

LEA NAME: NYCDOE D1	Program Reviewer: Team 1
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**2015-18 Title I School Improvement Section 1003(a)
SOCIOECONOMIC INTEGRATION PILOT PROGRAM GRANT
APPLICATION REVIEW FORM B**

SCHOOL NAME(s): PS 15 Roberto Clemente	MODEL: C
Review Date(s): 3/10/2015	Final Program Approval: TBD

Guiding Principles for Reviewers

Reviewers should evaluate applications not only on the completeness and quality of individual responses, but on the applicant’s overall alignment to the core values of the grant program as expressed in the RFP.

There is no specific rating for the Guiding Principles, but comments should indicate whether the overall plan is well aligned or indicate what does not align with each of the Guiding Principles.

Guiding Principle 1, Specified models & requirements: The grant program applicants may use one of three models. A: Individual “Magnet School” Model; B: Coordinated Grants Model; or C: Community Innovation Model. Models A and B lay out specific requirements, and applicants are permitted to submit variations of those models in response to unusual circumstances or special community needs under Model C. Models A and B requirements:

- implementing an academic program in demand by parents from a range of backgrounds in the district or relevant geographic area;
- implementing a choice-based admissions policy that will promote socioeconomic diversity in the school’s *entry* grade through consideration of at-risk factors for each applicant;
- Admitting new students to promote socioeconomic diversity in the school’s upper grades according to availability of seats;
- Allowing low-achieving students to voluntarily transfer from the school to schools in Good Standing with a *resulting* poverty rate less than the average poverty rate of the district as a whole or other relevant geographic area.

<p>Comments: Not stated what interest parents have in the Renzulli SEM program. No mention of transfer to “school in good standing”.</p>
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Guiding Principle 2, Concerns and values of the grant program: The grant program was structured around some principal concerns and deeply-held values that are expressed throughout the RFP. Reviewers should keep these in mind and evaluate applications and individual responses accordingly:

- Genuine community and stakeholder engagement in developing the application and planning for implementation (see below):
- A genuine opportunity for applicant districts to do sound planning for success of the implementation;
- Systemic, multi-school planning that furthers integration not only in the subject school, *but in proximate schools whose enrollment patterns will be affected by the plan*;
- Inclusive academic programs with professional development to support teachers implementing innovative programs and/or working in diverse classrooms;
- Dual Language programs (when used) designed to meet the needs and languages of ELLs living near the school;

- Thorough and competent outreach to parents and other stakeholders through “family resource centers” or other strategies to facilitate the choice-based admissions policies/student transfers;
- Transportation to ensure meaningful “choice” of schools for low-income students.

Comments: Transportation not an issue it would seem. More details on these questions needed.

Guiding Principle 3, Planning Activities and Implementation: The grant program envisions grant activities to proceed in two stages with planning activities lasting as long as 18 months of the total 36-month grant term. Although the template encourages applicants to submit as many details as possible about their integration plan, reviewers should remember that districts had a very short time to complete their applications and may not have fully developed answers to all of the template’s questions on implementation. More importantly, because NYSED wants to encourage genuine community engagement and sound planning in these grants, applicants that wish to use the planning period to answer some of the questions posed in the template should not be penalized. To meet this requirement, the plan should include sufficient detail for review, but should indicate areas to be developed during the planning grant.

Comments:
Sounds reasonable. A chart or grid would have helpful in understanding timelines.

Application Rating Guidelines:

Excellent (E)	Specific and comprehensive. Contains complete, detailed, and clearly articulated information for program implementation and progress monitoring. High potential for success in meeting poverty and performance targets.
Good (G)	General, but sufficient detail. Provides adequate information for program implementation and progress monitoring, but some areas require clarification. May contain minor inconsistencies or weaknesses. Reviewer should include comments and questions to help increase potential for successful implementation.
Fair (F)	Limited information is provided about approach and strategies. Lacks focus and detail regarding implementation and progress monitoring. More information is needed for approval. Reviewer must identify information needed for approval and make recommendations to increase potential for successful implementation.
Poor (P)	Fails to provide required information, provides inaccurate information, or provides information requiring substantial clarification. Major revision needed for approval. Reviewer must identify major deficiencies and information needed for approval. Reviewer should include recommendations to increase potential for successful implementation.

SECTION A - Program Data:

Poverty Data is complete and targets are reasonable and appropriate.

Rating: G	Comments/Revisions: Seems to be reasonable. I would like to see more ambitious socioeconomic integration goals. The proposal calls for a 13 percentage point shift, from 89% low income to 76% low income. But the variance with the district average is 25 points. Moving closer to the district average would be more likely to yield academic gains for students.
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SECTION B – Program Narrative:

1. SES INTEGRATION PLAN OVERVIEW is complete and includes all necessary information:
- A summary of the primary identified needs of the targeted school(s), specifying the data used and the stakeholders consulted that resulted in the identification of these needs.
 - The strategy and overall timeline for implementing the proposed plan. Anticipated barriers should be addressed.
 - An overview of the district structure that will support the strategic implementation of the plan. Communication with and professional development for school leaders at identified schools should be addressed.
 - Identification of all funding sources that support implementation of the plan.
 - Overarching SES Implementation goals to be achieved through this program by the end of the three year period.
 - An explanation of any elements of the plan that are based upon inter-district agreements.

Rating: F	Comments/Revisions: What type of PD to be offered? No mention of inter-district, but may not be applicable. What type of funds will be used after grant sunsets? What barriers might occur? Who are these outside experts? The Renzulli school wide enrichment model is said to have a track record of attracting a wide range of students, which is good, but what evidence is there of parental demand for this program within District 1?
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2. PLANNING PROCESS & PLANNING TEAM include all necessary information:
- a. Describe the process for creating the plan. Include information about public outreach, stakeholder consultations and all meetings.
 - b. List the members of the Planning Team, their job title, the stakeholders they represent and how they were selected for the planning team.

Rating: G	Comments/Revisions: What specific goals regarding student achievement are to be reached?
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3. NEEDS ASSESSMENT & PROGRAM SELECTION include all necessary information:
- a. Describe all data sources and stakeholder input used to select the program for this school.
 - b. Explain how this program was selected.
 - c. If this is an innovative program, explain how the program will meet the needs and interests of the targeted groups.

Rating: F	Comments/Revisions: Would like to know parents perception of the Renzulli SEM as it seems the district already decided on this program to proceed.
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4. RESEARCH BASE & DISTRICT CAPACITY include all necessary information:
- a. Describe the research base for the program that has been selected.
 - b. Provide evidence to show that the district can successfully implement the program.

Rating: G	Comments/Revisions: Program could work. The programs web site does state that this program works with this type of student body.
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5. DISTRICT ORGANIZATION AND POLICY CHANGES REQUIRED FOR PLAN IMPLEMENTATION include all necessary information:

- a. Explain the changes, if any, which will occur as a result of this grant in terms of district zoning, grade configurations, admissions policies, etc.

Rating: F	Comments/Revisions: Will need more details for this item.
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6. INTER-DISTRICT PROGRAM REQUIREMENTS (if applicable) include all necessary information:

- a. Provide detailed information about the SES status and student achievement for all partner school districts and schools.
- b. Explain the explicit agreements that have been reached between the applicant district and the partner district.
- c. Explain how multiple funding sources will be used to support the program. 1003(a) funds may only be used to support the transportation costs of eligible students from Title I Priority and Focus Schools, as well as costs for parent outreach and assistance regarding public school choice. Transfers of non-Title I students cannot be funded with 1003(a) or Title I.

Rating: N/A	Comments/Revisions: Would it make sense to try to attract students from adjoining districts?
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7. STUDENT SELECTION CRITERIA/PROCESS includes all necessary information:

- a. Explain the selection process for recruiting students to participate in the program.
- b. Explain how low income students will receive equitable access to innovative programs.

Rating: F	Comments/Revisions: What is the process? The use of extensive SES data is good, but more description of the process is needed.
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8. TRANSPORTATION PLAN includes all necessary information:

- a. Describe the transportation requirements for this program.
- b. Explain how the district will address these needs.

Rating: E	Comments/Revisions: No additions needed
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9. RECRUITMENT & PROFESSIONAL DEVELOPMENT include all necessary information:

- a. Describe the staffing requirements for the program and the recruitment process that will be used to meet this need.
- b. Describe the professional development that will be provided to staff that will be implementing innovative programs or teaching more diverse students in this program.

Rating: F	Comments/Revisions: Need details on how staff will be selected + what PD will be offered?
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10. STUDENT SOCIAL & DEVELOPMENTAL NEEDS include all necessary information:

- a. Describe the socio-developmental needs of students in this program and explain how they will be addressed in this program.
- b. Describe how the district will promote parent involvement and engagement in this program.

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Rating: F	Comments/Revisions: What involvement will parents have besides being on task force?
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11. SUSTAINABILITY & EXPANSION include all necessary information:
a. Explain how the district will sustain this program after the implementation grant ends.
b. Describe how the district will expand this program to other high needs schools.

Rating: F	Comments/Revisions: What specific funds are being sought after the grant ends? What funds will be available to expand the program?
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SECTION C – Work Plan:

Planning Period section includes all necessary information and facilitates successful implementation:

- Key Activity
- Timeline
- Target and Evaluation
- Person/Area Responsible
- Resources
- District Cost

Rating: F	Comments/Revisions: A chart outlining timelines & what & whom would be helpful. Does sound reasonable.
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Implementation Period section(s) include reasonable and appropriate information:

Rating: F	Comments/Revisions: Same needed as above.
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Overall Recommendation: (check one)		Comments for Recommendation (optional)
<input type="checkbox"/>	Approve as submitted	More info & details are needed.
<input checked="" type="checkbox"/>	Revision recommended	
<input type="checkbox"/>	Disapprove proposal	