at the school site or District hub for community resources and the Pathways to Success Program. Students will receive personal support allowing for a focus on the academic studies. In addition to the high percentage of students who are challenged as second language learners, many ELL students enter **School 18** with limited or interrupted education, from their native countries. The needs of the students include the development of a strong foundation in their native language, as well as in English, and exposure to: high level vocabulary, structure and syntax; basic literacy skills such as decoding, fluency and comprehension; the ability to critically evaluate more complex text across the curriculum; writing skills that enable students to develop coherent text-based arguments; and opportunities to engage in meaningful exploration of their new cultural surroundings. While global and cultural literacy are at the heart of all programs and activities, the school-wide mission that aims to engage families from the community is: to meet the needs of the whole child through academics in the classroom while addressing her/his social and medical well being; to surround students and families with a community of support, empowering them with the skills to achieve college and career readiness across the disciplines of Science, Technology, Engineering, Arts and Math (STEAM); to build a teacher centered classroom where through collaboration with partners and instructional leaders teachers become learners and student growth is achieved.

- ii. *Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts to determine its existing capacity, strengths, and needs. Include the means by which community and family input were included in this review.*

There was a District-led Monitoring Review conducted at **School 18** on April 28-30, 2015 by the Executive Director of School Improvement, a Special Education School Improvement Specialist (SEIS) and an a State Outside Educational Expert (OEE). The review consisted of classroom walkthroughs, principal interview and teacher, parent and student focus groups. The District-led Monitoring Review at **School 18** assessed the school's strengths and needs in each Statement of Practice of the Diagnostic Tool for School and District Effectiveness under Tenets 2-6. A final school report followed the visit and it was shared with the District administration and school staff. The final report recommendations were used to guide the professional development plan, the SCEP and curriculum goals for the upcoming school year.

Stakeholder communication and collaboration is critical to the successful implementation of the overall school redesign plan. It is essential during the pre-implementation period that there is

a common and clear understanding of the school redesign and all elements are in place to ensure a smooth transition to the new Community-Oriented **School 18**.

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

School strengths, as documented in the Diagnostic Tool For School and District Effectiveness (DTSDE) Report focus on Tenets 2-6. Indicated strengths include: safe and orderly learning environments, early readiness program in Pre-Kindergarten and Kindergarten, hands-on engineering activities, partner activities, and students and faculty that are eager to learn. The final report from the District-led Monitoring Reviews noted various strengths as the school received a score of Effective in Tenet 2, a Developing in Tenet 3, a Developing in Tenet 4, an Effective in Tenet 5 and a Developing in Tenet 6. Additional strengths noted in the report are: school leaders including the professional development (PD) team provide consistent support on the CCLS to teachers of all grades through team meetings, clinics, weekly faculty meetings, and professional development opportunities. PD occurs both during and after school offering a broad selection of learning opportunities including speakers and workshops, cooperative learning opportunities, and curriculum mapping. PD is coordinated with another district school providing an opportunity for cross-building cooperative networking. Students reported that behavioral expectations are widely known and articulate the understanding of the school's vision "READ, LEAD, SUCCEED. Students expressed a sense of a welcoming and supportive environment. According to the student focus group participants, teachers support not only academic instruction but "they prepare you for the real stuff" including "life lessons". Monthly school assemblies range from academic to multicultural celebrations and celebrations reflect diverse cultural backgrounds and acknowledge the increased LEP population. Parents are held accountable and work collaboratively with the school.

Conversely, the final report identified the following areas of need: PD planning needs to focus on lesson plan development that reflects higher order thinking questions and project-based interdisciplinary activities that will increase student engagement, rigor and challenge in the curricula; vertical team meetings need greater emphasis; higher expectations; use of Professional Learning Communities; development of best practices in the classroom and conversations leading to differentiation with instructional plans. There is also the need to continue to expand coaching opportunities and formative assessment training in Keeping Learning on Track (KLT) and Thinking Maps to all staff. Finally, there is a need to continue efforts on the part of administration to petition the district and community for services to support the school and the Spanish speaking community and to reestablish and enhance the school's Family Welcome Center with a dedicated space where the needs of parents can be addressed, including understanding of data and curricula.

- iv. *Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.*

**School 18** proposes bringing a Community-Oriented, STEAM-focused approach to **School 18** to insure successful implementation of the SIG plan and to address the prioritized needs as identified in the April 2015 DTSDE report. As a Community-Oriented STEAM School,

**School 18** will continue to build upon the existing community partnerships and services in the school to support the STEAM inspired project based learning inquiry design. This will occur through partnerships with with Saunders and Riverside High School's Robotics and 3D Graphic Program, Hudson River Museum, and the Beczak Environmental Education Center.

Much research and data show that engaging in the Arts supports and fosters creativity, which is essential to innovation. At a National Forum, Secretary Duncan cited the power of arts learning to boost student achievement and improve college graduation, and noted, "Arts education is essential to stimulating the creativity and innovation that will prove critical to young Americans competing in a global economy." Georgette Yakman, founder of STEAM education, differentiates between STEM and STEAM by defining STEAM as Science and Technology, interpreted through Engineering and the Arts, all based in the language of Mathematics. STEAM curricula includes;

- i. sharing knowledge with language arts,
- ii. a working knowledge of manual and physical arts,
- iii. a better understanding of the past and present through fine arts and;
- iv. Understanding developments with social/liberal arts including: sociology, psychology, history, politics, philosophy and education.

In order to implement a complete STEAM model, the Arts will be integrated into daily instruction and included in the Master Schedule at **School 18**. The Arts will connect to content area curricula and will be utilized as a vehicle to communicate understanding of complex concepts and to prepare for high school, college and career readiness. Student celebrations and performances will foster a community with an appreciation for culture and the arts.

**School 18** has a large percentage of students eligible for free and reduced lunch. Many of the families have one income and with the current recession, caregivers have expressed the need for assistance from school administration and faculty. Students exhibit a lack of health care leading to more serious medical needs thus affecting their attendance and academic performance. To address the large population (90%) of students eligible for Free and Reduced Lunch including the (14%) Limited English Proficient and newcomer students and families, the school will take on a community-oriented focus, which will offer an integrated approach to academics, health and social services to serve the students and the community during and beyond the school day. These programs and services will reinforce and extend the academic experience for both students and adults, as well as, provide resources to address the neighborhood's identified needs. Access to health, dental and mental health services, along with social and educational services for families and community members will provide resources for the high population of economically disadvantaged families in the neighborhood. Becoming a community wrap around school will help increase parent efforts to help combat the higher than district average truancy rates (10%) and increase student attendance (94% in the 2013-2014 school year).

In April 2015, a District-led Monitoring visit was conducted at School 18. In the report, the team noted that the teachers should use data to inform instruction, increase student engagement and inquiry, include rigor and higher order questioning skills in lessons, and that instruction should be differentiated with scaffolding and interventions when needed.

According to BEDS data, in the 2013-2014 school year there was a 94% attendance rate and a 1% suspension rate, but assessment results indicate low performance levels. School 18 Service

Gaps and Needs include: Extended Learning (including sports, art, etc.) that can enrich the local community and provide a safe space; stronger parenting support and education (i.e. preventive mental health, gang prevention, social media, ESL); cultural competency (within the student body and parents); and positive role models for students (i.e. mentoring program). The Coalition for Community Schools defines the community school as both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are available all day, evenings and weekends. Community schools act as hubs bringing together many partners to offer a range of supports and opportunities to school and community members in response to societal factors, family circumstances, poverty and health problems. The elements of the community-oriented model are comprehensive and speak to the identified needs of this school community that will help all families including the significant number of immigrant families, to view **School 18** as an access point to service agencies which will be housed at the school.

A significant step in creating the community component of the school design is the incorporation of an onsite Family Welcome Center at **School 18**. Through this center, local agencies will have the opportunity to assist and support the needs of the school families. The Center will schedule workshops and classes for parents and families, based on their needs. Several key partnerships through the consortium are needed to ensure the achievement of the vision, mission and goals of the Community-Oriented STEAM **School 18**. The chosen partners have the capacity to meet the specific needs of this school's families and to assist with the removal of all barriers to learning. From the start, the new **School 18** leadership will take a team approach and form a partner consortium with the *The Balance Between, Inc.* (TBB) *ANDRUS, Generation Ready* and *Interactive Health, LLC.* TBB will serve as the Educational Partnership Organization (EPO) pursuant to the SIG 6 application to jointly launch a whole-school redesign. TBB will support and assist **School 18** in its redesign efforts through the TBB support model that targets the enhancement of teaching, leading and learning in schools through the use of the shared visual language of Thinking Maps®. The use of Thinking Maps® as a mediating tool for thinking in all realms of teaching, leading and learning will enhance the efficiency and effectiveness in communicating, planning, problem-solving, understanding new information and using that information to improve professional practice and student performance and community relations. The new school leaders will participate in the Thinking Maps training lead by the EPO, which focuses on supporting school leaders in building a team of school professionals who are collectively responsible for school improvement. This approach to leadership development creates change agents, each accountable for advancing the work of improving instruction and student outcomes. Principals shift their focus to building leadership capacity within their schools and to improve instruction and student outcomes systematically. Seminars are organized around research-based competencies for adaptive leadership and focus on instructional improvements embedded in the participating schools. In partnership with TBB, Literacy and Math Coaches from Generation Ready, will conduct systemic teacher professional development focused on collaboration and reflection throughout the school. This team-based support has proven to have large scale, deep impact within a school. The Common Core Learning Standards, Data Driven Instruction, STEAM based learning across curriculum areas and College and Career Readiness will be at the forefront

of the PD plan. Extensive professional development opportunities will be conducted during extended learning time.

Additionally, the Administrator and Teacher evaluation plan approved by NYSED will continue to be implemented at the school and will add a level of accountability for all. It will support the goal of student growth and achievement.

**B. School Model Selection and Rationale**

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

- i. *Describe the rationale for the selected model (Community-Oriented: Innovation Framework), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.*

The initial step in choosing the Community-Oriented Schools Innovation Framework was an analysis of **School 18** with a focus on school data (assessment scores and demography), the DTSDE report recommendations and the social and emotional culture of the school.

After the initial analysis, the YCSD proposes introducing the Community-Oriented School Design through the SIG 6 for **School 18**. Thus addressing multiple areas of need as identified previously in detail: high poverty, large ELL population, poor academic achievement; and an immigrant population that has witnessed little opportunity for their children to realize college and career readiness. The Partner Consortium led by TBB, **School 18's** EPO, will provide ongoing direction, coordination, oversight, and overall development while coordinating all other supporting partner organizations that interface with the school. The faculty will be assisted by Generation Ready coaches in partnership with TBB to receive ongoing guidance and instruction on best practices and using measures to guide effective teaching. The coaches will remain onsite and will provide job embedded staff development as previously requested by the teacher focus group. Together the administration, faculty and partners will build a foundation that verifies effective teaching and fair and reliable measures of assessment. A transformation of instructional practices and student learning is expected. The true measure of success will be student growth in academic achievement as measured by assessments, surveys, and observation and evaluation of teaching and instructional leadership as outlined in negotiated APPR.

Finally, there is the community. “A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities.” (Coalition for Community Schools), This model allows the district to continue the community partnership and a Partner Consortium through respected service agencies. *ANDRUS* and *Interactive Health, LLC*. have brought successful practices to schools throughout the district. Through the SIG 6, their community work should become embedded and sustained. These changes engage the community beyond that of the immediate school family., providing well-being support, addressing social and emotional needs, and providing academic support. The Yonkers Thrives C2C District/City Partnership firmly supports a Community School Design.

- ii. *Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, families, and community stakeholders in the design and decision-making processes for model selection and plan development.*

In an effort to develop a SIG grant that is responsive to the needs of the students, parents, teachers and administrators at **School 18**; YCSD was careful to consider and solicit public input and stakeholder sentiment. YCSD Central Office Administration consulted via phone and in person with several community based organizations (which currently have programs at other schools), and the current and former PTA Council Presidents to garner a better understanding of community stakeholders and parents' hopes and educational aspirations for their children. The conversations and information reviewed was extremely informative and culminated in the decision to adopt the Community-Oriented Model with an emphasis on STEAM. That review revealed that all stakeholders desired a rigorous academic program that emphasizes the development of problem-solving skills, critical and logical thinking, and the pursuit of both independent and collaborative research projects. Additionally, parents shared that they want their children to be prepared for the challenges and opportunities presented by advances in technology and their need for guidance on how to effectively engage their children and the school to further student achievement. The following also occurred:

- In a series of on-going meetings commencing in the Fall of 2014, district representatives met with the Priority School principals to give an overview of the components of the ESEA Waiver including components and requirements of the various whole school reform models;
- The District administration identified **School 18** to begin a whole school reform model in the 2015-2016 school year and apply for SIG funding;
- In March of 2015, the District Executive Director of School Improvement initiated a series of conversations with two principals regarding the SIG RFP and the elements of each redesign model. It was decided that the District would apply for the SIG on behalf of two schools (**School 18** and **Museum 25**);
- On several occasions in the spring and early summer of 2015, the District Executive Director of School Improvement, Deputy Superintendent, Assistant Superintendent of Elementary Instruction and Administration, Executive Director of Student Information and Reporting, Executive Director of Mathematics/Professional Development, and Director of Instructional Technology, met with the Principal to discuss the community-oriented model and the partners of choice; a timeline of next steps was created;
- Prior to the submission of the SIG grant the draft narrative was shared with the labor union representatives to advise of them of the action plan should SIG funds be awarded.

**C. Determining Goals and Objectives:**

*The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner.*

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

**GOAL:**

To improve student academic achievement in all content areas with a focus on of English language arts (ELA) and Math (STEAM).

**OBJECTIVE:**

There will be a 5% increase in the number of students who are at or above state proficiency levels in ELA and Math from baseline year to year three.

**ACTIVITIES:**

The Partner Consortium led by TBB will support the Community-Oriented STEAM inspired inquiry design at **School 18**. Project based learning will encompass working closely with Saunders HS, Riverside HS Robotics and 3D Graphic Program, Hudson River Museum, and Beczack. Generation Ready will provide additional coaching designed to enhance ELA and Math instruction. Additionally, building-wide implementation of Initiatives like Explicit Instruction, RTI, and Keeping Learning On Track highlight some of the key activities.

**PERFORMANCE MEASURES**

In an effort to insure that **School 18** program is implemented with fidelity there will be continuous program evaluation, and accountability and performance metrics to increase academic achievement, college readiness, and preparedness for career pathways. The school will review and utilize the State ELA, Math and MAP (NWEA) to determine student progress. Principal will present data and analysis to District representatives quarterly.

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

In addition to the above-referenced ELA and Math specific goals and objectives detailed above, **School 18** has established two (2) additional goals which will address the social and emotional developmental needs of the students while improving effective teaching practices through Professional Development. (Please see attached *Logic Model* for greater detail)

**GOAL (Community-Oriented):**

To strengthen partnerships with parents and community stakeholders to support the physical, social and emotional needs of the children in order to prepare them for academic success.

**OBJECTIVE:**

There will be a 10% increase in the number of families utilizing the Family Welcome Center Services at School 18, annually.

**ACTIVITIES:**

Key activities that need to be implemented to insure that this objective and goal is met include: creating wrap around services; providing family engagement opportunities via the Family Welcome Center; providing social and emotional supports for students.

**PERFORMANCE MEASURES**

In an effort to insure that **School 18** program is implemented with fidelity there will be continuous program evaluation, and accountability and performance metrics, including surveys and attendance to determine number of families participating in activities and events facilitated through the Family Welcome Center. The SIM will monitor data.

**GOAL (Professional Development):**

Realizing that effective teaching and efficient use of limited instructional time in classrooms is critical to meeting the demands of the Common Core and improving academic achievement, **School 18** will improve professional practice of educators in order to enhance learning opportunities for all students using best practices and brain-based methods of instruction.

**OBJECTIVE:**

Over 50% of staff will demonstrate improvement in one or more categories on the District APPR Teacher evaluation Model

**ACTIVITIES:**

Key activities that need to be implemented to ensure that this goal is met include: providing the online Thinking Maps Learning Community and materials, developing Professional Learning Communities, providing Classroom Coaching, creating space for colleague mentoring and feedback and Teacher-led Professional Development reflecting the I needs identified by teachers.

**PERFORMANCE MEASURES**

In an effort to insure that the **School 18** program is implemented with fidelity there will be monthly continuous program evaluation with accountability and performance metrics, including surveys and attendance review to determine number of staff attending professional development and the Teacher performance rating on District adopted Teacher APPR Evaluation Model. In addition, the SIM will record and monitor families participating in activities facilitated through the Family Welcome Center.

The Balance Between, Inc. (TBB) which will serve as the Educational The Balance Between, Inc. (TBB) will serve as the Educational Partnership Organization (EPO) pursuant to the SIG 6 application to jointly launch a whole-school redesign. TBB will support and assist **School 18** in its redesign efforts through the TBB support model that targets the enhancement of teaching, leading and learning in schools through the use of the shared visual language of Thinking Maps®. The use of Thinking Maps® as a mediating tool for thinking in all realms of teaching, leading and learning will enhance the efficiency and effectiveness in communicating, planning, problem-solving, understanding new information and using that information to improve professional practice and student performance.

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

Attached is the School-level Baseline Data and Target-Setting Chart (Attachment B)

**D. School Leadership**

*The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. Whether the principal is being*

*replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIF plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:*

- i. *Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.*

The District is committed to identifying a leader for **School 18** who demonstrates instructional leadership qualities in addition to superb management skills so that all constituents remain focused on student growth. The District has identified “Balanced Leadership” based on the work of Waters and Cameron at McRel as a core competency of a successful school principal. Many of the components of balanced school leadership have become part of the approved state APPR for school principals. Since the APPR indicates the standard for school leaders, with a highly effective label for the exemplary leader, this document along with the core “Balanced Leadership” competencies will be the guiding competencies for the school leader at this Community Oriented School. The competencies expected of the leader for **School 18** are: Domain 1 – Shared Vision of Learning; Domain 2 – School Culture and Instructional Program; Domain 3 – Safe, Efficient, Effective Learning Environment; Domain 4 – Community; Domain 5 – Integrity, Fairness, Ethics; Domain 6 – Political, Social, Economic, Legal and Cultural Context; and Other Areas – Goal Setting and Attainment. In addition to these competencies expected of all school principals in the Yonkers Public Schools district, the principal at **School 18** must have a proven track record of implementing the following successful schoolwide programs: English language learning, Balanced Literacy, Balanced Mathematics, collaborative peer coaching, and use of the visual and performing arts to enhance curriculum.

- ii. *Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school.*

Dr. Valencia Brown-Wyatt has been identified as the principal to lead **School 18’s** redesign efforts. She is a strong and effective leader with a Learner Centered approach to education. Dr. Brown-Wyatt has been in the educational field for sixteen years. As a seasoned administrator with a background and licensure in Social Work, she fully understands the challenges that plague our students and their families. She was instrumental as an Assistant Principal in the SILI bilingual elementary school in identifying key areas of academic deficits by disaggregating student data that led teachers to tailor their instruction based on the needs of the students. Through, this process some gains were noted. In her first year as principal, Dr. Brown-Wyatt was an outspoken advocate for the school community. She made great strides with limited resources. Dr. Brown-Wyatt has extensive training on Thinking Maps, PBIS and Explicit Instruction. She also represented the district at Community School meetings in Albany. She brings both experience and a unique set of strengths to her new role at **School 18**. After an analysis of both the qualitative and the quantitative data for that school, the District looked at the experience and expertise of Dr. Brown-Wyatt and determined that she is the key to moving **School 18** forward.

The District will support Dr. Brown-Wyatt as the new principal of **School 18** through the work of the School Support System, Professional Development for non-tenure principals and quarterly meetings with the administration from the Division of Teaching and Learning.

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

Among the Assistant Principals assigned to **School 18**, one will be the lead Response to Intervention (RtI) administrator. This Assistant Principal will have a deep knowledge of students and their families and use this knowledge to respond to students requiring additional supports and goal setting for future aspirations. As the lead RtI administrator, the Assistant Principal will have an understanding of the constructivist approach to learning and how differentiated instruction closes achievement gaps. A second Assistant Principal will work under the direction of the Principal to implement a school-wide instructional intervention system during the Balanced Literacy and Mathematics blocks. A third Assistant Principal will coordinate and monitor consistent data recording practices by teachers and intervention specialists. All Assistant Principals will be responsible for the shared supervision of all staff. School 18 will identify a School Improvement Manager (SIM) to oversee and insure that the school improvement activities are implemented with fidelity. The SIM will work as a part of the leadership team and share supervisory responsibilities including coordinating professional development activities with the Principal, monitoring participation in professional development provided at the District level, and coordinating efforts with the Partner Consortium.

- iv. *NOT APPLICABLE*

- v. *Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students.*

All of the Lead Administrators at **School 18**, save the SIM, are currently in place. The District will work closely with the new principal and the Yonkers Council of Administrators (YCA) as necessary to insure a seamless transition of the existing **School 18** administrative staff. It is critical to the success of **School 18** that the District to ensure that the existing administrative staff is highly qualified, demonstrates effectiveness and supports the implementation of the community-oriented school design. Anticipated barriers to achieving these goals of quality, effectiveness, appropriateness, and buy-in are the personal dynamics of the school leader and her supporting leaders. TBB, the EPO, will work with the principal to build a strong team that exemplifies joint commitments, beliefs, and decision making through Thinking Maps which help the new leader cultivate grass-rooted buy-in allowing the building of a team of school professionals who are collectively responsible for school improvement as detailed herein.

#### ***E. Instructional Staff***

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

- i. *Identify the total number of instructional staff in the building and number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system.*

For 2014-2015, there are currently 44 staff members at **School 18**. Based on the HEDI Rating Scale, 2 staff members have been rated highly effective, 15 effective, 7 developing, 5 ineffective, and the remaining 15 are new staff members or do not fall under new regulations.

- ii. *Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant.*

**School 18** is a Pre-Kindergarten through Grade 8 School whose vision is to provide students with a rigorous and accelerated curriculum as written in the district's mission of "empowering all students to take their place in the world as knowledgeable, competent, and responsible citizens". Considering that the large English as a Second Language (ESL) population, there is a tremendous focus on attaining the goal of this mission through a variety of resources, especially with an emphasis on our ESL student population. Under the leadership of the administration and the instructional guidance of a professional staff, students are engaged in various enrichment programs and exposed to a literature-based curriculum to simultaneously increase their knowledge of a content area, as well as enhance their critical thinking ability and English fluency. Students are expected to proceed to the secondary school level with the knowledge and skills it takes to succeed in school, as well as in a global society.

Recommendations from the DTSDE include: the development of a PD plan based on both data, additional PD and development of the co-teaching model, an increase in rigor and understanding of the shifts of the CCLS, opportunities for vertical planning, review of the School Comprehensive Educational Plan to include the voice of all stakeholders, and training for teachers on specific strategies for LEP students and SWD. The recommendations from Tenet 4 on the DTSDE Monitoring Report also referenced instruction for LEP students and SWD as well as the use of data. It cited that teachers need to develop instructional practices and strategies aligned to plans and include accommodations and instructional interventions for all groups of students including special education students and LEP students. Also mentioned in the report was that teachers should use data and multiple strategies in order to provide all students with a wide variety of ways to engage students in their learning. Data should be used to inform instruction, provide student feedback, set goals and assign grouping.

**School 18's** student population is 65% Hispanic or Latino. Out of this, 19% of our student enrollment consists of students who are Limited English Proficient. With a poverty level of 90%, the majority of the student body is eligible for free or reduced lunch.

Over the past seven years, **School 18** experienced a steady stream of students entering the school who tested into the ESL program, have not met NYS standards in Mathematics and English

Language Arts, and who are entering the Yonkers Public School District from various countries. Financial constraints have made it difficult for families to purchase materials and resources needed to support their children at home. There is a great need to implement a comprehensive rigorous instructional program where these students are provided with 21<sup>st</sup> Century Skills for lifelong learning. These skills include: being able to communicate, share, and use information to solve complex problems, and being able to command and expand the power of technology to create new knowledge. As with any child, these skills are attained by participating in a variety of experiences that focus on areas ranging from the educational environment in which they participate, their family, community, and the world around them. Therefore, it would be beneficial to have a ‘Family Room’ that contains resources for parents that can be utilized to support student learning in school and at home. These resources can help with the development of oral fluency and cognitive academic language proficiency and in addition, provide information on the availability of community services. Next, students need to make connections to the knowledge, social/cultural values and experiences that they bring to the classroom. Engaging students in valuable partnerships with community based organizations such as Greyston Corporation which will provide students with apprenticeship skills and the Hudson River Museum, which will help students develop and learn optimally through the arts, would be beneficial to the total school program. Additionally, students also need to gain technological knowledge so that they can compete when entering the working world. A technology-based extended day program will help students meet benchmarks in reading and math.

Currently, the school has developed collaborative partnerships with the McKenney Vento Homeless Assistance Program, Back to School Clothing Program, Scholastic Literacy Book Company, Project Reach, Leukemia and Lymphoma Society, Yonkers Partners in Education (YPIE), I Believe I Achieve School-based Mentoring Program (IBIA), and Clusters After-school Program. The School Improvement Grant would greatly benefit students and would be an added enhancement to the resources and programs already in existence at the **School 18**. It is our expectation that this grant will provide opportunities to reform and improve the instructional program at **School 18** by working to improve the instructional skills of staff while working to prepare our students for higher education.

The use of technology as a tool for instruction continues to be developed and infused into all levels of instruction. Technology is used as a classroom demonstration tool, as learning tool, research tool, and an assessment tool. In addition, within the realm of technology, online communication and collaboration are becoming a part of the school culture using the eChalk system which provides a school website to showcase the school to parents and community, class and group pages where teacher, parents, and students can collaborate outside of the classroom, and student and staff email to promote and develop open channels of communication between all stakeholders on a voluntary basis.

- iii. *For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.*

The culture of the school will reflect the Athenian Philosophy of “A Sound Mind in a Sound Body.” Student development and support will focus not only on academics but also

social/emotional as well as health and wellness. To support this philosophy, Extended Learning Time (ELT) will include physical fitness and the arts. Faculty and support staff will be added to the ELT program to support student development in the areas of reading, writing and math. The reading, writing and math support teams will work collaboratively to connect cross curricular learning. Professional Development will be infused into the daily activities of the school. This will be done through classroom observation, modeling, congruence planning in horizontal teams and vertical teams. The administration and faculty will work collaboratively to support the development of student led instruction and differentiated learning.

- iv. *Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited.*

All open positions for the 2015-16 school year at **School 18** will be advertised in the August Vacancy Postings. Positions will be based on skills and qualifications and will include the requirements and qualifications necessary to be considered for the position. As part of the protocol, teachers interested in “applying” for positions in the whole school redesign framework schools will be recommended to produce and submit a letter of intent as well as a resume. The letter of intent should provide some insight as to how the teacher meets the qualifications of the posting. Teachers interested in positions at **School 18** will be scheduled for interviews with the administrative team at each school. At the conclusion of the interview process, the principal will report the names of teachers who have been selected to central office. The Central Office personnel department will notify the newly appointed teachers in writing of their assignment for September 2015. The process described above has been used in the past and is part of the collective bargaining agreement between the Yonkers Federation of Teachers (YFT) and the Yonkers Board of Education. The contract clearly describes the process for transferring teachers and filling vacancies based on teacher seniority not qualifications. All documentation related to the Gateway hiring process; postings, rubrics, advertisements, will be collectively developed between Central Office Administration and the YFT.

Teachers assigned to **School 18** will be evaluated using the NYSUT rubric. Throughout the course of the school year, teachers will receive pedagogical support from a variety of providers including, but not limited to; Instructional Coaches, School and District Administrators and school partners through workshops scheduled during the school day as well as after school. Teachers earning rating of Developing or Ineffective will receive additional support through a Teacher Improvement Plan (TIP) in addition to the support and resources already deployed at the school building.

#### F. **Partnerships**

*The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks capacity on their own to deliver. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to the following elements:*

- i. *Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design.*

The Partner Consortium for the **School 18 Community School** will include The Balance Between, Inc. as the designated External Partnership Organization (EPO) supporting school

leadership decisions about the utilization of other partners including: ANDRUS, Beczak Environmental Services, Interactive Health, LLC., and the Yonkers City School District.

*THE BALANCE BETWEEN, INC (TBB):* Will serve as the EPO and support **School 18** to improve professional practice of educators to enhance learning opportunities for all students using best practices and brain-based methods of instruction across all content areas. TBB will serve as the lead partner working with the school leadership team to make decisions about utilization of additional partners in service of support school and EPO efforts to achieve the Superintendent's district goals and those identified in the school SCEP focusing on: community, academics and professional development. With the support of TBB, Thinking Maps® will be established as the core language of teaching, leading, learning and communicating across all members of the school and extended community, including other external partners.

*ANDRUS:* NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through ANDRUS. The ANDRUS Team links families with critical supports in the community to ensure that all students have access to the supportive environments necessary for their development. The ANDRUS Team provides systemic staff development along social-emotional learning opportunities. One of the main purposes of the ANDRUS Team is to maximize the learning environment by focusing on maximizing social-emotional learning opportunities by offering support to staff as well as for families. As a partner ANDRUS will be effective in improving the quality of the class environment, including reductions in management issues and disciplinary needs.

*Interactive Health, LLC.:* Interactive Health (IH) provides management, data collection, and evaluation expertise in developing protocols and information sharing environments that foster collaboration. IH will provide guidance how to best develop the community wrap around model, including the use of data to identify needs and gaps and to determine the most effective ways to serve the school and community. IH will assist in the monitoring of progress that is being made toward meeting project goals as well as determining if adjustments to programs and services are warranted. They will work in partnership to redesign this school into a high performing, high quality community-oriented school, serving both students and adults in the community.

*Beczak Environmental Services:* *The Beczak Environmental Education Center* provides both in-class and site based workshops to our students with an interdisciplinary approach to learning that supports science, math, language arts, social studies and fine arts.

Yonkers Community School District (YCSD): Through the Division of Teaching and Learning, a variety of departments will provide support to **School 18** and the Partner Consortium. Previous sections of this application, (District Level Plan, A. District Readiness and C. District Accountability and Support), include descriptions of the YCSD's commitment and capacity to support the proposed design framework along with the organization structures and functions with the various supporting elements. In addition, the Department of Instructional Support will have regular contact with the school and the multiple partners who interact with it and through Central Office. These key district partners will ensure that all initiatives are making progress in reaching the established goals and benchmarks.

- ii. *Complete the Evidence of Partner Effectiveness Chart (Attachment C).*

See Attachment C

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

All vendors are required to provide regular reports outlining whom they worked with, what activities or strategies were introduced, and anticipated outcomes of said strategies and/or activities. A condition for selection the vendor includes specific measurable deliverables and performance standards including timelines- these items will be reviewed quarterly to determine if the anticipated progress or changes have been realized or are meeting the timeline. Types of performance indicators reviewed include but are not limited to: student improvement on formal assessments or movement from more to less restrictive environment or testing out of ESL/ESOL. Teacher improvement could be measured in use and integration of technology, improved classroom instruction, etc. All vendors are evaluated by the building administration, teachers, and, depending on the services provided, the students and parents. A significant number of grants have Annual Performance Reviews. These reviews are prepared by outside evaluators and include an analysis of the services provided by vendors and other vendors. These reviews are always considered when a contract is renewed. The steps used to identify vendor accountability are charted in *Section I, E.iii.*

Utilizing tools that have been provided through NYSED and the school SCEP, the Systemic Support Grant, DTSDE, and annual evaluation protocols of site based and district wide grants, the Partner Consortium will collaborate to ensure implementation of best practices in support of the school and the school community. Importantly, the Partner Consortium (see Partners in Section F.i), will meet regularly as determined by the school leadership and EPO) to jointly reflect on progress towards meeting school goals .

**G. Organizational Plan**

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

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

See Organizational Management Chart Attached

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

<b>Day-to-Day Operations</b>
<b>School Administration Leadership:</b> Principal (1), Assistant Principal (2), School

Improvement Manager (1)  
**District Administrators:** Division of Teaching and Learning, Assistant Superintendents Executive Directors, Directors and Assistant Directors Department of School Improvement; Assessment and Reporting; Communications, Partner Consortium, etc.  
**School Improvement Team:** Representatives of key areas: Special Education; English Language Learners; General Education, Administration; Partners, Students, Parents  
**Extended Community:** Parent Advisory Committee, PTA, Volunteers

**Data Sources**

**Day-to-Day Operational Priorities**

- Teaching and learning – Common Core & Regents Reform Agenda items including achievement, social/emotional health and well-being, college and career readiness
- Training in awareness and use of data, clarity of instructional objectives
- Safety and organization establishing a functional educational environment and climate
- Ongoing assessment and collection of data; Ongoing development of data points
- APPR process and related elements, see *Organizational Plan, items iii and iv*
- Development of models to use for informed decision making and analysis

**Types of Data Sources which are used to drive discussion and decision making**

- Multiple Sources –standardized assessments, school based assessment, surveys, student/staff work Described in detail in *Section 8: Educational Plan*
- Differentiated models of demonstration and collection
- Walk through and formal observations
- Annual evaluations of administrators and teachers using HEDI ratings
- Annual reports from partners, vendors, and evaluators
- Feedback loops designed to provide ongoing collection of data from **School 18** community

**Nature of Data Sources**

- Visuals - Posted materials; projects, data walls (including language based, numeric, and graphic representations); media (i.e, video, audio, threads); role playing/demonstration
- Documentation – analysis of key data points, relevance in instruction, key factors in support, key factors in remediation and for consideration of development; class, grade, school
- Needs – Such as professional development, informational, resource, and guidance
- Focus –Common Core/Regents Reform Agenda objectives

**Frequency of Interaction Around Data Sources**

- School Administrative team: daily debrief
- Weekly: Grade level and focus area meetings
- Bi-monthly – School Improvement Team
- Monthly: Parent, student government
- Bi-Monthly or more – staff PD; student learning opportunities
- Ongoing APPR activities, per calendar provided *Section Organizational Plan, item iv*

**Manner in which results of interactions are communicated and acted upon**

- Meetings – Teams (grade level, focus area, student, parent)
- Communications – daily announcements, weekly announcements, newsletters, letters home
- Surveys and feedback loops

- Clarity of value of communications – Communications acknowledged, clearly identified as source of information (i.e., in the meeting last week, in review of last week data, in a note I received), and direct correlation with response clearly identified
- APPR related see calendar of communications see *Section Organizational Plan, item iv*

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

<b>Pre-implementation</b>
<p><b>April to August 2015</b></p> <ul style="list-style-type: none"> <li>• District wide training of administration and teachers in APPR process, Marshall and NYSUT rubrics, evidence based observations, and activities as noted in chart <i>Section I.D.v.</i></li> <li>• School Based Training for School Leadership and School Improvement Team - TBB – Partner as per SIG award, training to be determined</li> </ul>
<b>September 2015 to August 2016</b>
<p><b>Training - School Year 2015-2016 and beyond</b></p> <ul style="list-style-type: none"> <li>• <b>Administrators</b> – Ongoing training will be provided through District Offices</li> <li>• <b>Instructional Staff</b> – School level Administrators will provide ongoing training</li> <li>• <b>Partners:</b> TBB, Mercy College, Andrus Children’s Center</li> </ul>
<b>Responsible Parties</b>
<p><b>Certified Evaluators</b> – School Administrators  <b>Lead Evaluator</b> – School Principal Certified in the evaluation process and responsible for coordination and compliance with all APPR related matters for the school</p>
<b>Logistics - Scheduling, Conducting, Reporting</b>
<p><b>Scheduling</b> - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences; Classroom Observations; Post-Observations</p> <p><b>Conducting</b></p> <ul style="list-style-type: none"> <li>• Building Administrators – Principals and Assistant Principal(s), as certified evaluators, will conduct observations and end –of-year evaluations</li> <li>• District Administrators – District Level Administrators certified in the evaluation process may conduct observations and conferences as deemed necessary or by request of school Principal</li> </ul> <p><b>Reporting of Results</b></p> <ul style="list-style-type: none"> <li>• To Staff – Results will be reported by school level certified evaluators to staff under review</li> <li>• To District - Principal (Lead Evaluator) will communicate school results to a) District Chief Academic Officer, b) Office of Administration &amp; Supervision, c) Office of Assessment and Reporting</li> <li>• To NYSED - Results reported by the Office of Assessment and Reporting</li> </ul>

- iv. Provide a full calendar schedule of the events listed in “iii” for the 2015-2016 school year that reaches all instructional personnel who will staff the building.

<b>June 2015 to June 2016</b>
<b>Training - School Year 2015-2016 and beyond</b> <ul style="list-style-type: none"> <li>• <b>Administrators</b> – Ongoing training will be provided through District Offices</li> <li>• <b>Instructional Staff</b> – School level Administrators will provide ongoing training</li> <li>• <b>Partners:</b> <i>TBB, ANDRUS, Interactive Health, LLC., Beczak,</i></li> </ul>
<b>Responsible Parties</b>
<b>Certified Evaluators</b> – School Administrators <b>Lead Evaluator</b> – School Principal Certified in the evaluation process and responsible for coordination and compliance with all APPR related matters for the school
<b>Logistics - Scheduling, Conducting, Reporting</b>
<b>Scheduling</b> - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences, Voluntary; Classroom Observations; Post-Observation Conference, Voluntary <b>Conducting</b> <ul style="list-style-type: none"> <li>• Building Administrators – Principals and Assistant Principal(s), as certified evaluators, will conduct observations and end-of-year evaluations</li> <li>• District Administrators – District Level Administrators certified in the evaluation process may conduct observations and conferences as deemed necessary or by request of school Principal</li> </ul>
<b>Reporting of Results</b> <ul style="list-style-type: none"> <li>• To Staff – Results will be reported by school level certified evaluators to staff under review</li> <li>• To District - Principal (Lead Evaluator) will communicate school results to a) District Chief Academic Officer, b) Office of Administration &amp; Supervision, c) Office of Assessment and Reporting</li> <li>• To NYSED - Results reported by the Office of Assessment and Reporting</li> </ul>

H. **Educational Plan**

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

i. *Curriculum*

**ELA-** *Journeys Common Core* and *Journeys Digital Gateway*, the on-line curricular component, chosen for students in K-6, is a reading and literacy program designed specifically to assist students implement the Common Core and ensure student success. The comprehension and language developed in *Journeys* reflect the Common Core’s focus on students’ development of independence across a range of text types of increasing difficulty. . Thinking Maps will be integrated into all literacy instruction, as appropriate.

*Journeys* writing instruction provides coverage of the Common Core State Standards in informative (explanatory), argumentative (opinion), and narrative writing. In addition to the *Journeys* writing component, “*Units for Teaching Writing*” by Lucy Calkins will be implemented. Both *Journeys* and Calkins Units of study will be implemented with the support of Thinking Maps for planning in Year 1.

Senders is the *Journey’s* publication for bilingual students which is available for all bilingual classes. LoGramos, the counterpart to *Journeys* Common Core, is the Spanish Reading Assessment Program chosen for those students in K-8 that are enrolled in a bilingual program. Thinking Maps will be integrated into all literacy instruction providing access points for ELLs.

Holt McDougal Literature Common Core, chosen for students in 7<sup>th</sup> and 8<sup>th</sup> grade, is the middle school reading and literacy program designed to follow *Journeys* Common Core. This seven-level series of textbooks is a comprehensive resource that addresses all key points of the Common Core State Standards in English Language Arts (ELA).. This will be implemented with the support of Thinking Maps for planning in Year 1, In Year 2, the Thinking Maps writing curriculum will be introduced with a focus on the 6 traits, Response to Text and Expository. Year 3 will include Narrative and Argument Writing. This curriculum will be integrated with existing content.

**MATH-** *enVision MATH Common Core*, chosen for students in K-5, is a focused and coherent mathematics curriculum that provides in-depth instruction on mathematics content identified by the CCLS. This focused and coherent curriculum makes possible in-depth student understanding, which in turn leads to higher student achievement. Thinking Maps will be integrated into all mathematics instruction, as appropriate.

*CPM (College Preparatory Mathematics)*, chosen for students in 6<sup>th</sup>-8<sup>th</sup> grade, is a comprehensive math program that was built around three fundamental principles informed by both theory and practice: 1) initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher; 2) integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea and 3) long term retention and transfer of knowledge is best supported by spaced practice or spiraling. All math instruction will be enhanced with the use of Thinking Maps aligned to the content being taught.

ii. *Instruction*

The Common Core Programs chosen for ELA and Math address the six shifts that the Common Core require educators to address. Through *Journeys*, *Senders*, the Holt McDougal series, Calkins writing and the use of Thinking Maps students will participate in whole group, small group and independent literacy. The balances of informational and literary text in these series are appropriate for K-5 with a 50/50 balance and grades 6-8 with a 60/40 balance with a focus on content rich non-fiction in both Social Studies and Science as well as what is read during the literacy block. The curriculum includes all aspects of the workshop model, evidence-based conversations about text and the increase of transferable vocabulary.

In Math, the suggested accelerated traditional pathway to the Common Core State Math standards that were developed by the Common Core State Consortium will be utilized. Topics will be accelerated in both 7<sup>th</sup> and 8<sup>th</sup> grade giving students the opportunity to sit for the 8<sup>th</sup> grade Algebra Regents. In Science, 8<sup>th</sup> grade students will be following the New York State Regents Curriculum in either Earth Science or Living Environment.

*iii. Use of Time*

The school calendar will begin on September 5, 2015. Every student will have the opportunity to participate in Summer Learning Labs and Extended Learning Time. The school day will start at 7:30 a.m. and end at 4:30 p.m. The day for students will consist of 8-10 periods that vary in length according to content area.

<b>K-5 Bell Schedule</b>	<b>6-8 Bell Schedule</b>
<b>Period 1:</b> 7:30-8:35 (ELT)	<b>Period 1:</b> 7:30-8:35 (ELT)
<b>Period 2:</b> 8:40-9:45	<b>Period 2:</b> 8:40 - 9:29
<b>Period 3:</b> 9:50-10:55	<b>Period 3:</b> 9:33 -10:19
<b>Period 4:</b> 11:00-12:05 Lunch	<b>Period 4:</b> 10:23-11:09
<b>Period 5:</b> 12:10-12:40	<b>Period 5:</b> 11:13-11:59
<b>Period 6:</b> 12:45-2:25	<b>Period 6:</b> 12:03-12:49 Lunch
<b>Period 7:</b> 2:30-3:35	<b>Period 7:</b> 12:53-1:39
<b>Period 8:</b> 3:40-4:30 (ELT)	<b>Period 8:</b> 1:43-2:29
	<b>Period 9:</b> 2:33-3:19
	<b>Period 10:</b> 3:23-4:23 (ELT)
	DISMISSAL: 4:30

Strategies for the use of instructional time that will lead to a pedagogically sound schedule include: 1) Increased learning time and instruction in core academic subjects of ELA, Math, Social Studies and Science; 2) Enrichment activities that will contribute to a well rounded education; 3) Increased opportunities for teachers to collaborate, plan and engage in professional development includes congruency and/or professional development. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

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

Data Driven Instruction refers to a teacher’s use of the results from various student assessments to plan instruction (Thompson, 2010). The Data Team will spearhead staff training on formative assessment under District guidance. The four principles of effective data driven instruction will become part of the culture: assessment- rigorous interim assessments; analysis- examination of results to identify the causes of both strengths and shortcomings; action- teach effectively what students most need to learn; and culture- create an environment in which data-driven instruction can survive and thrive.

ELA Assessments:

The following assessments will be administered on a needs basis: Emerging Literacy Survey (K-1), Diagnostic Assessment-Individually Administered; Comprehensive Screening Assessment; Weekly Assessments, and monthly Running Records. Additionally, the likely schedule of

assessments follows. This schedule will be adjusted according to school and district goals and requirements:

- District ELA Interim Assessments will be administered to students in Grades 3-8 in October 2015 and February 2016;
- Measures for Academic Progress (MAP) for primary grades are diagnostic and computerized adaptive assessments in reading and mathematics, specifically tailored to the needs of early learners. MAP will be administered a minimum three times a year to students in Grades K – 3;
- Journeys Reading Program will provide students in K-8 two formal ELA assessments per year (January, June) to measure cumulative mid-year and yearly progress.
- Children’s Progress, an adaptive and diagnostic ELA assessment, will be administered three times to students in PreK (Fall/ Winter 2014 Spring 2015);
- Baseline, Intermediate and End of the Year Writing Assessments will be administered (September 2015, January and June 2016);
- At the discretion of the school principal, D.R.A. (Diagnostic Reading Assessment) will be administered to students in K-3 in September 2015 and May 2016;
- New York State ELA Examination will be administered in April 2016.

Math Assessments include the following:

- *Core Connections* courses have access to the assessment resources for those courses via eBook version. The test banks and sample tests completed will be available by spring 2015. All courses will offer benchmark and end of unit assessments;
- District Math Interim Assessments will be administered in Grades 3-8 in October 2015 and February 2016;
- Children’s Progress, an adaptive and diagnostic Math assessment, will be administered three times to students in K-3 Fall/Winter 2014 and Spring 2015;
- Local Pre and Post Assessments will be administered twice annually;
- New York State Math Examination will be administered in April 2016;
- 8<sup>th</sup> Grade students will take the New York State Regents Integrated Algebra Exam and a Science Regents in June, 2016.

Analysis of all results will take place on a regular and consistent basis for all teachers in K-8. Student and class goals will be formulated during regular congruency meetings and professional development sessions. The teachers will plan units and lessons and use curriculum and materials aligned to New York State Common Core. Utilizing a variety of measures and comparing composite scores, teachers will use the data to plan improvements and identify struggling students. The summative assessments mentioned will be the high-stakes examinations that will drive the Inquiry practice in the school. These multiple and varied measures administered over an extended period of time will provide more reliable information about student learning and the impact of effective teaching. The follow through into professional development and the supports and resources provided through coaches and post secondary advisors in literacy and numeracy will have a significant impact on raising student achievement as measured by standardized tests.

Inquiry practice also referred to as systemic, intentional study by teachers of their classroom practices (Cochran-Smith and Lytle, 1993) will become part of the everyday culture. With coaching, teachers will engage in regular classroom inter-visitations with colleagues to examine the best teaching practices that are part of the action plan. The school's formal inquiry cycle will include all three phases of the Inquiry Process. The Time Line follows:

- August 2015 - Define a school-wide focus group consisting of Teachers, Administrators, and Parents.
- October 2015 - Define a target population (skill, sub-skill and students) after examining the 2014 NYS ELA/ Math results.
- October 2015 - Define the long term goal.
- November 2015 - Define learning targets and short term goals.
- November 2015 - Analyze the target population's conditions of learning and systems that produced conditions of learning.
- December 2015 - Design and implement change strategy.
- January/February 2015 - Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed.
- Launch 2<sup>nd</sup> Inquiry Team.
- January 2016 - Define a school-wide focus group consisting of Teachers, Administrators, and Parents.
- February 2016 - Define a target population (skill, sub-skill and students) after examining the 2013 NYS ELA/ Math results.
- February 2016 - Define the long term goal.
- March 2016-Define learning targets and short term goals
- March 2016-Analyze the target population's conditions of learning and systems that produced conditions of learning
- April 2016-Design and implement change strategy
- May 2016-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- June 2016 - Reflect on the findings of the inquiry teams and prepare for change

v. *Student Support*

The system chosen for identifying students at-risk for academic failure will be through ASSIST: Academic Student Support and Intervention Teaming (RTI Model). It will be continued with regularity and implemented with fidelity. According to 100.2, Academic Intervention Services (AIS) will be available to students. The ASSIST team of school-based professionals will determine the academic intervention needs of students in K-8 in both ELA and Math. The team will develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Classroom teachers will monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. The extended school hours/days will help ensure that AIS is implemented consistently as it is built into the daily schedule.

vi. *School Climate*

As a partner, *ANDRUS* will introduce a clinical team to provide social, emotional and behavioral support. Through the Sanctuary Model the clinical team will offer a variety of support services to supplement the support currently offered through district personnel. These services include assisting students, staff, and parents in general and special education settings, both within the classroom and outside of the classroom setting during the school day and through the extended day program addressing a broad range of socio-emotional and behavioral issues. Additionally, a primary focus will be to provide high quality engagement and education to families as they build **School 18** as a community school. The *ANDRUS*' partnership will provide systemic staff development along with social-emotional learning opportunities for families. *ANDRUS* will partner with TBB to include Thinking Maps in their work with students, staff and families.

In addition to the *ANDRUS* partnership, in order to support safe and productive learning environments, this school will engage in several evidence-based, targeted strategies to improve school climate. The strategies may include:

- Relationship Focused: Connect every student to at least one caring adult
- Establish a School Improvement Team (SIT);
- Establish School Wide Focus-Adopt community wide practices to build character and support appropriate student behavior (Food Drives, Homework Helpers etc.);
- ASSIST (RTI): Use diverse and increasingly intensive approaches to support students academically;
- Data-Driven: Track and analyze school data that goes beyond test scores and includes perceptions of key school climate indicators;
- Coordinate: Build systems to link educators, students, parents and the community (PTA, SCD, Title I Meetings);
- Promote healthy bodies, eating, fitness and weight through *Healthy Bodies*.

vii. *Parent and Community Engagement*

The school will encourage parent/family involvement and communication using Thinking Maps as a shared language with the goal to support student learning by enacting a plan to incorporate the following into regular school practices:

1. Use the Community Center to build a support community and provide family resources and opportunities for involvement;
2. Publish a monthly Newsletter to share with the community school happenings;
3. Send a needs assessment to parents to get their feedback on what they view as important to address;
4. Extensive use of E-Chalk and a Parent and Community Webpage;
5. Develop the school as a Community Service school with a building that is open to serve the community beyond the school day, operating a joint partnership with the community agency, Westhab, providing access to health services, and offering social and educational services for families and community members;
6. Ensure that parent contact information is up to date so that communication flows;

The school will offer programs, events and activities related to encouraging parent involvement and engagement such as:

1. “Parents as Partners” - information and support to foster parent involvement;
2. “Parent of the Month Club” – recognition of parent contributions to the school Community;
3. “Three for Me” Project (parents pledge to volunteer three hours per year per child);
4. Orientation day(s) before the first day of school and at back-to-school night (within the first month) to familiarize parents and children with the school setting;
5. Establish a program to encourage English for Speakers of Other Languages (ESOL) parents to become involved with their child’s education;
6. Planning sessions with parents to help them develop strategies for supporting their child’s success inside and outside of the classroom;

Prior to each testing period, correspondence and presentations will be made by the Administration to parents. These will include a brief overview of each exam and the importance of passing it. After the periodic assessments are given, communication will be made to parents indicating their child’s progress and any areas of need along with the supports available to their child. This will occur more frequently for students of concern. Ongoing parental workshops are given to support the students in school through Title I services and, per 100.11, a School-Based Planning Team will also be established where parents, teachers and administrators will meet regularly to examine educational issues, student achievement, and accountability. As per Title I, parents will be invited to participate in regular workshops that pertain to the educational needs of students and those of the community. Surveys will be sent to all parents periodically throughout the school year for feedback on the quality of workshops provided, communication, school environment, programs, events and calendars.

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

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

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

Focus groups in each school were interviewed around their needs and those of their students and teacher evaluations of prior professional development initiatives were reviewed, in addition to staff observations, evaluations and walk-throughs that indicated areas of need. Recommendations documented in external audit reports were also taken into account. Current research in teaching, learning and assessment provided the knowledge base for the type of programs to be presented. When presented with this concept, a school focus group considered it an excellent model for the school to implement.

- ii. *Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2015 to June 30, 2016).*

Each partner identified in Section F.i. has a critical role in supporting School 18’s efforts to achieve the identified school and district goals. The finite timeline of the professional

development calendar will be designed with partnership organizations in September to ensure alignment of initiatives and assurance of goal attainment.

	<b>EVENT</b>	<b>AGENT</b>	<b>OUTCOME</b>	<b>REPORTING</b>
SEPT	<ul style="list-style-type: none"> <li>• Development and sharing of action plan including PD calendar</li> <li>• Identify success criteria for each goal &amp; partner</li> <li>• Gather baseline data</li> <li>• Introduce Thinking Maps</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• School and all partners will have clear understanding of goals, success criteria and plan</li> <li>• Staff will use Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Collect beginning of year performance data on students and staff</li> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>
SEPT <i>*NOTE- This continues throughout each remaining quarter.</i>	<ul style="list-style-type: none"> <li>• On site consulting work supporting development of instructional skills across all content areas</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Teacher practice will be improved.</li> <li>• Student performance will be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li>•</li> </ul>
SEPT <i>*NOTE- This continues throughout each remaining quarter.</i>	<ul style="list-style-type: none"> <li>• Open Family Welcome Center</li> <li>• PD for staff focused on developing best practice in classroom management, character development, health and wellness</li> </ul>	ANDRUS Health, interactive Health, Health & Wellness Instructor,	<ul style="list-style-type: none"> <li>• Action plan for support of social emotional well-being of students</li> <li>• Opportunities for parents to participate in school community</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and plans for next quarter</li> <li>• Surveys from parents</li> </ul>
OCT-DEC	<ul style="list-style-type: none"> <li>• Review quarterly progress of each partner to determine whether to continue partnership</li> <li>• Introduction of use of multiple Thinking Maps</li> </ul>	TBB	<ul style="list-style-type: none"> <li>• Progress made towards school academic and community goals</li> <li>• Student independent use of Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Maps Implementation Rubric</li> <li>• Summary report by TBB</li> </ul>
OCT-DEC <i>*NOTE- This continues</i>	<ul style="list-style-type: none"> <li>• Begin STEAM inquiry programming in Extended Day sessions</li> </ul>	Saunders HS & Riverside HS	<ul style="list-style-type: none"> <li>• Increased student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Partners submit summary of work completed, progress towards goals and</li> </ul>

throughout each quarter.

JAN-MAR

- Review quarterly progress of each partner to determine whether to continue partnership
- Thinking Maps Comprehension course

Robotics

TBB

- Progress made towards school academic and community goals
- Student independent use of multiple Thinking Maps

plans for next quarter

- Thinking Maps Implementation Rubric
- Summary report by TBB

APR-JUNE

- Review quarterly progress of each partner to determine whether to continue partnership

TBB

- Progress made towards school academic and community goals
- Student use of Maps for writing or speaking

- Thinking Maps Implementation Rubric
- Summary report by TBB

iii. *Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data*

The planning period at the beginning of the implementation is critical in identifying the clear roles, responsibilities, goals and plans for each partner. The effects of these professional development plans will be evaluated on a quarterly basis using the specific success criteria surfaced by each partner during the August and September planning and launch phases. Outcomes will be monitored and subsequent modifications will be made as a result of staff feedback, evaluations, principal observations, APPR, consultant reports and/or interim and state assessment data. Based on the progress made towards identified goals, each partner's participation will be approved or terminated for the next quarter.

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

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

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

*implementation status of the SIG plan. This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.*

The YCSD has multiple established forums for dissemination of information that does include school status and notifications of activities such as meetings and workshops many of which are grant related. Information is made on the district and website and school web pages along with other web based resources. Daily, the Superintendent hosts meetings with department administrators, school administrators, and partners to share and explore information and through the quarterly Parent Advisory Council meetings held at Central Office information is shared districtwide. The PTSA representatives meet monthly with Central Office and School administration representatives at different school and in the evening from 7:00 p.m. to 8:30 p.m. and the Deputy Superintendent meets monthly with school administration at Central Office during the day via conference calls or in meetings with principals in attendance. These same practices should continue to be in place during the course of the grant and the information would be shared with **School 18**.

Following the successful practice of the current SIG awarded schools, there will be quarterly meetings among all stakeholders at the school site and during the school day. Central Office, school administrators, partners, bargaining unit representatives, parents, and students are invited to join these sessions. During these meetings, the plan is reviewed, progress identified, and findings addressed. Twice a year every parent is afforded the opportunity of a parent teacher conference either during the school day or evening. A third opportunity to meet with faculty and administration is a new proposal for **School 18**; Group meetings with therapists, counselors, teachers, administrators and parents, and frequent contact between case managers and parents; Inform parents about and invite them to Special Education Advisory Committee Meetings; Educational workshops are offered throughout the school year addressing the needs and requests of parents, families, and community members on pertinent topics such as Cultural Diversity Training; Parent trainings conducted by partners; Student work celebrations.

**K. Project Plan and Timeline**

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

- i. *Identify and describe the key strategies for year-one implementation period (September 1, 2015 to June 30, 2016) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.*

<b>Planning Period 7/1/15-8/31/15 – Responsibility Grid</b>	
<b>Actions/Activities</b>	<b>Accountable Person/Group</b>
Identification of Principal	Superintendent of Schools; Deputy Superintendent;
Development of Agreements with Bargaining Units	Superintendent of Schools; Deputy Superintendent, Assistant Superintendent of Elementary Instruction and Administration,; YCA; YFT; PTSA

Data Analysis and Accountability Planning	Executive Director Student Information, Assessment and Reporting; Executive Director of School Improvement; Assistant Superintendent of Special Education; Principal
Application for Teaching Positions and Hiring of Faculty	Superintendent of Schools; Deputy Superintendent; Principal
Contract Negotiations; Presentation to BOE	Executive Director of School Improvement; Principal
Budget Planning (i.e., Purchasing of Materials and Supplies)	Executive Director of School Improvement; Budget Analyst; Principal
Design of School Calendar and Instructional Schedule	Superintendent of Schools; Deputy Superintendent; Assistant Superintendent of Elementary Instruction and Administration; Executive Director of School Improvement; Principal

<b>Year One Implementation Period 9/1/15-6/30/16 - Goals and Key Strategies</b>	
<ol style="list-style-type: none"> <li>1. Establishing <b>School 18</b> as a Community Oriented School that is jointly operated through a Partnership Consortium. There will be an integrated focus on academics, health, and social services as well as youth and family community engagement, which will be supported for students through extended learning time;</li> <li>2. Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment;</li> <li>3. Addressing the language needs through a multi-lingual educational approach which affirms the school community linguistic diversity. The improved <b>School 18</b> brings authentic, hands-on experiences that have technological supports and enrichment activities to all students through cross-curricular reading, interactive opportunities utilizing online activities and extended learning 21<sup>st</sup> Century activities.</li> </ol>	
<p><b>9/1/15 to 6/30/16</b></p>	<ul style="list-style-type: none"> <li>• Adoption of mission and vision for the Community Oriented Wrap Around School. Communication and implications for stakeholders.</li> <li>• Partnerships with: <i>ANDRUS, Interactive Health, LLC.</i>, TBB</li> <li>• Identification of Project Manager</li> <li>• Contracts with vendors to bring enrichment opportunities to the school community: Riverside High School Robotics Program, BECZAK,</li> <li>• Identify strategies for supporting SWDs and ELLs</li> <li>• Implemented professional development plan based on calendar developed jointly by administration and staff</li> <li>• Implementation of Journeys, enVision math, College Preparatory Math</li> <li>• Develop activities for extended learning with a focus on project based assessment/UBD</li> </ul>

- Analysis and Accountability of Implementation

This design is built on a Logic Model captures the Theory of Action as it applies the individual school improvement plan and includes additional detailed key strategies captured in this report under *Section II, School Level Plan, A.ii, School overview*.

- ii. *Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan..*

Early wins are based on research proven strategies of visible improvements within the first few weeks (or months) of school designed to build momentum and communicate change.

<b>Early Wins: a) Physical Structure, b) Learning Time/Time Efficiency, c) Behavior</b>
<p><b>a) Improvement of Physical Structure:</b></p> <ol style="list-style-type: none"> <li>1. Review and repair of structural issues with a goal of quick improvement to the physical structure;</li> <li>2. Enhance internal environment with attractive displays of student work updated at least monthly (i.e. art work, paintings, murals, music, videos, plays, digital creations);</li> <li>3.</li> </ol>
<p><b>b) Learning Time / Efficiency:</b></p> <ol style="list-style-type: none"> <li>1. Streamlined process to access and distribute resources;</li> <li>2. Well organized classroom spaces free of clutter, clearly identified learning centers, common strategy charts throughout the school;</li> </ol>
<p><b>c) Behavior:</b></p> <ol style="list-style-type: none"> <li>1. High visibility of staff throughout the school – during class changes, before and after school;</li> <li>2. Highly visible consistent school-wide positive student behavior plan;</li> <li>3. School-wide practices for manifesting positive environment (e.g., greeter students, public acknowledgement of positive behaviors, caring/charitable events during strategic times throughout the school year;</li> <li>4. Parent, family, and community use of the Community Center.</li> </ol>

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

<b>Leading Indicators of Success</b>
<p><b>Goal 1: Student Achievement Outcomes</b>  <b>Prekindergarten – Grade 8</b></p> <ol style="list-style-type: none"> <li>A. Fifty-five percent (55%) of all students in Grades 3-8 will score at proficiency (Level 3) on the New York State ELA and Mathematics assessments</li> <li>B. Ten percent (10%) of all students in Grades 3-8 will score at mastery (Level 4) on the New York State ELA and Mathematics assessments</li> <li>C. Thirty-five percent (35%) of all Students with Disabilities (SWD) in Grades 3-8 will score at proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments</li> <li>D. Thirty-five percent (35%) of all Limited English Proficiency (LEP) students will score at</li> </ol>

proficiency or mastery (Levels 3 and 4) on the New York State ELA and Mathematics assessments

E. Ninety percent (90%) of all students in Grades 3-8 will score at Level 2 or higher on the New York State ELA and Mathematics assessments

- a) Short-cycle progress monitoring in ELA and math using identified intervention assessments
- b) Collaborative planning of grade level team to problem-solve and brainstorm focus efforts to support increased student achievement; documentation of same
- c) Evidence and demonstration of one or more grade wide project based learning opportunities

**Focus indicator Year 1:** A 10% increase in attendance at school based events by parents/guardians, at least 4 Shared Decision Making meetings held throughout the school year with representation by the required groups (parents, students in grade 4 or higher).

**Focus indicator Year 1:** A 5% decrease in the number of students who receive an Out of School Suspension or In School Suspension/Intervention, a 50% decrease in the number of students who are referred to the office for administrative intervention.

What	How collected	Who will analyze & Reporting Protocol
<b>Monthly progress monitoring data</b>	<ul style="list-style-type: none"> <li>• In class assessment data ELA/Math</li> <li>• Progress monitoring data for targeted skills</li> <li>• Open ended student work to assess multiple content sub-strands</li> <li>• Student attendance data</li> </ul>	<p><b>Analysis:</b> Leadership Committee, Inquiry/Data; Classroom teachers PLC</p> <p><b>Reporting:</b> 1) PLC meeting minutes, 2) Progress monitoring data sheets, achievement using prescribed NYS open rubrics for ELA and Math,</p>
<b>Teacher, staff, and parent communication and satisfaction levels</b>	<ul style="list-style-type: none"> <li>• Meeting Agendas</li> <li>• PTA meetings - monthly</li> <li>• Suggestion boxes</li> <li>• Staff attendance data</li> <li>• Quarterly school newsletter</li> </ul>	<p><b>Analysis:</b> Leadership Committee, Shared Decision Making Committee, Administration</p> <p><b>Reporting:</b> 1) Attendance sheets for workshops and PTA meetings, 2) Suggestion box data recording,</p>
<b>Positive School Culture</b>	<ul style="list-style-type: none"> <li>• Tracking suspensions by offense code in eSchool</li> <li>• Required use of documented parent outreach</li> </ul>	<p><b>Analysis:</b> Administrative Team, Leadership Committee, RtI/PBIS PLC</p> <p><b>Reporting:</b> 1) Monthly analysis of incidents by code in eSchool, 2) RtI/PLC meeting notes to track interventions</p>

**Reporting: How / To Whom / Action**

**Building level:** Data collected reported to Principal

**District level:** Principal reports to Executive Director of School Administration, Executive Director of Instructional Support, School Improvement Director, relevant Administrative representatives

**Action:** Data gathered used to inform and revise project design

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

The Community-Oriented Inquiry Model responds to the identified goals of School 18 and the district by collaborating with high leverage partner organizations. The strategies are grounded in extensive research and will be implemented at the school with the support of these partner organizations and will be monitored for effectiveness on a quarterly or more basis throughout the year. TBB, will provide additional accountability in achieving the goals by reviewing the quarterly results of each partner and work with school leadership to determine whether to maintain, alter, or conclude partnership agreements with external vendors.