

New York City Community School District 28

Magnet Schools Assistance Program Grant Application (2017–22)

Program Narrative

Table of Contents

	Page
Competitive Preference Priorities	
Priority 1: Need for Assistance	1
Priority 2: New or Revised Magnet Schools	9
Priority 3: Selection of Students	14
Priority 4: Increasing Racial Integration and Socioeconomic Diversity	15
Selection Criteria	
(a) Desegregation	18
(b) Quality of Project Design	43
(c) Quality of Management Plan	95
(d) Quality of Personnel	117
(e) Quality of Project Evaluation	129

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PRIORITY #1: NEED FOR ASSISTANCE

- (A) *The Secretary evaluates the applicant’s need for assistance under this part, by considering the costs of fully implementing the magnet schools project as proposed.*

New York City (NYC) is generally touted for its diversity, but recent research has brought attention to the fact that it is also home to one of the most segregated public school systems in the country. Research conducted by the Civil Rights Project at UCLA found extreme isolation among minority groups in schools in many parts of the city (Kucsera & Orfield, 2014).

NYC has more than 1.1 million public school students served by the 1,800 schools of the New York City Department of Education (NYCDOE). The NYCDOE comprises 32 community school districts located across the city’s boroughs, spanning from areas of high poverty and unemployment to the wealthiest parts of Manhattan and Brooklyn. Despite the extreme wealth among New Yorkers, the poverty rate of public school children is 76.5%. The student population is ethnically diverse; 40.9% of students are Hispanic/Latino, 23.3% are African American, 17.6% are Asian, 15.9% are White, and 2.4% represent other ethnicities. Additionally, 14.5% of students are English language learners (ELLs) and 17.6% qualify as students with disabilities.

In preparation for the 2017–22 funding cycle, the NYCDOE conducted an initial feasibility study to determine those communities within the city that presented the most compelling need for reducing minority group isolation (MGI) and at the same time provided fertile terrain for seeding an MSAP initiative. Community School District 28 (D28) met these two primary criteria. D28 is requesting a total five-year grant in the amount of \$14,750,000 from the Magnet Schools Assistance Program (MSAP) to convert three elementary schools and one middle school into whole-school magnet programs. As shown in Table 1, all four schools are experiencing high

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

degrees of MGI of Asian students (two schools), Hispanic students (one school), or African American students (one school). The rates of MGI range from a low of 14.1 percentage points above the district-wide average to a high of 48.7 percentage points above the district-wide average at the same educational level. Collectively, the four schools currently serve a total of 1,416 students in grades pre-K–7. Additionally, all four schools exceed the districtwide average of 70.6 percent of students who are eligible for Free or Reduced Price Lunch (FRL).

Table 1. Enrollment Demographics (2016-2017) and Free and Reduced Lunch (2015-2016)

by Proposed Magnet School and District Average

Proposed Magnet School	Am Indian	Asian	African American	Hispanic	Native Hawaiian	White	Multi Race	FRL
PS 55 (N=517)	16.4%	42.6%	8.5%	25.1%	3.9%	1.9%	1.5%	82.8%
PS 140 (N=446)	7.0%	3.8%	70.4%	16.8%	0.7%	1.3%	0.0%	93.1%
PS 349 (N=191)	2.6%	41.9%	22.0%	28.8%	0.5%	2.6%	1.6%	78.7%
MS 358 (N=262)	3.8%	20.6%	30.5%	40.8%	1.1%	2.7%	0.4%	78.1%
District PK-8 (N=28,884)	3.5%	27.1%	21.7%	26.7%	1.5%	17.3%	2.2%	70.6%

As described in various narrative responses to the MSAP selection criteria, the planning process for the development of theme-based magnet programs is well under way, but an infusion of resources from MSAP is required to bring these unique educational programs to fruition and support efforts to provide more diverse learning environments for the students attending these schools. Funding from the MSAP will support the following mission-critical initiatives.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- **Designing and implementing exciting and rigorous educational opportunities at the elementary and middle school levels that will attract the population of families we are trying to recapture**

Curriculum development around the magnet themes will revitalize the curriculum, making it more attractive to a diverse population of students and families, and will enable magnet school students to meet challenging academic standards. D28 has requested funds to provide sufficient time for magnet school teachers to engage in curriculum development activities both during and after school, which will be guided and supported by the full-time, MSAP-funded Curriculum Specialist and full-time Outreach and Technology Coordinator as well as an array of external partners. The site-based, MSAP-funded Magnet Resource Specialists, in collaboration with classroom teachers and other school-based staff, will develop, enhance, and strengthen the magnet themes at their schools, including developing or modifying theme-related enrichment and curricular materials to be aligned with NYS P-12 CCLS, the Next Generation Science Standards (NGSS), the NYC STEM Framework and Scope and Sequence in Science and Social Studies, and the NYC Blueprints for Teaching and Learning in the Arts.

- **Carrying out aggressive, targeted, and multimodal outreach campaigns to inform parents of the schools' innovative and rigorous academic offerings**

Aggressive and targeted outreach and recruitment, designed using best-in-class communication and dissemination strategies, will be used to promote awareness of the magnet program offerings in order to attract a more diverse population of families than is currently attending the proposed D28 magnet schools. Serving as the linchpin of the voluntary desegregation strategy, both district- and school-based staff, with support and guidance from the MSAP Project Director and Community Outreach and Technology Coordinator, will engage in numerous

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

activities (e.g., development of promotional materials, establishment of relationships with the local press, creation of a strong social media presence, formation of linkages with community based organizations [CBOs]) throughout the project period to inform families about D28's magnet schools. In our experience, this initial investment in public relations and communications strategies pays off once the excitement builds about the schools and word of mouth can substitute for fee-based advertising.

- **Designing and carrying out rigorous and sustained PD for magnet school staff on theme- and evidence-based teaching and learning practices to support systemic reform efforts**

A strong and targeted PD program must be implemented to improve teaching and learning practices among D28 educators and equip them with the skills and knowledge to incorporate innovative and effective educational methods and practices into classroom instruction. Specifically, MSAP funds will be used to support partnerships with educational organizations that bring specific expertise in the instructional practices that will be fostered across the four proposed magnets (e.g., project-based learning, STEAM integration, culturally responsive teaching), including the Center for Technology and School Change (CTSC) at Columbia University Teachers College, the New York Institute of Technology (NYIT), the Mid-Atlantic Equity Consortium (MAEC), the Buck Institute (BIE), Education Closet, and Uncharted Play. In addition, each school has a PD plan to support the implementation of its individual program design and build a solid foundation for program sustainability beyond the grant period. As described in the narrative to Competitive Preference Priority 2, the D28 program design includes the implementation in all four proposed sites of an **evidence-based approach to professional development (PD)**.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

➤ Developing and sustaining collaborations to support student enrichment activities

Collaborations with community partners serve to supplement, deepen, and expand the opportunities students have to engage in authentic, hands-on activities in real-world settings. In addition, these partnerships can allow the schools to tap a resource network of volunteers and corporate supporters that are vital for sustaining the magnet programs after the initial infusion of federal funding. As evidenced by the letters of support in the attachments and the site-based budgets, as well as descriptions provided in the Quality of Project Design (QPD) section, each magnet school will establish or expand collaborations with a variety of outside organizations to enhance curricular offerings for students both during and beyond the school day. Exposure to the kinds of enrichment experiences these partnerships can offer (including field trips, distance learning activities, and elective courses) gives students attending high-poverty, MGI schools opportunities they would not ordinarily have access to either at home or in school.

➤ Providing the necessary district-level coordination to ensure effective and efficient coordination of MSAP resources in the service of the project's objectives and performance measures

The core team that has spearheaded the development of the D28 MSAP initiative is a seasoned group of NYCDOE staff members who have mounted several successful MSAP projects across the city. They will bring this expertise to the D28 project, if it is awarded. The district-based core team, headed by the full-time Project Director, will ensure that all of the proposed magnet school activities are proceeding on schedule and in accordance with program guidelines and will be responsible for meeting with magnet school staff on a regular basis (the roles and responsibilities of the team are described in detail in the Quality of Management Plan section). The MSAP project

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

design is complex and multifaceted; coordination of this program would be impossible in the absence of this core team.

In addition, MSAP funds will permit a comprehensive rigorous formative and summative evaluation of the project over its lifespan. D28 will engage the services of an external evaluation firm that has a 25-year history of evaluating MSAP initiatives in NYC as well as in districts across the country, and so brings to this effort a deep understanding of and commitment to the core principles of magnet school programming. This evaluation will provide timely, objective, and strategic feedback to the MSAP planning team and the school planning teams so that they are able to make midcourse corrections to improve the delivery of program services, which in turn will enhance the impact of the program on staff and student outcomes.

(B) The Secretary evaluates the applicant’s need for assistance under this part, by considering the resources available to the applicant to carry out the project if funds under the program were not provided.

In 2006, the advocacy group Campaign for Fiscal Equity (CFE) successfully argued that the state’s school finance system underfunded NYC public schools, prompting the NYS legislature to pass the State Education Budget and Reform Act of 2007, which committed the state to more than \$7 billion in increased school funding, to be phased in over the course of four years. About \$3 billion of this was to be directed to schools in NYC, with the rest going to schools elsewhere in the state. While there have been increases in state funding to the NYC public schools over the last nine years, by all accounts the state has failed to meet its constitutional obligation to “ensure a sound basic education to all children of the State.” The most recent budget proposal by Governor Cuomo provides an increase of \$428 million; less than 10% of the current \$4.3 billion gap between the budget appropriated for the current year and the amount called for by the State Education

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Budget and Reform Act of 2007 (Rebell, 2017). In fact, the sums dictated by the CFE lawsuit would have required an infusion of nearly \$4.5 billion. Among the big winners were charter schools, which were slated to receive \$430 more per student; in addition, the rule requiring NYC to help some charter schools pay rent will become permanent. This support will also increase the number of privately run charters schools by 100. In addition to a significant expansion in the number of Community Schools (currently at 150 schools, including the transformation of all 86 Renewal Schools into Community Schools), among the most significant initiatives to receive an infusion of dollars are the full-day pre-K for all four-year-olds. While important, these particular budget initiatives do not support the goals of MSAP.

(C) The Secretary evaluates the applicant's need for assistance under this part, by considering the extent to which the costs of the project exceed the applicant's resources.

The commitment of the Community Superintendent to—and the Chancellor's endorsement of—the modifications to the Voluntary Desegregation Plan and to the implementation of the magnet program is evident. This support notwithstanding, the costs of fully implementing the D28 magnet program as designed exceed the available resources. Given the fiscal climate within New York State and NYC and the budgeting priorities described above, D28 would be hard-pressed to implement the magnet program as designed in the absence of a grant from MSAP. Importantly, the average annual per-pupil expenditure associated with the implementation of the magnet program is \$2,083 in excess of the standard per capita allocation per D28 student of \$14,714. This latter per capita allocation includes classroom instruction (\$8,557), instructional support services (\$2,113), leadership/supervision/support (\$1,502), ancillary support services (\$1,345), building services (\$1,157), and field support (\$40).

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- (D) The Secretary evaluates applicant’s need for assistance under this part, by considering the difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project—e.g., the type of program proposed, the location of the magnet school within the LEA—impacts on the applicant’s ability to successfully carry out the approved plan.*

As was described in the first section of this proposal, the communities in which the four proposed magnet schools are located are experiencing high levels of MGI. However, it was determined through a rigorous feasibility study carried out by the NYCDOE that there is potential within this district to move the needle on student diversity with an infusion of human and fiscal resources, such as those afforded by a federal magnet grant. The most recent research carried out by desegregation experts cites the effectiveness of magnet programs in NYC and is clear that in the absence of magnet program intervention, NYC public schools will likely continue to become more and more segregated (Kucsera & Orfield, 2014).

As described throughout this application and highlighted in Section A of this CPP narrative, MSAP funding is directly aimed at creating compelling, appealing, and innovative learning environments with state-of-the-art technology, proven instructional methods, and a culture of entrepreneurialism within the NYC public school system that will cause parents who are not currently sending their children to these schools to stand up and take notice. The four school communities included in this application are ready, willing, and able to accept this challenge, but they cannot bring the vision of the magnet programs to fruition without a significant infusion of resources. MSAP is the only funding source at the local, state, or federal level that promotes the twin principles of equity and excellence in education.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

COMPETITIVE PRIORITY #2: NEW OR REVISED MAGNET SCHOOLS

The Secretary determines the extent to which the applicant proposes to carry out a new evidence-based magnet school program or significantly revise an existing magnet school program using evidence-based methods and practices, as available, or replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups.

D28 proposes to carry out four new evidence-based magnet school programs at PS 55, PS 140, PS 349, and MS 358. The nature and significance of each of the whole-school magnet programs are described in Table 6 in the attachments. None of the proposed magnet schools have ever received MSAP funding and they do not operate theme-based instructional programs.

Professional development is an essential component of the D28 magnet initiative and will be fundamental to achieving the project objectives, and specifically the goal to build capacity within the magnet schools to provide rigorous, theme-based instructional programs. D28 has selected to focus on two PD practices that have been proven to demonstrate positive effects on student academic achievement: Looking at Student Work and The Center for Technology and School Change (CTSC) at Teachers College, Columbia University's *Innovating Instruction: Design, Situate, Lead*[®] model.

Looking at Student Work involves engaging teachers in structured and collaborative analysis of their own students' work to discuss evidence of student understanding of the unit. There is strong evidence, as described in citation 1, supporting the impact of the practice on student academic achievement. It is a key component in the PD that will be provided by the Buck Institute For Education at each of the four magnet schools over the five-year grant period.

CTSC's *Innovating Instruction: Design, Situate, Lead* model includes training in Systemic

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Transformation of Inquiry Learning Environments (STILE) for STEM which will also be implemented across the four schools and throughout the five-year grant period. As described in citation 2, there are high-quality research findings that STILE is likely to improve student outcomes, based on results of an NSF planning grant awarded to CTSC in 2012; and ongoing efforts to examine the effects of the model, as evidenced in the subsequent National Science Foundation (NSF) design and development grant awarded to CTSC in 2016. Both of these models of PD are key components in the D28 magnet program that will lead to improved student achievement outcomes, as shown in the logic model in the QPD.

Citation 1: (Included in attachments)

Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of

Citation Outcomes: This study includes a randomized experiment in six states with over 270 elementary teachers and 7,000 students to compare the outcomes of three strategies for teacher

To analyze the impact of PD, researchers established baseline equivalence for teachers and students in science content knowledge and demographic characteristics to ensure that the groups

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

were statistically similar. They then administered two tests of science content assessment developed and validated in previous studies. Data for two cohorts of teachers and students were analyzed using hierarchical linear modeling to determine impact of intervention on treatments. Results of the analyses showed statistically significant gains in teacher AND student scores on tests of science content knowledge during the study year and the follow-up year for all three interventions, as well as statistically significant gains in written justification items for teachers and students. Using these findings, researchers concluded that “investing in professional development that integrates content learning with analysis of student learning and teaching rather than advanced content or teacher metacognition alone.”

Relevance to Proposed Project: The D28 magnet initiative is designed to engage teachers in ongoing PD and active reflection on teacher strategies and processes to positively affect student

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Looking at Student Work is also built into the ATLAS protocol which will be used with BIE

The ATLAS – Learning

for Student Work protocol is a tool developed by Eric Buchovecky, and is based in part on the work of the Leadership for Urban Mathematics Project and of the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. The protocol includes guiding questions to help teachers discuss evidence of student thinking, listen to colleagues’ feedback, and reflect on their own thinking.

The Critical Friends process provides an opportunity to both solicit and provide feedback on teaching and instruction (or other pertinent topics) in a manner that promotes reflective learning.

Citation 2: (Included in attachments)

Meyer, E.B. (2016). Project Outcomes Report (NSF-1238643): Systemic Transformation of

Citation Outcomes: The report presents results of an NSF planning grant through which CTSC and its partners studied, developed, and tested a “transformative approach for developing STEM

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

utilized the STILE approach achieved higher levels of sophistication and rigor of STEM teaching

Relevance to Proposed Project: The STILE approach proposes that educators view STEM as a “meta-discipline” that is best integrated into teaching and learning through a transdisciplinary

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

COMPETITIVE PRIORITY #3: SELECTION OF STUDENTS

The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

In NYC, all families have the opportunity to enroll in a public elementary or middle school using the NYC standard admission policies for elementary and middle schools. The admissions process for the four D28 magnet schools (PS 55, PS 140, PS 349, and MS 358) will be fully aligned with these processes. Furthermore, as described in the Table 5 attachments, the admissions process uses a **race-neutral lottery that does not include academic achievement as a selection criterion.**

At the elementary school level, all families who are seeking to enroll their child in one of the three elementary magnet schools will submit an application and participate in a random lottery for admission. The random lottery will include priorities for admission which are listed below in order of preference:

1. Resides within the school's attendance zone;
2. Sibling of a student currently enrolled in the magnet program;
3. Resides in District 28 (but not in school attendance zone); and
4. (For admissions to Kindergarten only), is currently enrolled in the school's Pre-K program.

Pre-Kindergarten students must apply for admission into Kindergarten at the same school if they wish to stay in that school; after Kindergarten, all students attending the magnet school may remain in the school until the terminal grade without applying again.

At the middle school level, the process is similar. It includes a random lottery, but with fewer priorities. The priorities are (in the stated order):

1. Resides within the school's attendance zone; and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

2. Resides in District 28 (but not in school attendance zone).

After admission, students may remain in the magnet school until the terminal grade without applying again.

COMPETITIVE PRIORITY #4: INCREASING RACIAL INTEGRATION AND SOCIOECONOMIC DIVERSITY

- (A) *The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.*

Numerous studies show a close relationship between socioeconomic status (SES) and racial/ethnic background, suggesting that efforts to use SES as a factor to help integrate schools can have implications for racial diversity, and by extension, the resulting academic outcomes as well (Mickelson, 2016). Research points to the substantial impact of economic desegregation—separate from and in addition to racial/ethnic integration—on student achievement. Recent large-scale studies show a strong correlation between a school’s concentration of poverty and lower levels of student achievement (Poverty & Race Research Action Council, undated). More specifically, low-income students who attend schools with middle-class peers achieve significantly higher academic outcomes than low-income students who are enrolled in schools with concentrated poverty. In fact, at least one study suggests that the overall SES composition of a school has a greater impact on student achievement than an individual’s familial economic background (Kalhenberg, 2013).

In one of his last initiatives as New York State Commissioner, former Education Secretary John King launched the first school integration pilot that expressly focused on using

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

socioeconomic status (SES) as a tool for increasing racial and ethnic diversity. The purpose of the Socioeconomic Integration Pilot Program is to increase student achievement in Priority and Focus Schools by encouraging greater socioeconomic integration in these schools. Following a planning period, the funded schools are expected to develop and implement programs that improve the achievement of low-SES students and attract higher-SES students, including students from other school districts based on inter-district choice agreement, to voluntarily enroll in the Focus or Priority School. While these pilots represent a promising step in the direction of promoting greater diversity in NYC and across the state, the initiative's impact is decidedly limited, given the very small number of grants and the limited funding that accompanies them.

In May of 2015, The NYC Council passed the "School Diversity Accountability Act (Local Law 511A)," a local law designed to amend the administrative code of the city of New York which requires the NYCDOE to provide detailed demographic data and steps it is taking to advance diversity in NYC schools. The bill requires the DOE to report this demographic data for students in each district, each school within a district, and each program within a school by: grade level, race or ethnicity, gender, and for students who are ELLs, primary home language. The bill also requires the DOE to report on any efforts during the preceding school year to encourage a diverse student body in its schools and special programs, (e.g. school zoning, admissions policies, strategic site selection, targeted outreach and recruitment efforts, special programs, etc.). Local Law 511A will provide a better framework and data to advance the goals of more diverse NYC schools documenting and driving District- and School-Based Strategies for Confronting Segregation and Advancing Diversity.

In spring of 2015 the NYCDOE introduced a Diversity Admissions pilot program aimed at creating diversity at seven elementary schools. The seven schools give priority to students entering

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Pre K and Kindergarten who qualify for free or reduced price lunch, ELLs and students in the child welfare system. These schools will set aside a certain percentage of seats within the context of existing admissions priorities. The city saw positive results from the original pilot group of seven schools; all but one of the schools met their diversity goals for this year. This spring, the DOE expanded the Diversity Admissions initiative with an additional 12 schools - a mix of elementary, middle and high schools. The participating schools seek to strengthen diversity among their students through targeted efforts to change their admissions process. Adding 12 new schools to DOE's Diversity in Admissions pilot—more than doubling the current number—is a meaningful step forward in combating segregation, but is not enough to prevent, reduce and eliminate racial and socioeconomic imbalance.

The NYCDOE continues to pursue further efforts to ensure schools are as diverse as the city itself. Demonstrating this commitment to diversity is a recently created online application for schools to request a change in their admission policies. The application asks schools to specify how they might consider factors like family income, English-language skills and homelessness to increase student diversity as well as how they would accommodate incoming students who are admitted based on the new criteria, including a plan for monitoring student success.

SES is also a priority in District 28. The D28 magnet initiative is designed to capitalize on the SES diversity that is present within the district by targeting a sub-set of feeder schools that have lower levels of free and reduced-price lunch eligibility for its outreach and recruitment efforts. The percentages at the four proposed magnet schools range from a low of 78.1% to a high of 93.1%—all considerably above the districtwide average for free and reduced-price lunch. In contrast to these high percentages, the five feeder schools identified in Table 4 in the attachments have FRL percentages that range from a low of 16% at PS/IS 101 to 60% at PS 139. **Leveraging**

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

the comprehensive set of outreach and recruitment activities described in the Desegregation section that follows will help to ensure that D28 succeeds in reducing MGI and increasing SES diversity in the proposed magnets by focusing its efforts on a more diverse set of school communities.

SELECTION CRITERIA

(A) Desegregation

The Secretary reviews each application to determine the quality of desegregation-related activities.

The four proposed D28 magnet schools are located in the NYC borough of Queens. Three of the schools—PS 140, PS 349, and MS 358—are located in the neighborhood of Jamaica. Covering nearly ten square miles, Jamaica is a sprawling, largely African American community located just north of JFK Airport. Although most residents (62%) are African American, Jamaica is also home to sizeable Hispanic (15%) and Asian (13%) populations. Jamaica is also economically diverse; while the neighborhood has a large middle class population, it had an unemployment rate of nearly 13% in 2014, exceeding both the borough- and city-wide averages (7.7% and 8.3%, respectively). The three proposed magnet schools located in Jamaica are experiencing MGI among different groups: MS 358 has a Hispanic population (40.8%) that exceeds the districtwide average, while PS 349 has a disproportionately high percentage of Asian students (41.9%) compared to the rest of the district. The proportion of African American students at PS 140 (70.4%) exceeds the districtwide average.

The fourth proposed D28 magnet school, PS 55, is located in the Richmond Hill community, which borders Jamaica but serves a very different population. Richmond Hill is a racially and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

culturally diverse neighborhood in southwestern Queens that covers a small, 3.2-square-mile area. About 40% of the residents are Hispanic, 26% are Asian, 19% are White, and 10% are African American. Half (51%) are foreign-born, including large Sikh, Southeast Asian, and Caribbean communities. Despite the neighborhood’s racial and ethnic diversity, PS 55 experiences MGI among Asian students (42.6%).

According to data from the 2013–14 Private Schools Universe Survey, seven elementary or ungraded non-public schools located in the same zip codes as the D28 magnet schools serve about 1,518 grade K–8 students. Demographics for these students enrolled in non-public elementary schools in District 28 are presented in Table 2. Generally, the student enrollment in D28 public and non-public schools is relatively similar. However, while 30% of the students enrolled in a non-public school are white, only 18% of students enrolled in a public school are white (as shown in Table 2).

Table 2. Non-Public School Enrollments in D28 Community

Non-Public School	Black or African American	White	Hispanic or Latino	Asian	Two or more races
Al-mamoor School (N=150)	1%	3%	1%	90%	3%
Ideal Montessori School (N=135)	41%	0%	5%	52%	2%
Immaculate Conception School (N=451)	44%	4%	25%	16%	2%
Jamaica Sda Elementary (N=62)	100%	0%	0%	0%	0%
St. Nicholas Of Tolentine School (N=288)	19%	21%	26%	26%	8%
Summit School (N=156)	6%	88%	3%	3%	0%

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Non-Public School	Black or African American	White	Hispanic or Latino	Asian	Two or more races
The Summit School-upper school (N=276)	8%	86%	3%	3%	0%
Total NPS Enrollment (N=1,518)	27%	30%	14%	24%	3%

Additionally, in the 2016-2017 school year, 5,021 elementary or middle school students who were zoned to attend school in D28 chose to attend a school out of district. By developing new and attractive magnet programs, the schools will be able to attract a more diverse population of students who are attending nonpublic, charter, or out-of-district schools in close proximity to the proposed magnet schools.

Once the district and target communities were identified, in keeping with NYC Chancellor Carmen Fariña’s goal for schools to become more integrated, the NYCDOE’s planning team reached out to the Community Superintendent to secure her interest in pursuing the grant and her commitment to the goals of the MSAP, including its desegregation mandate. The Superintendent’s in-depth knowledge of the community and the schools was critical in identifying candidate schools for the grant. The candidate schools in D28 were then invited to an awareness session at which the goals, requirements, and expectations of the MSAP grant were spelled out. Principals who were interested in participating in the D28 grant were then asked to submit a letter of intent to the NYCDOE. All four Principals in the D28 grant application embraced the opportunity to use MSAP as a critical lever in helping to further their educational missions and to support the effort to promote greater diversity within the school communities. As a final step, the Superintendent codified her support for the MSAP initiative by signing both the Program Assurances and the

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

memorandum of agreement with the NYCDOE regarding the amended Voluntary Desegregation Plan (see Desegregation Plan and supplementary documentation in attachments).

The D28 magnet initiative will convert four schools into whole-school, theme-based magnets. As described in the Quality of Design section, the process for identifying the magnet themes was a collaborative effort within the school communities, with support and guidance provided by the NYCDOE magnet team, a group of seasoned educators and MSAP leaders that has collectively worked with over 100 elementary, middle, and high school magnets throughout the five boroughs of NYC. Emanating from this collaborative and comprehensive planning process, the plans outlined in Table 3 have been launched and will be brought to fruition should an MSAP grant be forthcoming.

Table 3. D28 Magnet School Programs

School	Theme	Grades Served	SY 2016-17 Enrollment
PS 55	Magnet School of Communication Arts, Technology, and Multimedia	Pre-K–5	517
PS 140	Magnet School of Science, Technology, and the Arts	Pre-K–5	446
PS 349	Magnet School of Leadership and Innovation through STEAM	Pre-K-1*	191
MS 358	Magnet School of STEAM Exploration and Experiential Learning	6-7	262

*P.S. 349 opened in September 2015 serving Pre-K and kindergarten and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

expanded to first grade in 2016-2017. The school will continue to expand by one grade each year until reaching its full grade configuration of Pre-K through five in 2020-2021.

- (1) The Secretary determines the extent to which the applicant demonstrates the effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.*

One of the best ways to attract a more diverse population of students to the magnet schools is by developing effective and targeted outreach and recruitment strategies. Research suggests that districts should use a comprehensive approach to outreach that includes information centers, direct mailing of literature in multiple languages, and advertisements in a variety of media outlets (Frankenberg & Siegel-Hawley, 2008). Furthermore, when outreach is effective, magnet school choice programs have been successful in achieving greater levels of integration by race/ethnicity as well as level of parental education (Betts, Rice, Zau, Tang, & Koedel, 2006).

D28 has developed a multifaceted approach to outreach and recruitment that will include the strategic use of district- and school-level resources to share information about the magnet programs with a diverse group of families and community members through print materials, web-based and virtual promotion, in-person events, and effective word-of-mouth marketing.

Outreach and recruitment will be a joint responsibility of the MSAP Project Director, the Community Outreach and Technology Specialist, and the individual magnet schools. The Project Director will work closely with each school to develop and implement targeted and aggressive outreach and recruitment strategies that reflect the unique characteristics of the school community. The Community Outreach and Technology Specialist will develop and disseminate district-based promotional materials (e.g., brochures, videos, fact sheets); establish contacts within the local

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

community and the Community Education Council (CEC); oversee the development of a D28 magnet program website; and submit information to local media for the promotion of magnet schools’ activities. The Community Outreach and Technology Specialist will also work hand in hand with the school-based magnet staff to develop a robust set of marketing materials and activities to promote their individual magnet programs. Without such targeted outreach, the chances of successfully meeting the desegregation goals that are outlined in the project performance measures would be negligible.

D28’s plan to recruit students from different social, economic, ethnic, and racial backgrounds includes the attraction of parents and students from targeted feeder schools, nonpublic schools or schools outside the community back into the D28 public school system. D28 ensures that its recruitment and outreach for the magnet project will be sensitive and responsive to its diverse constituents and will be fully aligned with MSAP statute and the guidance of the Office for Civil Rights on the voluntary use of race. A marketing timeline is presented in Table 4.

Table 4. D28 Annual Marketing Timeline

Month(s)	Activity	Responsibility Center
October– December	Conduct magnet information sessions, events and open houses; conduct outreach to feeder schools, preschools, libraries, and relevant community/cultural organizations; attend District Choice Fairs; disseminate marketing materials; conduct outreach to local media (traditional and online); maintain active presence on social media (Facebook, Twitter, Instagram)	Project Director, Magnet Site Coordinators, Outreach and Tech Coordinator
Early	Application period begins; parents submit	Magnet Site

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Month(s)	Activity	Responsibility Center
December	applications	Coordinators, Principals, and school-based staff
Mid-December – February	Parents continue to submit applications; continue to conduct outreach efforts, dissemination of marketing materials, school tours, social media posts, and marketing to local media (traditional and online)	Magnet Site Coordinators, Outreach and Tech Coordinator, Principals
March	Placement offers distributed	District, NYCDOE
March–April	Continued outreach as necessary, pending available seats	Project Director, Outreach and Tech Coordinator
April	Preregistration process begins as parents accept offers	Magnet Schools
May–August	Late applications accepted; late offers made; continued outreach as necessary, pending available seats	Magnet Schools

School-based recruitment for the magnet schools will be especially important because the students, teachers, administrators, and parents are the individuals who best know the schools and can best advertise them. The Magnet Site Coordinator at each school will develop a school-based marketing and outreach plan to build on the activities and strategies that are conducted by the district. Targeted marketing will focus on D28 families choosing private school options, community service agencies, faith-based organizations, and private daycares and preschools. Open Houses and showcases of student learning will be conducted for the families and community

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

members; paper and electronic informational flyers and brochures will be shared with families in neighboring feeder schools (including daycares and preschools for the three elementary schools); and presentations will be made by magnet staff and students at feeder schools and community events such as block parties and fairs. Furthermore, each school will develop a magnet page on the school's website to highlight student and teacher achievements in the magnet program and to share information about the magnet theme and related family resources. The schools will also develop a presence on social media, including Facebook, Twitter and Instagram, to share information with families in real time. In addition, schools will advertise on free online community calendars and build relationships with local newspapers to promote events at each school.

Key strategies in reaching a diverse population of families will be the development of strong community partnerships and dissemination of information to prospective families at community-based locations, such as libraries, faith-based organizations, youth centers, play gyms, and recreational facilities, as well as through local governmental offices. In their efforts to disseminate information to "hard-to-reach" parents and families, the MSAP funded Magnet Site Coordinators will receive support from the Borough and District Family Advocates across the district. These staff members work closely with the school communities, including families, School Leadership Teams (SLTs), and Parent Associations (PAs)/Parent-Teacher Associations (PTAs). Additionally, each school will work with district staff and the NYCDOE Translation Unit to ensure that they have access to resources to provide verbal and written information about the programs with native speakers of languages other than English. Each school will also work to recruit native speakers of languages other than English from their staff, parent, and local communities to interact directly with parents so that they feel welcome in the school buildings and understand the information that

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

is shared. The school-specific outreach and recruitment efforts that will be carried out by the magnet schools are outlined in Table 5.

Table 5. School-Based Outreach and Recruitment Strategies

School	Strategies
PS 55	<ul style="list-style-type: none"> • Open houses, flyers, digital video advertisements, and school tours to parents and families in local school community • Outreach to local schools and preschools, including Jack and Jill Nursery School, Baby Steps, and All My Children Day Care & Nursery in the targeted neighborhoods of Jamaica, Rego Park, and Flushing
PS 140	<ul style="list-style-type: none"> • Presentations at childcare centers, pre-schools, and community centers in targeted neighborhoods of Jamaica, Briarwood, and Fresh Meadows • Open houses and school shows for students and families in pre-schools and daycares in Jamaica, Briarwood, and Fresh Meadows • Advertisement on the school website
PS 349	<ul style="list-style-type: none"> • Presentations at select childcare centers and pre-schools in targeted neighborhoods of Jamaica and Flushing • Mailings, open houses, and email communications with pre-schools, daycares and community centers in the Jamaica, Kew Gardens, Flushing, Rego Park, Fresh Meadows, St. Albans, and Briarwood sections of Queens

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

School	Strategies
MS 358	<ul style="list-style-type: none"> • Student performances at local elementary schools, district offices, and community centers in targeted neighborhoods of Kew Gardens, Rego Park, Forest Hills, and Queens Village • Fall Fair for local school community with educational, social, and community assistance activities • Advertising on the school website in multiple languages, such as Spanish, Bengali, and Arabic • Outreach to parents at the D28 Middle School Fair • Distribution of flyers at libraries in District 28

(2) The Secretary determines the extent to which the applicant demonstrates how it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the schools in which the magnet programs operate.

The District’s aggressive outreach and recruitment plan, in concert with an equitable, efficient, and race-neutral student selection process (described in the Selection of Students CPP 3, Table 5 in attachments), will ensure that the D28 magnet schools attract and enroll an increasingly diverse population of students and families over the five-year project. However, there is ample evidence to suggest that attracting a diverse student body does not in and of itself guarantee that students of different backgrounds, once enrolled in magnet schools, will develop positive interactions in the absence of educational and structural strategies known to foster positive intergroup relationships

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

and to support all learners to succeed in the magnet program (Bifulco, Buerger, & Cobb, 2012). Some important strategies identified in the literature for promoting positive interactions between students and teachers and among students include implementing a culturally responsive pedagogy and providing opportunities for student-centered, project-based collaborative learning experiences.

Cultural competence refers to the ability to effectively understand, communicate with, and interact with people of different cultures and involves awareness of one's own cultural worldview, attitude toward cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills (Ben-Ari & Strier, 2010). Culturally responsive teaching requires awareness of the cultural differences of students and an adjustment in teacher attitude (Colbert, 2010). Suggested strategies for developing cultural competencies in the classroom include building relationships with students and parents, listening empathetically, looking for cultural interpreters in the school or community, and using available resources such as books, articles, files, and audio files (Pratt-Johnson, 2006).

To support the proposed magnet schools in providing culturally responsive instruction, D28 intends to partner with the Mid-Atlantic Equity Consortium (MAEC). Founded in 1991, the MAEC is dedicated to providing access to high quality education for culturally, linguistically, and economically diverse learners. As part of this work, the MAEC focuses on issues such as the identification and placement of English Language Learners in supportive and appropriate instructional environments; creating positive and safe schools; increasing participation of girls and students of color in STEM, and addressing disproportionality in discipline. D28 will partner with the MAEC to provide PD in the areas of equity related to culturally responsive teaching and parent/family engagement in the classroom. Additional information about this training is provided in the QPD section.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

A focus on **project-based learning** (PBL)—in which students learn through research and applied learning—is important in encouraging the development of higher-order thinking skills. Furthermore, cooperative work and team learning have been shown to have a strong and consistent positive effect on relationships between culturally diverse students (Colbert, 2010). As described in the QPD section, the BIE will support the four schools in their efforts to integrate PBL opportunities into instruction by providing immersive learning experiences, staff training, resources, and expertise. BIE will provide the four D28 schools with rigorous PD, in the form of training and coaching, on how to design and implement PBL activities that engage and motivate students. BIE will help bring coherence to PBL practices and support the creation of schoolwide processes and structures to support PBL and STEM education.

- (3) The Secretary determines the extent to which the applicant demonstrates how it will ensure equal access and treatment from eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in mathematics, science, or technology courses, and disabled students.*

New York City Department of Education’s Policy on Equal Access

It is the policy of the NYCDOE to provide educational opportunities without regard to race, color, religion, creed, ethnicity/national origin, alienage and citizenship status, age, marital status, disability, sexual orientation, and gender (sex), and to maintain an environment free of unlawful harassment, including sexual harassment, and retaliation. This policy is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 503 and Section 504 of the Rehabilitation Act of 1973, as amended;

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

the Americans with Disabilities Act of 1990, as amended; the Civil Rights Act of 1991; and the New York State and NYC Human Rights Laws.

District 28's Policies to Ensure Equal Access and Treatment

D28 adheres unconditionally to the nondiscrimination practices of the New York State (NYS) and NYC Department of Education and ensures equal access and treatment for all of its students in all curricular and extracurricular programs. The policies to ensure equal access and treatment are also fully aligned with guidance provided by the USDOE Office for Civil Rights on the voluntary use of race to achieve diversity and avoid racial isolation in elementary and secondary schools (U.S. Department of Education Office for Civil Rights and U.S. Department of Justice, 2011).

The D28 magnet schools will be whole-school programs that provide all students with opportunities to participate in rigorous, theme-based instruction and enrichment activities. As described in CPP 3 (and Table 5 in the attachments), the NYCDOE will use a race-neutral student selection process to enroll new students at the magnet schools. D28 ensures that all communications with parents and community members about the magnet program and activities will be provided in multiple languages to reach a diverse population. Furthermore, participation in magnet activities will *not* require financial contributions from students or their families.

D28 also believes that the District and schools must take a proactive role in providing adequate supports and resources to ensure that all students can attain high levels of achievement, including those who have traditionally been underrepresented in courses or activities that will be offered as part of the magnet school programs. An essential component to ensuring equal access and treatment is setting high standards that all students are expected to meet, regardless of their gender, racial, or ethnic background; educational needs; or income level. It is recognized, however, that

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

some students have greater difficulty in meeting these standards when they are confronted by certain academic, social, or emotional challenges.

This section describes some of the major efforts the proposed magnet schools are making to ensure equal access and treatment. **These efforts demonstrate that D28 is in full compliance with Section 427 of the U.S. Department of Education’s General Education Provisions Act (GEPA).** This proactive approach to ensuring equitable access to and participation in the magnet schools initiative provides additional support for students with special learning needs, including ELLs, students with disabilities, and struggling learners, and offers guidance support for all students. The whole-school magnet programs at the four D28 schools are designed to serve all students and ensure equal access and treatment for all groups.

Support for Students With Special Learning Needs

Services for ELLs. The NYCDOE Department of English Language Learners and Student Support (DELLSS), through its Field Support Liaisons, provides extensive PD opportunities, resources, and technical assistance for school staff in these models and other evidence-based services for ELL students. For example, the NYCDOE DELLSS has a partnership with Understanding Language at Stanford University that focuses on six key principles for ELL instruction. Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards (CCLS) and NGSS. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content.

NYC provides bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students’ native language development and content knowledge while they build their social and academic English skills. NYCDOE also provides English as a New Language (ENL)

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

programs that use strategies for English language development with native language support so that students develop language and content knowledge in English. DELLSS ensures educational equity by adhering to all applicable Federal, State, and City policies as well as informing future policies. DELLSS does this to realize the NYCDOE vision of all ELLs graduating with a high-quality education that is equitable, rigorous, and supportive, and that values their cultural and linguistic assets, so that they are prepared for college, careers, and leadership in a global society.

All NYC schools are required to hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child.

The proposed D28 magnet schools currently serve ELL populations ranging from 3.8% at PS 140 to 22.9% at PS 349. The schools are dedicated to meeting the unique needs of their ELL students. Through their school-based inquiry teams, ELL students are targeted for in-class and extended-day interventions and supports. Additional ELL programs and services provided at the schools are listed in Table 6.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Table 6. Percentage of ELL Students and Programs/Services Available to Serve These Students’ Needs in the Proposed Magnet Schools

Schools	% ELLs	Programs and Services to Meet Needs of ELLs
PS 55	10.6%	<ul style="list-style-type: none"> • ELLs receive small-group instruction from ELL and content area teachers four days per week through an early morning Title III program using Imagine Learning and Mathletics software programs. • Teachers receive PD in use of data protocols to analyze individual and group data for ELLs that are used to inform small group instruction, Response to Intervention (RTI), and mini-lessons.
PS 140	3.8%	<ul style="list-style-type: none"> • ELL teacher provides Tier I and Tier II instruction to ELLs using pullout/push-in model.
PS 349	22.9%	<ul style="list-style-type: none"> • ESL teacher provides ELLs with language acquisition and vocabulary support using push-in/pull-out model, co-teaching, and collaborative teaching during literacy and math instruction. • Teachers receive PD from Teachers College Reading and Writing Project (TCRWP) Coach focused on strengthening vocabulary development and language acquisition for all learners including ELLs.
PS 358	19.5%	<ul style="list-style-type: none"> • All ELLs receive instruction using an integrated push-in model and ELLs who are entering and emerging receive ESL pullout services. The ELL Coordinator collaborates and plans with all teachers who service ELL students, modifying lessons and supporting students with additional classroom resources. • The school’s Instructional Cabinet analyzes data to monitor achievement gaps between ELLs and their peers and use these data to inform RTI.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Services for Students With Disabilities. Under the leadership of the Deputy Chancellor for Specialized Instruction, the NYCDOE is making significant improvements in the way it delivers services to students with disabilities. Through the citywide, multiphase initiative *A Shared Path to Success* launched in 2012, students with disabilities entering kindergarten, 6th grade, or 9th grade are able to attend the same schools they would attend if they did not have an Individualized Education Program (IEP), whether that is their local community school or a school of their choice. As a result, all students with IEPs are provided with the greatest possible access to the least restrictive environment appropriate to their needs. The goal of *A Shared Path to Success* is to prepare all students to graduate from high school fully prepared for college, careers, and independent living. In order to further bolster support for these efforts to increase opportunities for students with IEPs to learn alongside their peers, NYCDOE provides extensive PD for general education and special education teachers and school staff to promote an inclusive school culture.

Response to Intervention (RTI) is an ongoing process of using student performance and data on student progress to guide decisions about instruction and intervention. The major premise of RTI is that intervening early can prevent academic failure. Typical RTI procedures use a tiered approach of increasing interventions as follows:

- **Tier I:** Teachers provide research-based curriculum and effective differentiated instruction in the general education class. Schools screen all students to identify those at risk of non-response to the core curriculum. The response of these students to the general education instruction (primary prevention) is monitored for 5-6 weeks to determine which student's needs are not met and therefore require more intensive intervention at Tier II.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- **Tier II:** Tier II provides more intensive targeted intervention services which may include but is not limited to: smaller group instruction, more homogeneous grouping, greater frequency/duration of services, etc. Those students that do not respond to Tier II interventions are referred for a special education evaluation and possibly classified as disabled and recommended to receive special education services.
- **Tier III:** Special Education evaluation and provision of special education services. Progress monitoring is a component of Tier III with responders moving back to Tier I and/or Tier II.

In D28, students with disabilities are eligible for the full continuum of special education services, including instruction in self-contained (12:1:1) classes; Special Education Teacher Support Services (SETSS) push-in services; Integrated Co-Teaching (ICT) classes and other models of inclusion; and other related services, including speech and language services, counseling, and adaptive physical education. The proportion of students with disabilities at the magnet schools ranges from 11.9% at PS 349 to 18% at PS 140. As shown in Table 7, the proposed magnet schools are dedicated to meeting the needs of students with disabilities through various targeted programs.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Table 7. Percentage of Students With Disabilities and Programs/Services Available to Serve These Students’ Needs in the Proposed Magnet Schools

Schools	% Students With Disabilities	Programs and Services to Meet Special Education Students’ Needs
PS 55	17.5%	<ul style="list-style-type: none"> • Push-in services by service providers to provide targeted small group instruction. • Use of Tiered Vocabulary organizational framework for categorizing words and as well as implications for instruction • Scheduled block of time for Voyager or Achieve 3000.
PS 140	18.0%	<ul style="list-style-type: none"> • Teachers develop scaffolded lesson plans and instructional units that are aligned to SWD’s IEP goals. • Daily Teacher Team Meetings to analyze student work and provide SWDs with additional strategies and supports (e.g., lessons that involve multisensory strategies, flexible grouping, and math manipulatives).
PS 349	11.9%	<ul style="list-style-type: none"> • Intervention teachers use the researched-based Leveled Literacy Intervention to provide small group instruction to Level 1 students two times per week, including SWDs. • SWD's are mainstreamed during pull-out sessions during which they receive differentiation of resources based on their individual needs, including kinesthetic, tactile, and arts-based instructional strategies.
MS 358	15.4%	<ul style="list-style-type: none"> • SWDs receive Math and ELA instruction from a general education and a special education teacher in an Integrated Co-Teaching (ICT) class. SWDs travel other classrooms to receive instruction in the other core content areas. While in class, SWDs

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Schools	% Students With Disabilities	Programs and Services to Meet Special Education Students' Needs
		are provided with additional supports through a push-in/pull-out model. <ul style="list-style-type: none"> • SWDs are given preference to after-school programs that promote reading comprehension and language acquisition through programs such as Achieve 3000.

Academic Supports for Struggling Learners. In its commitment to raising achievement for all of its students, D28 devotes extensive resources to support the achievement of students performing below state learning standards and students who are at risk. Some of the proposed magnet schools offer before-school or after-school instructional programs to enable students who are struggling academically to get additional support in smaller and more focused learning groups. As shown in Table 8, the proposed magnet schools are dedicated to meeting the needs of struggling students through various targeted programs.

**Table 8. Programs/Services Available to Serve Struggling Learners in the Proposed
Magnet Schools**

Schools	Programs and Services to Meet Needs of Struggling Learners
PS 55	<ul style="list-style-type: none"> • RTI is established for students struggling with reading and literacy. Smarty Ants is used to support struggling readers in grades K-2 and Achieve 3000

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Schools	Programs and Services to Meet Needs of Struggling Learners
	<p>is used to support students in grades 3-5 who are struggling with reading comprehension. In addition, small group instruction is provided to struggling readers using Foundations (grades K-1) and Voyager (grades 2-3).</p> <ul style="list-style-type: none"> • Students struggling in math receive small-group tutorials using Go Math and enrichment through a Chess Club facilitated by the math/science cluster teacher.
PS 140	<ul style="list-style-type: none"> • Students struggling in math and reading receive small-group, push-in and pullout instruction. • Students struggling in science receive hands-on instruction and reinforcement weekly.
PS 349	<ul style="list-style-type: none"> • Struggling readers receive small group and direct instruction using Foundations, guided reading, shared reading, and scaffolds. • Students struggling in math receive scaffolding, manipulatives, and strategies to solve word problems.
MS 358	<ul style="list-style-type: none"> • Students struggling in reading and/or social studies receive close readings using AR reader and IXL. • Students struggling in math and/or science receive technology-based blended learning.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Guidance Services. In the event that “high-risk” students are identified, D28 implements several potential intervention approaches to meet their needs, including individual, group, and peer counseling. The goal of these services is to develop students’ social and decision-making abilities and establish positive relationships by providing opportunities for them to bond with peers, counselors, parents, school personnel, and the community. Special counseling services are given to Title I–eligible students to support their success in the regular classroom environment. Title I also provides outreach services to families and planning and intervention through the use of pupil personnel committees to support eligible students. The School Response Team (SRT) Program offers assessments, consultations, classroom observations, crisis interventions, for teachers, parent trainings, and referrals for treatment in the community. Finally, several schools are implementing the Positive Behavior Interventions and Supports (PBIS) RTI program described above with general education as well as special education students. School-based behavior specialists provide students with assistance and behavior management, crisis intervention, and other related resources.

All the aforementioned supports for students with special learning needs will ensure that all students at the proposed magnet schools will have equal access to the same rigorous instructional programs and enrichment and extracurricular activities.

Support for All Students in Science, Technology, Engineering, and Math Courses

Underrepresentation of girls and racial and ethnic minority groups—particularly of African American and Hispanic students—in STEM fields and courses of study is well documented by research (Chen & Thomas, 2009; National Science Foundation, 2013). At the same time, literature highlights the advantages to pursuing these fields, both in terms of employability and future

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

earnings, as well as the cognitive benefits that STEM brings to all aspects of education (Malcolm & Webster, 2014; Reed & Berry, 2006).

For these reasons, strategies that support participation among all groups of students, including both those who are traditionally underrepresented in STEM and groups who participate more frequently, is of utmost importance to providing equitable access and opportunities. Research and literature have highlighted effective strategies for promoting participation in STEM among all groups. For example, one of the best ways to build interest in STEM among children and adolescents—and especially students from racial and ethnic minority groups—is to provide hands-on applications of STEM learning (Hayden et al., 2011; Ilumoka, 2012). Opportunities for students and teachers to engage in explicit teaching and learning of STEM content and concepts within the context of real-world examples have been shown to build interest among students in STEM, including girls and racial and ethnic minority groups (Hayden et al., 2011). Furthermore, supplementing engaging, hands-on classroom experiences with out-of-school STEM activities, which may include extracurricular clubs, competitions, or activities during the school year as well as summer bridge and research opportunities, have proven to increase student engagement and motivation to pursue STEM fields (Maton et al., 2009).

All of the proposed magnet sites will be implementing a range of STEM- and/or STEAM-related activities for their students. Highlights of these curricular offerings are summarized below:

- **PS 55** will provide students with a wide array of STEM activities with a focus on communication arts, technology, and multimedia. The school plans to prepare students with a set of key skills in STEM areas such as coding, video and music production, and designing 3-D models. Hand-on, interdisciplinary lessons may include those in areas such as photography, videography, film editing, script writing, and narration for documentaries

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

to showcase the need to protect animals from negative human impacts; field experiments measuring toxins in the soil impacting plants and animals; and other project-based, arts-enhanced, and technology-rich learning experiences that will allow students to develop their own voice to communicate and showcase their learning with the school and local community. A set of electives and after-school clubs in Design & Engineering, Coding & Robotics, Reader's Theater/Public Speaking, Video Production and Environmental Studies, and a Garage Band Performance Club will also be offered to support student learning in STEM inside and outside of the classroom.

- **PS 140** will offer STEM experiences for students focused specifically on interdisciplinary approaches integrating STEM content-area learning via the exploration of student-driven topics of learning. Curricula will give students the opportunity to explore learning while presenting findings to both peers and local communities, providing real-world experiences to explain the context and meaning of their learning to authentic audiences. STEM activities in areas such as using technology in business (e.g., QR codes) or sharing topical information with other students and community members with digital technologies will allow students to have hands-on STEM-based learning experiences that will enhance their content area learning. In addition, electives in areas such as coding, architecture, and engineering as well as after-school programming in robotics and other STEM-based areas will support hands-on student learning.
- **PS 349** will prepare students to enter the 21st century via the implementation of interactive and STEM-based learning activities paired with important leadership skills. The curriculum will have a focus on engineering and design as students explore the natural world through project-based, hands-on learning activities with partners in the local

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

community. Examples of such activities may include real-world, 3-D digital modeling of architecture in student neighborhoods or the creation of musical instruments with local materials (and with the support of local artists). All programming will utilize the school's planned 1:1 iPad initiative that will enable students to participate in hands-on STEM learning using a variety of digital resources. School- and partner-supported electives will include those focused on digital architecture, programming, science, and music technology, and out-of-school activities will include clubs such as an Architectural Design & Sculpture through Science or Robotics.

- **MS 358** will offer a variety of different STEM-related activities that will support hands-on student work with important and research-based learning activities. For example, students will engage in field- and school-based science investigations and experiments in the area of environmental science, as well as in culminating events where students showcase their STEM learning through methods such as presentations, performances, expos, galleries, models, digital blogs, podcasts or iMovies. In addition, the school will offer a variety of hands-on STEM-based electives in areas such as coding, robotics, architecture, and graphic design as well as after-school activities focused on science, coding, and modeling with LEGO.

(4) The Secretary determines the extent to which the applicant demonstrates the effectiveness of all other desegregation strategies proposed by the applicant for the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students.

As described in CPP 4, in spring of 2015 the NYCDOE introduced a Diversity Admissions pilot program aimed at creating diversity at seven elementary schools. Based on the positive

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

results from the original pilot group, this spring the DOE expanded the Diversity Admissions initiative, welcoming an additional 12 schools in order to strengthen diversity among their student enrollments. Lessons learned from this initiative will inform continued efforts on the part of the NYCDOE to refine and scale approaches to promoting increased racial/ethnic and SES diversity in its portfolio of schools.

Dual-language programs have been used as a desegregation strategy in school districts across the country, and it is for this as well as other educational reasons that the NYC Schools Chancellor is promoting this initiative in NYC. Dual-language immersion (DLI) is an instructional model that integrates native English speakers and native speakers of another language to provide instruction in core subjects to both groups of students in both languages (Howard, Sugarman, & Christian, 2003). The DLI model has gained popularity over the past 15 years, largely due to the growth in non-native English-speaking students in the U.S. public education system, as well as findings from academic studies about the positive impacts of DLI on increasing student academic achievement and promoting linguistic and cultural equity (Alvear, 2015; Sugarman, 2012). For example, extensive research conducted by George Mason University Professors Thomas and Collier (2002) has highlighted the academic and social benefits of DLI, including implementation of high-quality language arts instruction, support for positive interdependence among students of different cultures, and active school-family partnerships.

(B) Quality of Project Design

The Secretary reviews each application to determine the quality of the project design.

- (1) The Secretary considers the manner and extent to which each magnet school will improve student academic achievement for all students attending the magnet school programs, including the manner and extent to which each magnet school will*

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings to support such description.

In January 2014, the newly appointed Chancellor of the NYC public schools, Carmen Fariña, unveiled her vision for the NYCDOE, which highlighted three themes: collaboration, communication, and celebration. Fariña deemed these themes essential to providing quality instruction, promoting professional growth, and, most important, enabling students to achieve academic success. Furthermore, Chancellor Fariña set forth four pillars that would serve as the road map for the DOE during her tenure: (1) Return dignity and respect to the teaching profession; (2) Improve student achievement by aligning all instruction to the Common Core standards; (3) Engage parents in every aspect of school life; and (4) Create new collaborative and innovative models within our city and schools. These themes and pillars were then codified in *The Framework for Great Schools*, with the following six elements:

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in PD within a culture of respect and continuous improvement.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations (CBOs).
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students, and administrators value each other.

Pillars of D28 Magnet Program Design

The D28 magnet initiative has been designed so that it is fully aligned with and support of the six elements of NYCDOE’s Framework for Great Schools. Implementation of these methodologies will serve to bring the curricula to life in and beyond the walls of the classrooms, helping students to see and make connections across subject areas and apply what they are learning to solve real-world problems in their schools, communities, and the world at large. The goal is for these approaches to be implemented schoolwide, and with all populations of students, by the end of the five-year project period. The D28 magnet schools will adhere to these pillars, as described in the following section.

Rigorous Instruction

As stated in its core values, “NYCDOE is committed to doing whatever it takes to ensure that every student learns and succeeds, regardless of race, ethnicity, gender, and socioeconomic status.” Yet, many students struggle to meet grade-level standards as measured by state assessments. Furthermore, with the transition to CCLS, students are expected to meet increasingly challenging

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

benchmarks in order to prepare them for college and careers. As a result, we are finding that a low proportion of students are meeting the standards in ELA and math on the NYS assessments. Furthermore, our data show that there are significant achievement gaps for students by racial and ethnic background, eligibility for free- or reduced price lunch, and students with special needs, namely students with disabilities and ELLs.

Results of the 2015–16 NYS assessments are presented in Table 9. As shown, as of spring 2016, ELA and math proficiency rates at the proposed D28 magnet schools were substantially lower than the district averages. For example, at PS 140, approximately 20% of students met the learning standards in ELA and math compared to over 40% across the district. Data are not presented when the number of students in a subgroup is less than 10.

Table 9. Percentage of Students who Met/Exceeded Standard on NYS Assessment in ELA and Math (District 28)

Student Group	PS 55 Grades 3–5		PS 140 Grades 3–5		MS 358 Grade 6		D28 Grades 3–8	
	ELA N=22	Math N=22	ELA N=21	Math N=22	ELA N=11	Math N=12	ELA N=14,59	Math N=14,07
	3	5	7	4	9	0	7	3
All students	35.4%	38.2%	20.3%	19.2%	25.2%	15.8%	42.9%	41.6%
Asian	33.8%	39.8%	-	-	41.4%	31.0%	58.3%	60.8%
American Indian/Alaska Native	30.0%	27.3%	16.7%	25.0%	-	-	42.7%	40.0%
Black/African American	52.0%	46.2%	19.7%	16.1%	20.5%	6.8%	28.8%	22.6%

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Student Group	PS 55 Grades 3–5		PS 140 Grades 3–5		MS 358 Grade 6		D28 Grades 3–8	
	ELA N=22	Math N=22	ELA N=21	Math N=22	ELA N=11	Math N=12	ELA N=14,59	Math N=14,07
	3	5	7	4	9	0	7	3
Hispanic/Latino	32.1%	30.2%	22.2%	28.2%	13.5%	12.8%	32.8%	29.4%
White	-	-	-	-	-	-	52.1%	54.15
Two or more races	-	-	-	-	-	-	62.7%	65.6%
ELLs	0.0%	20.0%	-	0.0%	0.0%	4.2%	4.4%	11.5%
Students with disabilities	2.1%	4.1%	0.0%	12.5%	0.0%	0.0%	8.0%	10.9%
Eligible for free or reduced-price lunch	36.5%	38.8%	19.5%	18.8%	23.7%	16.1%	36.1%	31.5%

Data are not presented for PS 349 because the school served only students in grades pre-K-K during the 2015–16 school year.

There is a great push to get students reading independently by the third grade. The NYC reading initiative, **NYC Reads 365**, is a multi-year citywide literacy effort to promote a City that reads every day, in and outside of schools. All pre-K-12 schools promote daily reading, using resources such as reading lists, engaging posters and bookmarks, and support and trainings for school staff and parents around strengthening students’ reading skills and encouraging a love for reading. **NYC Reads 365** builds on the City’s universal 2nd-grade literacy plan, announced in the Mayor’s plan for equity and excellence in education. **NYC Reads 365** will build momentum and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

enthusiasm for daily reading and support the work of reading coaches that will be assigned to all elementary schools by fall 2018. In spring 2017, the DOE will begin identifying and training reading coaches in advance of placement at high-needs schools starting next fall.

The NYCDOE is committed to working with schools to build their capacity in and develop a shared understanding of high-quality STEM education. To support these efforts, the city created the STEM Framework, a tool that provides a structured approach for schools seeking to organize and develop the implementation of a quality STEM initiative. It includes a readiness checklist of structures, criteria, and systems and is not intended to be judgmental or evaluative. The architecture of the Framework is presented as a structure of domains, indicators, and criteria to support the evolution of a school's initiative over time. The Framework is designed to work alongside other data and qualitative tools to help schools develop a STEM culture that integrates well with a school's existing instructional mission and vision, while shifting the disciplinary paradigm from multidisciplinary and interdisciplinary toward instruction and learning that is ultimately transdisciplinary.

The *Algebra for All* Initiative, one of eight Equity and Excellence initiatives launched in 2015-16, spans grades 5-10 and is designed to improve student readiness for Algebra 1 and high school math instruction. All students will complete algebra no later than 9th grade, enabling them to reach more advanced math courses in high school and better preparing them for college and careers. By 2022, all students will have access to an algebra course in 8th grade, and to academic supports in elementary and middle school to ensure greater algebra readiness. The logic behind increasing access to algebra, according to the city, is that research shows students who pass the subject by the end of ninth grade are more likely to graduate high school and college (Gamoran & Hannigan, 2000; Klepfer & Hull, 2012; Lee, 2012). In addition, 75 schools are participating in another branch

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

of *Algebra for All* to “departmentalize” math in fifth grade. Principals at these schools will designate selected fifth-grade teachers to take on the central math role for their grade. This approach is supported by researchers who have found that the quality of math instruction improves when taught by a teacher with demonstrated expertise in this content area, especially since many elementary-level teachers are not excited about math or do not feel prepared to teach it (Condie, Lefgren, & Sims, 2014). Two of the D28 magnet schools, PS 55 and MS 358, have participated in the *Algebra for All* initiative; three of the four (PS 55, PS 140, and MS 358) will be departmentalized for math by the 2017-2018 school year. (PS 349 is currently only serving the early childhood grades.)

Today, preparing students for college and careers means equipping them with skills that will help them adapt and excel in any learning or workplace environment they encounter. These skills include those that are often referred to as “21st-century skills” or “learning and innovation skills,” such as creativity, critical thinking, communication and collaboration, information media, and technology skills (Partnership for 21st Century Skills, 2009). Recognizing that this is a pressing need, NYC plans to dramatically increase the number of students that will engage with computer science instruction over the next decade. In the nation’s largest effort to increase computer science in classrooms, the city began expanding computer science instruction in fall 2016, with the goal of offering it in all schools by 2025. This *Computer Science for All* initiative is expanding on a series of smaller efforts to boost computer science in schools that the city has introduced over the past few years, including the launch of a teacher training plan, opening software engineering–focused high schools, and adding AP computer science courses to high schools. This year, 246 elementary, middle, and high schools are participating in the *Computer Science for All* initiative, including 98 that offer full-year or multi-year sequences. This includes AP Computer Science

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Principles, the Software Engineering Program (SEP), and SEP Jr., which are full-year or multi-year sequences, and the STEM Institute, an intensive training for teachers to implement Computer Science lessons and units in their schools.

Bolstering students' ability to access more rigorous coursework across all subject areas are programs that teach students technology skills; these are especially important in low-income and minority neighborhoods where young people have less access to computers or the Internet at home (DeBell & Chapman, 2006). Students from homes with limited access and use of technology are at a disadvantage for completing technology-based tasks and often miss out on educational opportunities that require the use of technological resources (Kim & Bagaka, 2005). In addition to the technology applications that will be developed through the partnerships described above, a key resource to the D28 magnet schools will be the full-time Outreach and Technology Specialist, who will work with each school community to support the integration of state-of-the-art instructional technology supplies, equipment, and applications into their magnet programs.

Each proposed magnet school will develop an innovative, theme-based program that provides rigorous instruction and enrichment activities to all students that are not available in other schools in the district. The magnet themes will be infused into core subject curricula through the development of interdisciplinary curriculum units and lesson plans to provide enhanced, rigorous, and engaging learning opportunities for all students. While the content areas of focus may vary across the four schools (e.g., communication arts and multi-media, leadership development, the arts), a common thread that connects all of the magnet school designs is their emphasis on science, technology, engineering, mathematics, and in some cases, the arts (STEM or STEAM). Furthermore, all of the thematic units will be mapped to and supportive of the Common Core standards as well as the NGSS.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Effective School Leadership

The NYCDOE believes in its talent—the teachers, school leaders, and other personnel who

The NYCDOE Office of Leadership (OOL) within the Division of Teaching and Learning facilitates leadership pipelines of instructional leaders for all levels of the system by identifying and recruiting talent, building leadership capacity, supporting placement of leadership vacancies, and providing early-career supports for new leaders. OOL manages multiple leadership programs, each of which serves a unique purpose in preparing educators at particular stages in their career to transition successfully to the next level. Providing , skills training, and on the job experiences to help educators become better leaders in their current role and to enable them to transition to new leadership roles. Summarized below are key NYCDOE leadership development initiatives that will be leveraged to support the leadership of the four proposed magnet schools:

- **Wallace Leadership Fellows Program:** This grant has informed efforts to reassess existing leadership pipelines and to strengthen them with an emphasis on teacher leadership and school leadership roles. NYCDOE has partnerships with the following universities: Fordham, Lehman College, Queens College, Hunter, Bank Street, and Brooklyn College. Wallace Leadership Fellows are granted to selected participants in each of these university’s education leadership programs.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- **Leaders in Education Apprenticeship Program:** This one-year program for current teachers and assistant principals includes a five-week summer intensive; weekly evening sessions; and a rigorous apprenticeship with the participant's own principal.
- **Executive Leadership Institute (ELI):** The intent of the various ELI programs is to provide standards-based, results-driven leadership training to help school leaders successfully fulfill their responsibilities as instructional leaders.
- **Assistant Principal Leadership Institute/Advanced Leadership Program for Assistant Principals:** This program prepares strong, experienced APs to transition into principal roles within one to three years. It includes monthly class sessions, quarterly school visits, and individualized developmental work; participants also gain admission to the Principal Candidate Pool through participation in the program. PD program focused on the advanced leadership skills needed to serve as an effective principal.
- **Principal Candidate Pool:** This initiative develops and supports individuals with leadership experience to successfully lead low-performing schools through teamwork, simulated school projects, and a six-month principal internship.
- **School Based Intermediate Supervisors Institute (SBISI) New Principal Support:** This two-year leadership seminar series for new principals is designed to build, expand, and enhance fundamental school leadership skills and knowledge through a wide variety of “nuts and bolts” strategies, engagement in critical thinking scenarios, and exploration of educational leadership-related literature.
- **Chancellor's Fellowship:** This is a leadership development opportunity for top talent at the NYCDOE. The program is designed for exemplary principals and central leaders who are committed to public education and have a proven record of success.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Supportive Environment/Trust

As described earlier in this section, the NYCDOE’s research-based Framework for Great Schools identifies a supportive environment and trust as two of the key elements of high-quality, effective schools. According to the Framework, supportive schools are environments where students feel safe both in and around the school building and while they travel to and from home; the culture of the school is such that students push one another in positive ways; teachers work closely with students who may need extra help; and teachers differentiate instruction to promote real learning for every student. In order to increase the supportiveness of NYC schools, NYCDOE has improved school-based behavioral supports and mental health services by enhancing PD for guidance counselors; emphasizing and expanding training in progressive discipline, restorative justice, and social-emotional learning; and expanding the school-based free lunch program to include all eligible middle school students, thereby reducing free-lunch stigma.

According to the Framework for Great Schools, a trusting school environment is one where teachers listen to student ideas and incorporate them into their instruction and are able to comfortably share their feelings, worries, and frustrations with other teachers and Principals in order to maintain mutually trusting and respectful relationships with other teachers and families. Recognizing the importance of fostering trusting school environments, the NYCDOE continually seeks input and feedback from families, teachers, and Principals to understand their needs and strive toward the shared goal of improved student achievement.

Strong Family-Community Ties

Consistent with the citywide philosophy on parent involvement, D28 recognizes that schools, families, and community members share responsibility for the education of all students. To support the goals of the District and schools to effectively educate all students, schools and parents must

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

work as knowledgeable partners. Parents, teachers, and administrators in the District work together through the SLTs, PA/PTAs, Presidents Councils, Title I Parent Advisory Councils, and other formal and informal groups and organizations to ensure that all students meet high standards in safe, nurturing environments. Furthermore, each school in D28 has an on-site Parent Coordinator who is responsible for promoting parent engagement by creating a welcoming environment in the school, supporting parent leadership activities, expanding parent involvement activities, and helping resolve parent issues and concerns.

In addition to establishing strong ties with the parent community, the D28 magnet initiative has brought together a robust set of community partners that have expressed their commitment to support the various facets of the magnet program design. In some instances, schools will continue or expand existing linkages with community partners as their work aligns well to the scope of the magnet program. Most schools have begun the process of reaching out to new local, regional, and national organizations that would bring specific expertise to the magnet project design. In all cases, the MSAP project team will work with the schools to ensure that the services proposed will add value to the school community and to the magnet program, that costs are in alignment with NYCDOE and USDOE fiscal and contracting policies and practices, and that the efforts of all outside partners are coordinated to avoid duplication or fragmentation of services.

Individual Magnet School Program Designs

Each school selected to participate in the magnet initiative engaged in a broad-based, collaborative planning process in developing its magnet program. To structure the process, each school established a magnet planning team composed of teachers, administrators, staff developers, and parents and carried out several school-based planning activities to solicit the input of all key stakeholders in the design. Schools were provided with copies of several tools that were developed

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

by the NYCDOE to guide the teams through the planning process. These tools include a school-based program design worksheet, a budgeting worksheet, a template for program partnership descriptions, a template for letters of support, and signature pages for gathering support from school staff and parents. The school-based teams met individually with the district planning team several times during the planning process to provide updates and get feedback and support in designing their programs. A detailed description of each proposed magnet school program is provided in the section that follows.

PS 55 – The Maure School

Magnet School of Communication Arts, Technology, and Multimedia

PS 55 is located in the Queens Richmond Hill community, adjacent to Jamaica, and serves 517 students in grades PreK-5. PS 55 will become The Magnet School of Communication Arts, Technology, and Multimedia. The school’s motto, “*Say It, Write It, and Read,*” fits well within the magnet theme where students share their ideas, thoughts, and learning in a variety of technology- and arts-infused formats.

The school has a goal of increasing student use of technology to emphasize higher-order skills while allowing students to communicate their work in ways that reflect high levels of thinking, participation, and ownership. Students who graduate from PS 55 in 2023 will emerge with a key set of skills, including the ability to: write code; produce quality video productions; write, record, and produce music; design and produce with a 3-D printer; and speak and perform appropriately for intended audiences. These skills will dovetail with those that students develop through rigorous academics to allow them to excel in middle school and beyond.

Thematic Curriculum. Thematic instruction will be delivered throughout the grades via

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

transdisciplinary project-based units of study, affording students rich, real-world learning experiences. An example of a project-based, technology-supported, thematic unit for students in 4th grade can be found in the D28 Sample Unit and Enrichment Classes attachment. This unit, focuses on animals, plants, and their environments, and includes essential questions, cross-curricular connections, and extension activities. As a final project, students create and present interactive infographics that will convince people to protect animals from negative human impact.

To support the infusion of the communication arts, media and technology theme across the curriculum, PS 55's specialty classes will be transformed into arts- and technology-rich clusters that support project-based learning experiences. The science cluster, for example, will become the Real World Data Collection, Analysis, and Action cluster; the Reading Center cluster will become the Theater through Arts and Technology cluster; and the Arts cluster will become the Design and Engineering cluster. Within the clusters, project-based, arts-enhanced, and technology-rich learning experiences will allow students to develop their own voice to communicate and showcase their learning with the school and local community.

PS 55 will purchase an Elementary Mobile STEM bundle and Smart Boards for classrooms and expand its existing broadcasting studio to create a fully-functional, multi-media production studio. The multi-media studio (including 3D printers, mobile and computer-based technologies, and Smart Boards) will serve as a magnet hub in the school. In the studio, students will be able to create and broadcast productions sharing their work as they write code to make robots come to life, design and build bridges with the support of a 3-D printer, debate issues with guest speakers about the benefits of wearable technology, or write and perform music that merges cultures with different genres of music.

Electives and Clubs. With funding from MSAP, PS 55 will offer a variety of electives and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

clubs to expand on the thematic activities woven into daily learning for students. For example, students in grades 2-5 will have an opportunity to participate in electives in Design & Engineering, Coding & Robotics, and Reader's Theater/Public Speaking. Clubs such as a Video Production and Environmental Studies club, a Piano Lab club (with partner **Empower Thru Music**), and a Garage Band Performance Club will also be offered.

Partnerships. Collaborations with community and cultural organizations will provide students and teachers with the supports they need to engage in thematic learning experiences. For example, PS 55 will partner with organizations such as the **Salvadori Center**, which will engage students in activities focused on project-based learning and collaborative problem solving via eight-week residencies. PS 55 will also partner with the **NY Hall of Science** and use their Accelerated Learning STEMscopes curriculum to facilitate project-based learning activities for students. The curriculum includes project-based units for each grade level, including: rocks, soil and water (Kindergarten); living and non-living organisms (1st); food chains (2nd); traits (3rd); forms (4th); and adaptations (5th). **Young Audiences New York** will provide customized residencies to students in grades K-5 in music, dance, and visual and digital arts, including culminating activities for students to showcase their creations for families and community members. Finally, **Empower Thru Music** will help PS 55 staff build a music program, including a piano lab where 2nd and 3rd grade students receive instruction on tempo, rhythm, and recording; a five-piece band performance course where 4th and 5th grade students learn piano, guitar, bass, and drums; opportunities for students to work with local community musicians to integrate instruments from various cultures such as a tabala or harmoniums, into performances.

PS 55 struggles with limited space to share and showcase student work with families. To address that challenge, the school plans to maximize parent engagement by leveraging multi-media

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

technology to share student work online and via other digital media sources. PS 55 will build upon their current newsletter, *The Terrapin Times*, and website as well as create a television channel to showcase student work achieved through the cluster programs, clubs, and residencies. Finally, the school staff will offer workshops in the evenings and during regularly scheduled parent engagement time on Tuesdays to allow parents to learn how to create digital products with multi-media tools.

To ensure that all parents have access to these resources, PS 55 will create a “School Mothers Program” that will include bilingual parents, the parent coordinator, and members of the School Leadership Team (SLT) as liaisons supporting Guyanese, Spanish, Punjabi, Urdu, and other non-English speaking new immigrant populations. This group will share information about school programs and activities as well as gather information from families about their concerns to share with the school. In addition, participants in this group will assist in translating materials for parents. PS 55 will notify parents of the conversion to a whole-school magnet program through a variety of venues including open houses, flyers, digital video advertisements, and school tours, available in multiple languages.

PS 140 – Edward K. Ellington School

Magnet School of Science, Technology, and the Arts

Named after the American musical legend Duke Ellington, PS 140 is located in Jamaica, Queens and serves 446 students in grades PreK-5. The magnet grant will support the transformation of PS 140 into the Magnet School of Science, Technology and the Arts. The program at PS 140 will be based on the school vision, and the first domain of the NYC STEM Framework, *Structures for Success*, which focuses on building the capacity of schools to create a

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

STEM-rich environment for schools. This, in conjunction with instruction in musical instrumentation and musical engineering, will result in a robust program grounded in research-based, standards-driven thematic instruction in Science, Technology, and the Arts.

Thematic Curriculum. MSAP support will allow the school to expand interdisciplinary approaches to incorporate STEAM. Thematic, project-based units of instruction will afford students the opportunity to strengthen their ability to solve complex problems, challenges, and questions through the exploration of engaging content and student-driven topics. By presenting a synopsis of their discoveries to both peers and external partners, students will make their work visible and explain how it provides context and meaning in the real world.

An example of a project-based, technology-supported, thematic unit for students in 4th grade is presented in the D28 Sample Unit and Enrichment Classes attachment. This unit focuses on using QR codes to foster independence in students, includes essential questions, cross-curricular connections, and extension activities. As a culminating project, students will create an exhibit where QR codes are attached to their interdisciplinary displays with links to audio or video files. The codes will provide information about the work that is being showcased and pose specific questions to the listeners.

Enrichment Opportunities. With funding from MSAP, PS 140 will offer a variety of enrichment opportunities designed to enhance and support rigorous content area instruction in core subject areas, technology, and the arts. These opportunities were selected to offer students the chance to engage with their environment and support cognitive development through multiple modalities. A chart describing enrichment opportunities can be found in the D28 Sample Units and Enrichment Classes attachment, and include: Music and the Brain, Beginning Percussion, Guitar Youth, Wee Botz, Architecture in the Neighborhood, and Science Through Sculpture and

Magnet Schools Assistance Program (2017-2022)
Community School District 28—Queens, New York

Drawing.

Thematic instruction will be enhanced by increased access for all students to technology. PS 140 will develop a 1:1 initiative where every student will have access to a laptop in order to effectively incorporate STEAM principles into their learning. Currently, PS 140 has one computer lab and a set of antiquated and outdated computers in each classroom. Although the school has made a commitment towards enhancing technology by purchasing Promethean Boards for each classroom, PS 140's budget has precluded providing more robust technology access for students.

Partnerships. The magnet program will be supported by partnerships designed to offer integrated and varied opportunities for students to explore STEAM and the performing arts. For example, the school currently has a partnership with **Marquis Studios** to provide after-school services to students in areas such as digital architecture and digital filmmaking. MSAP support will allow the school to expand this partnership and provide residencies in visual arts, engineering, creative movement, and science as well as family workshops. In addition, the **Renaissance Youth Center** will provide training for students in percussion, keyboarding, guitar, dance, and music composition as well as afford students the opportunity to learn how to read music and create complete compositions. Engineering partnerships, such as with **Wonder Workshop**, will provide computer science and engineering support.

After-school Programming. The purpose of the after-school program at PS 140 will be to offer students who have the requisite skills for more advanced instruction to receive additional programming in specific areas. For instance, those students who appear to have advanced skills in guitar would have the opportunity to participate in an additional guitar course or students who had an interest in technology may participate in a robotics club. These after-school opportunities

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

would be offered via partnerships with organizations such as **Marquis Studios** and the **Renaissance Youth Center**.

Staff and students at PS 140 will engage in a variety of activities to ensure that families are fully apprised of all magnet program and school happenings as well as have opportunities to attend performances. For example, parents will be invited to STEAM family nights and interactive workshops (e.g., making math manipulatives), and will learn about the program through the school website and newsletters. In addition, parents will be kept informed via emails and apps (e.g., Remind). All materials will be provided in multiple languages and meetings/events will feature interpreters. In addition, parent volunteer “Learning Leaders” will support outreach to other parents who may be difficult to reach.

PS 349

Magnet School of Leadership and Innovation through STEAM

"We are living in a new economy - powered by technology, fueled by information, and driven by knowledge." (U.S. Department of Labor)

PS 349, also located in Jamaica, Queens, serves 191 students in grades PreK-1. The school opened in September 2015 serving Pre-K and Kindergarten and expanded to first grade in 2016-2017. The school will continue to expand by one grade each year until reaching its full grade configuration of Pre-K through five in 2020–2021. It is notable that the school shares a building with MS 358 and is offering a magnet program with a similar theme, thus providing a pathway for students to move seamlessly through STEAM-based magnet curricula from elementary to middle school.

The magnet grant will support the transformation of PS 349 into the Magnet School of

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Leadership and Innovation through STEAM. The school's mission will be to *cultivate future leaders and ensure they are prepared for the 21st century and beyond*. Educators at the school understand that in order to prepare students to enter a 21st century workplace, where the most readily available and highest paying jobs exist within the STEM sector, they must not only equip students with the skills and knowledge necessary to effectively use technology, innovate, and solve problems, but they must also ensure students have the confidence and leadership skills necessary to take ownership of their work, make responsible decisions, and get their ideas out into the community. In short, students graduating from the Magnet School of Leadership and Innovation through STEAM will not only learn to invent and innovate, but to actualize their inventions and innovations through management and leadership.

Curriculum and instruction at PS 349 will stimulate students' imaginations through engineering and design, sparking their innate curiosity in science and engaging them via the exploration of the natural world. Students will have many opportunities to work together on hands-on STEAM projects that allow them to collaborate with peers and lead through self-management, self-awareness, responsible decision making, relationship skills, and social awareness. Through the integration of leadership and innovation concepts and competencies into the standards-based curriculum, all students will be engaged in STEAM learning, which will be infused into daily instruction, project-based learning, electives, and after-school programs. In collaboration with all members of the school community, the magnet program at PS 349 will address the needs of the whole child, through rigorous academics and project-based learning. The principles of STEAM—critical thinking, inquiry, observation, exploration, and creation—at the heart of every content area discipline will allow students to think critically, communicate effectively, and innovate to solve real-world problems by engaging in authentic tasks.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Thematic Curriculum. In alignment with PS 349’s mission, the school will help students develop a lifelong passion for learning. Through STEAM-integrated experiences students will be able to answer the critical question, “Why do I need to know this?” which will help them guide their own learning. Students will engage in critical thinking while constructing personal meaning throughout their learning experiences. The school will base learning activities on a set of theme/content focus features designed to help guide the development of instruction, including: (1) inquiry-based instruction with an emphasis on creative thinking in all academic coursework; (2) the development of an interdisciplinary curriculum to develop students’ understanding of STEAM concepts; (3) integration of *The Leader in Me’s* 7 Habits throughout all coursework; (4) participation in extracurricular and co-curricular activities to expand learning opportunities in STEAM; (5) industry partnerships to ensure authentic, hands-on learning opportunities; and (6) partnerships with organizations such as **LEGO Education** to provide students with a wide array of innovation and STEAM-based learning opportunities.

PS 349 will utilize the research-based, standards-driven curriculum *Science & Engineering Master Minds*, which integrates engineering and technology with science; develop STEAM Career Day events with speakers showcasing STEAM careers (e.g., doctors, designers, architects, engineers) who represent different ethnicities, genders, and backgrounds; and team up with local STEAM business start-ups to have the professionals work with students to develop solutions to community problems. In addition, the school will implement **Engineering is Elementary**, a research-based curriculum that provides supplemental resources to teach students about people and communities across the globe through literacy and science challenges.

The program at PS 349 will allow students to thrive in a nurturing environment of trust, safety, and security to grow both emotionally and academically, and to develop their leadership skills.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

This will include capitalizing on the school's current partnership with **The Leader in Me**. The Leader in Me lessons are focused on helping students learn about and practice the *7 Habits of Highly Effective People* through in-depth collaborations with peers and teachers (Be proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, and Sharpen the Saw). The school currently has a *Lighthouse Committee* (with teachers, paraprofessionals, guidance counselor, and UFT representative) that meets monthly to monitor, discuss, and adjust implementation of the *7 Habits of Highly Effective People* curriculum.

Through ongoing cycles of project-based learning, students will have the opportunity to engage in various activities surrounding STEAM and leadership throughout their daily classroom learning experiences. In the D28 Sample Units and Enrichment Classes attachment is a grade 2 unit on rural, urban and suburban communities which asks the question: How can we improve our urban community through leadership and design? As a culminating project, students lead community clean ups, design green spaces, etc.

Technology will be a key resource supporting the magnet program at PS 349. Students will use technology to facilitate individualization, innovation, and sharing ideas. The school currently has some mobile devices (e.g., iPads/laptops) and offers instruction and programs that cater to individual student needs. A key resource for the school's large ENL population, mobile devices allow on-the-go access to authentic language experiences outside of classroom walls. In addition, the school engages in a wide variety of technology-supported programming such as video-conferencing with institutions such as NASA and National Geographic or using 3D printers, measurement tools, and wearable technologies to bring science investigations into the classrooms. The school will use MSAP grant funding to expand its technology offerings beyond 2-3 iPads per

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

classroom to a 1:1 environment where each student would have an iPad to use throughout their day. This would be particularly valuable to the students at PS 349 who often are without technology access at home, as the school would offer a lending service for students to borrow iPads for use at home.

In addition to technology resources, PS 349 currently has a science lab, an art room, and a music room. With MSAP support, these classrooms will be updated for interdisciplinary use. For example, the school will convert an existing lab into a STEAM Lab to be used for residencies with **Marquis Studios** or the **Wonder Workshop Robots** after-school program for students to learn coding and problem solving; the Arts Studio will be upgraded to include multiple types of media and workspaces; and an enhanced Music Suite will include additional storage space for a wide variety of instruments.

With funding from MSAP, PS 349 will offer a wide array of enrichment opportunities designed to supplement and enhance content-area instruction in leadership and STEAM, the majority of which will be supported by collaborations such as residencies with cultural partners. A list of enrichment opportunities can be found in the D28 Sample Units and Enrichment Classes attachment and include: Digital Architecture, Big Botz, Sculpture, Garageband, Circus Arts, Creative Drama and Creative Music and Movement.

After-school Clubs. MASP funding will allow PS 349 to offer a variety of after-school programming that was not previously possible. For example, students will have the opportunity to participate in activities to build upon those offered during the school day such as an Architectural Design & Sculpture through Science club (with **Marquis Studios**), a Robotics Club (with **Wonder Workshop**), or a Strings Music Club (with **Turtle Bay**).

In addition, PS 349 would offer _____, a six-week (four days a week) Leadership

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

and STEAM summer program for students in grades K-5. This program will allow students to participate in interdisciplinary service learning projects and field trips designed to develop their passions for STEAM while building problem solving and critical thinking skills necessary for good leadership. The program will include school staff who will facilitate coding and engineering activities along with residencies facilitated by partners such as **Marquis Studios** (art, movement, architecture design) and **Turtle Bay** (music).

Staff at PS 349 currently collaborate with families and the school community by providing parent workshops (1-2 times per month). In addition, the school has in place a *Parent Engagement Committee* (with teachers, paraprofessionals, and a UFT representative) that meets one to two times a month to discuss and plan interactive student clubs, parent workshops, and upcoming events; strengthen communication practices; and identify collaboration strategies.

With the support of the MSAP, the school will offer additional workshops tailored to the needs of families, obtain translators for the workshops, and offer technology and resources to help parents access the curriculum and tools to help their child succeed. Parents will also be included in interdisciplinary projects surrounding STEAM and leadership themes by bringing parents in to share their work, tapping into their strengths and skills. PS 349 will inform parents about school offerings through a variety of methods, such as newsletters, the school website, emails, apps (e.g., Remind), STEAM family nights, and Family Leadership Workshops. All publications will be provided in multiple languages (e.g., Spanish, Bengali) and the school will utilize interpreters for meetings and events. In addition, PS 349 will institute a mentor program for parents to support each other.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Magnet School of STEAM Exploration and Experiential Learning

MS 358, located in Jamaica, Queens, serves 262 students in grades 6-7 (expanding to 8th grade in the 2017–2018 school year). With support from the MSAP, MS 358 will become the Magnet School of STEAM Exploration and Experiential Learning. Sharing the same building as PS 349 will provide students, Prek-8, a seamless pathway to pursue their interest in STEAM based education at the middle school level. In addition, it will provide opportunities for students who attend elementary magnet schools in D28 to pursue their knowledge and skills of STEAM concepts at the middle school level, as well. MS 358 currently enrolls students from PS 80, PS 160, and PS 354—all of which offer STEAM components to their programs—and serve families who have expressed interest in having their children continue along the STEAM pipeline in middle school.

The new magnet program will apply the interdisciplinary approach that guides all teaching and learning at MS 358 and will integrate and expand existing programmatic components and partnerships already in place that support STEAM integration and sustainability. The design of the new program aligns directly to the four domains of the NYC STEM Framework: School Vision and Structures for Success; Curriculum, Instruction, and Assessment; Strategic Partnerships; and College and Career Readiness. These domains will be reflected in the following components of the magnet program design at MS 358: an interdisciplinary curriculum; enrichment extensions that take place within and outside of the school walls and during and after the school day; and a robust set of elective classes for students in grades 6-8.

Becoming a magnet school will allow MS 358 to build upon partnerships already in place to support STEAM learning. For example, the school currently has partnerships with Marquis Studios, The Town Hall, Harmony, and STEM Matters, all of which will help ensure students have

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

a wide variety of community and cultural resources available to support learning. In addition MS 358 has the needed facilities to integrate technology and the arts into STEAM-themed, project-based learning activities.

Thematic Curriculum. At the heart of the magnet program will be locally developed curriculum units that engage students in the study of standards-based content through an interdisciplinary lens. The experiential learning approach will support students in making real-world connections, increase engagement with learning, and provide opportunities to explore authentic, student-driven topics and challenges. As students engage with content via thematic units, they will develop an essential set of S.T.A.R.T. (Solving problems, Thinking critically, Advocacy, Research and discover, and Teamwork) skills that are in line with the school’s mission and essential for success in the 21st century. In addition, programming will support the school’s core values of F.I.R.E, an acronym for fellowship, integrity, resiliency, and excellence. As students engage with content from each thematic unit, they will also have experiences that build their character traits in support of these values.

The curriculum units will vary in content and structure, but each will be framed by essential questions and associated learning outcomes. Overall, each unit will include the following:

1. **Field-based investigations.** Each unit will begin with a field trip investigation for students to explore the theme of the unit and build background knowledge from the real world before learning inside the classroom. For example, through a partnership with the **Alley Pond Environmental Center**, students will visit the center to investigate and compare different ecosystems, make hypotheses about the interdependence of organisms in the ecosystem, and collect data to support the hypotheses.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

2. **School-based experiments, lessons, and demonstrations.** Throughout implementation of these units, the partnering organizations, such as the NY Hall of Science or NYIT, will come to MS 358 to support and enhance the unit by providing hands-on experiments, investigations, and experiential learning through STEAM.
3. **Culminating projects and celebrations of learning.** Each unit will culminate with students completing a STEAM-based project and participating in a celebration of learning. Students will showcase their learning through presentations, performances, expos, galleries, models, digital blogs, podcasts, iMovies, and other technology-based products to illustrate their educational journey and share their learnings with their peers and other audiences.

A sample unit on genetic engineering is attached in the Sample Units and Enrichment Classes attachment. In this unit, students create multimedia campaigns to educate local community members about the dangers of GMO's and their implications on large food corporations.

Electives. The electives schedule at MS 358, which currently includes exploratory classes for students in 6th grade and scaffolded electives in 7th and 8th grade, will be expanded to provide elective options for students at all grade levels and provide opportunities for students to explore new thematic content and concepts. New introductory and advanced level electives can be found in the D28 Sample Units and Enrichment Classes attachment, and include: Introduction to Robotics-Basic Bots, Advanced Robotics-Booming Bots, Introduction to Theater and Audiences, Advanced Theater, Architecture: From Caveman to Tycoons, Architecture Design and Engineering, Introduction to Graphic Design and Advanced Arts and Graphic Design.

Elective and content area course work will be supported via partnerships with several organizations. For example, an architecture residency with **Marquis Studios**, a theater-residency

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

with **The Town Hall**, and theater performances at **New Victory Theatre** will help provide real-world experiences for students in the arts. In addition, organizations such as **Generation Code** as well as visits to the **NY Hall of Science** will support students in learning robotics, engineering, and coding. **Won Body Movements** will provide students with hands-on opportunities to explore creativity while learning new skills in problem solving, engineering, graphic design, and logical thinking.

After-school Clubs. MSAP funding will allow MS 358 to offer a variety of after-school enrichment programs to complement the thematic curriculum and provide opportunities for students to pursue their particular areas of interest in settings with smaller teacher-to-student ratios. For example, the school will expand the debate club and citizen science club (with existing partner **STEM Matters**) beyond 6th grade students to upper grade students. In addition, a partnership with the **Harmony Program** will allow for expanded after-school music programming and **Art is Automatic Studios** will offer programming in movie making. MS 358 will also develop a new computer science club to allow students to practice and expand the coding skills and knowledge learned during the school day. A LEGO Club will give students the opportunity to engage in critical thinking in an after-school setting.

Engaging with parents as the school transitions to becoming a whole-school magnet program will be of key importance to success. MS 358 staff will ensure that parents are informed about the magnet program through the school Fall Fair (including raffles, social activities, and health care programs) and electronic communication, including the school website and text messages in Spanish, Bengali, and Arabic. In addition, families of magnet students will be invited to participate in a variety of activities such as the “Our Building as a Family” event during which parents build LEGO structures with their children to give families an idea of how students experience critical

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

thinking through building. Other activities may include inviting parents to displays of thematic learning or to participate in after-school activities with their children. In order to communicate with parents who do not speak English, the school's Language Access Team will translate written communications and will indicate that translation will be available at parent information sessions. In addition, as needed, MS 358 will use translation devices and the phone translation and interpretation service available through the DOE when speaking one to one with parents.

- (2) *The Secretary considers the extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.*

Commitment to Magnet Project

As evidenced in the first section of this proposal, there is widespread support for the D28 magnet initiative, stemming from the highest level of the NYCDOE down to each of the proposed magnet schools. Table 17 shows the number of parents and staff in each school who expressed support for the magnet program (these support forms are provided in the attachments). Should D28 be awarded an MSAP grant, the momentum and excitement that was generated during the proposal development phase will be leveraged in support of program implementation.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Table 10. Number of Parents and Staff Who Signed

Support Forms for the Magnet Programs

School	Parents (N)	Staff (N)
PS 55	270	53
PS 140	42	33
PS 349	150	27
MS 358	98	30

Capacity-Building Strategies to Support the Sustainability of Magnet Programs

Built into the D28 magnet program design—and funded by the MSAP grant—are numerous activities that, starting from Day 1 of grant implementation, will help to establish a solid foundation for the sustainability of the four magnet programs. These activities include (1) developing and refining innovative, thematic curricula; (2) offering extensive PD and support to magnet teachers and school leaders; (3) building strong and lasting collaborations with outside partners; (4) working with parents to enhance their decision-making roles; (5) designing and implementing formative evaluation tools to measure the programs’ progress as they mature; and (6) providing staff from the magnet schools to disseminate and share lessons learned from magnet implementation. These capacity-building activities, which are described throughout this application and are summarized below, will provide a fertile environment in which the successful project components will continue to flourish after federal magnet funds expire.

Curriculum Development. Over the five-year grant period, with the support of MSAP-funded partnerships, school-based Magnet Resource Specialists, and the district-based Curriculum

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Specialist and Outreach and Technology Specialist, the D28 magnet schools will develop and disseminate theme-based curricular materials and course sequences for use by classroom teachers, cluster and specialty teachers, and staff working in extended-day and extended-year programs, thereby increasing the schools' capacity to meet current and emerging student instructional needs. These curricular products, which will be developed by each school over the course of the project, will contain standards-based goals and objectives, activities, resources, and assessments that are tied to each school's magnet theme and will serve as an important vehicle for sustaining the magnet programs beyond the funding cycle.

Professional Development and Support for Teachers. The comprehensive PD initiatives will enable staff at each of the magnet schools to develop and implement evidence-based instructional strategies that will transform their classrooms into innovative and effective learning environments. The NYCDOE Office of Curriculum, Instruction, and Professional Learning has a STEM department that offers a wide range of STEM themed PD opportunities for teachers. The MSAP Project Director and Site Coordinators will arrange opportunities for teachers to share the skills and knowledge learned through PD with their colleagues in workshops, inter-visitations, cross-school conferences and meetings, and study groups, as well as through digital media. Additionally, the Magnet Site Coordinators and Resource Specialists at each school will use established structures for planning and collaboration with key staff within the school—such as inquiry teams, professional learning communities (PLCs), and grade-level teams—to support effective implementation of the magnet program.

Enhanced Decision-Making Roles for Parents. D28 is strongly committed to developing collaborative and supportive relationships with parents, and that commitment extends to the magnet program. As part of the planning phase for this proposal, each of the D28 magnet schools

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

conducted outreach to its parent communities to disseminate information and mobilize support for the program (evidence of parental support for the magnet programs is documented in the parent sign-off sheets that each school has collected and is summarized in Table 17).

The proposed magnet schools will establish school-based magnet parent advisory committees to ensure that parents have an opportunity to play a meaningful role in magnet planning. Additionally, each school's Site Coordinator will facilitate monthly meetings with the school-based Parent Coordinator in an effort to strengthen the school's capacity to support and empower parents. Finally, as discussed in the individual magnet program descriptions, each magnet school will provide opportunities for parents to expand their role through participation in a wide variety of magnet-related parent involvement events.

Continuous Improvement Process. D28 will implement a process of continuous improvement that incorporates real-time data, feedback from various stakeholders, and rigorous research to test, refine, and scale the models and practices that define the magnet programs. Continuous improvement will be achieved through an iterative cycle that includes six steps: goal setting, testing models of innovation, timely and regular feedback, monitoring and measuring quality of inputs, information sharing, and opportunities for ongoing corrections. The cycle will be repeated continuously throughout and beyond the grant term to spur ongoing innovation.

The Project Director will work closely with the four Site Coordinators and other magnet staff and in conjunction with teachers and administrators to complete continuous improvement of activities. For example, the Magnet Resource Specialist will meet regularly with teachers to obtain formative feedback on their experiences with the magnet program. The school-based magnet team, in collaboration with school administrators, will use teacher feedback as well as feedback obtained from other key stakeholder groups (e.g., parents, students, and program partners) to identify

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

ineffective practices and implementation challenges and inform midcourse corrections to program activities. Feedback on implementation best practices will be shared among and within the four schools through cross-school magnet meetings, school-based PLCs, and other collaborative forums.

Program evaluation is a key mechanism supporting the continuous improvement process. As discussed in the Quality of Project Evaluation (QPE), the evaluation is to be carried out jointly by the project staff and the project evaluator and is designed to gather formative and summative findings on program implementation and outcomes in order to ensure that project activities are being carried out as planned and to address challenges or issues as they arise.

Business and Industry Partnerships. The D28 magnet program will also leverage a strong network of local business and industry partners to support the implementation of the magnet programs, both in the initial period and on an ongoing basis. For example, PS 349 proposes to hold a STEAM Career Day event with speakers showcasing people of different ethnicities, genders, and backgrounds (e.g., doctors, designers, scientists, architects, engineers). In addition, PS 349 will pursue partnerships with local STEAM business start-ups to have community professionals work with students to develop solutions to community problems as well as generate ideas to develop local communities. This work will be specifically designed to allow students to work with local entrepreneurs and see business practices in action. MS 358 will pursue other business partnerships to include speakers and workplace tours with a biochemist and a Navy Engineer to discuss their roles as well as discuss college and career paths related to these fields. Finally, MS 358 will create a partnership with GrowNYC Youthmarket, which purchases produce from local farmers and trains young people to operate a farm stand in their neighborhood as their own small business. Students participating in an after-school club will earn money and learn small-business skills while

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

supporting farmers in the NYC region.

Dissemination Strategies. D28 will use a wide variety of strategies to disseminate lessons learned and best practices in magnet implementation. These activities will use well-established networks at the district level as well as national and virtual venues to support institutionalization and contribute to the knowledge base of effective magnet practices.

The monthly meetings of school-based magnet staff convened by the Project Director will provide an invaluable opportunity for the magnet schools to discuss implementation experiences, challenges, and effective practices with their peers and to share the curricular products that have been developed. In addition, the Project Director and other district- and school-based magnet staff will actively participate in USDOE and MSA-sponsored conferences throughout the five-year project period to learn about the experiences of magnet districts and schools across the nation and to share best magnet practices from D28 in these venues.

Finally, the District will capitalize on its information technology structure to support the project's dissemination goals. The D28 magnet schools will use the various virtual collaboration vehicles that have been established or endorsed by the NYCDOE, including Ning and Moodle, to support and enhance schoolwide PD about theme integration. A magnet website will be developed as the overarching umbrella to unite the four schools in their endeavors and will facilitate communication and information sharing between the schools, parents, and the larger community. The website will include information about each school as well as student- and teacher-generated materials, such as a blogging site for sharing information and for teacher and student collaborations; lesson plans and student work products, including multimedia projects; PD opportunities and resources; links to specific subject-related resources; links to the websites of all partners involved in the grant; and student-created public service announcements, advertisements,

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

and posters that show the types of activities and partnerships that each magnet school has cultivated.

Recognizing the potential for increasing the diversity of its public schools, NYCDOE has successfully pursued a number of magnet grants that provided seed funding for schools to convert into whole-school magnets. These are some examples of schools that are sustaining their magnet programs:

- **PS 217 – The District 28 Green Magnet School for Career Education in the Arts, Sciences and Government through Multimedia Technology** was funded in 2007 and continues to prepare students to be environmental students and live sustainably. Ecology, technology and career exploration is integrated across the curriculum. Blogging, digital documentary production and teleconferencing support course offerings such as: Future City Engineering, Pollinator Gardens, Animal Science Labs and Innovations in Green Living.
- **PS 119—The Magnet School for Global and Ethical Studies in D22** was funded in 2007 and has sustained its magnet program for almost 10 years. The program culminates each year in an annual schoolwide Magnet Expo showcasing students' theme-based project work. Over the years, the annual expo has been attended by the Chancellor of NYCDOE, the D22 Superintendent, District and field office support staff, parents, community members, and other D22 schools.
- **PS 257—The Magnet School for the Performing Arts in D14** was funded in 2010 and continues to implement a schoolwide magnet program. The students at this school perform at various public venues, and the school band has been featured in several publications.
- **MS 421—West Prep Academy in D3** is a middle school with the theme Youth Voice, Youth Media. The school, which received MSAP funding in 2010, continues to implement its

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

thematic curriculum. The school has received grants from iZone and the Center for Arts Education to support sustainability of their magnet program, and in 2016, it implemented a new PBL class titled Become a Recording Artist where students take on the role of a music producer.

Multiyear Financial and Operating Models to Sustain Magnet Programs

In June 2016, the NYCDOE’s Division of Finance issued the *Fair Student Funding & School Budget Resource Guide*, which is designed to enable Principals and their SLTs to closely align their schools’ fiscal initiatives to the principles set forth by the Schools Chancellor. The Guide presents the Fair Student Funding formula, which includes four categories: foundation (a fixed sum of \$225,000 for all schools); grade weights (based on student grade levels); needs weights (based on student needs); and enhanced weights for students in “portfolio” high schools. These weights reflect objective criteria that can be applied evenly across all NYC schools, support schools with students with the greatest needs, and provide transparency in the levels of funding available to all schools.

Currently, every school creates its own educational strategies within a context of accountability for the performance of its students. The school’s budget reflects decisions of the SLT (composed of administrators, teachers, and parents) within the context of state and federal mandates, collective bargaining agreements, and the Chancellor’s initiatives. Performance-driven budgeting (PDB) decentralizes the fiscal decision-making process by enabling Principals, teachers, other staff, parents, and community members to implement the goals outlined in their schools’ Comprehensive Education Plans. Galaxy 2000, a software tool, was developed from the experiences and recommendations of school and district personnel to carry out the principles of PDB.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Once the MSAP grant has expired, schools have the flexibility under PDB to absorb positions and other expenditures that are critical to sustaining the magnet program, should this be the decision of the SLT. It is our goal that the MSAP grant will serve as a lever for the strategic realignment of fiscal, technological, and human resources within each school community such that magnet programming can be easily sustained at the conclusion of the funding cycle.

As detailed in the Management Plan, each school is planning to commit significant in-kind personnel and other-than-personnel resources to promote the development of whole-school magnet programs. Funding for these come from federal, state, and local funding sources that typically have been awarded on an annual basis and may be expected to continue. However, it should be noted that in some cases, federal, state, and local funds for education programs are not guaranteed from year to year and are subject to discontinuation or reductions. Provided in Table 10 is an overview of the multiple funding streams coming from city, state, and federal sources into the four proposed magnet schools and how these resources are aligned to the MSAP objectives.

Table 11. Sources of Funding for D28 Magnet Schools

Funding Source	Purpose	Alignment to MSAP Objectives
Attendance Improvement Drop-out Prevention (NYSED)	To improve school attendance rates and reduce dropout rates	Student Achievement
IDEA (USDOE)	To ensure that students with disabilities receive the early intervention, special education, and related services that they are entitled to	Equity of Access

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Funding Source	Purpose	Alignment to MSAP Objectives
Title I (USDOE)	To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on state academic achievement standards and assessments	Equity of Access, Student Achievement, Building Capacity
Title IIA, B (USDOE, NYSED)	To improve teacher quality through PD	Building Capacity
Title III (USDOE)	To expand the capacity of schools to serve low-income students by providing funds to improve and strengthen their academic quality, institutional management, and fiscal stability	Equity of Access, Building Capacity
State Legislative Grants	To expand school and classroom libraries and provide instructional materials	Student Achievement
Extended School Day School Violence Prevention	To provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.	Equity of Access, Student Achievement

(3) *The Secretary considers the extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.*

Research on effective teacher PD suggests that training should be intensive, supportive, engaging, content-specific, and aligned with school improvement goals. Intensive PD is often defined as ongoing and for duration of at least 14 hours (Yoon, Garet, Birman, & Jacobson, 2007).

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

A meta-analysis of nine experimental studies of teacher PD found that the duration of a program was positively associated with changes in teacher practice and student learning (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

PD strategies that provide job-embedded support through coaching are highly effective in providing opportunities for teachers to implement and master new skills (Knight & Cornet, 2007; Truesdale, 2003). Furthermore, expert demonstration of a new skill through modeling has proven to be an effective technique for teacher learning (Desimone, Porter, Garet, & Yoon, 2002; Snow-Renner & Lauer, 2005). It is equally important that teacher PD be highly engaging and applicable to instruction—for example, by employing varied approaches such as reading, role playing, classroom observations, and discussions—to help teachers see and make direct connections to their own teaching practices (Garet, Porter, Desimone, Birman, & Yoon, 2001; Yoon, Garet, Birman, & Jacobson, 2007).

Research also suggests that teachers benefit more from PD that is directly tied to discipline-specific concepts that they can easily apply in their own classrooms (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009), and that discipline-specific PD has been shown to have strong positive impacts on student learning (Blank, de las Alas, & Smith, 2007). Lastly, PD has been shown to be more effective in improving teachers' knowledge and skills when it is integrated into a wider set of opportunities for teacher learning and development (Garet, Porter, Desimone, Birman, & Yoon, 2001).

NYC Commitment to Talent Development

As part of NYC's strong commitment to developing teacher talent, the city is implementing *Advance*, a system of teacher evaluation and development. The system was designed to provide teachers with both accurate feedback on their performance and the support necessary to improve

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

their practice, with the goal of improving student outcomes to ensure all students graduate college- and career-ready. Though *Advance* was formally established on June 1, 2013, in alignment with the NYS Education Department’s education law 3012-c on teacher and school leader performance reviews, its design was informed by three years of pilot work in NYC’s schools. *Advance* uses multiple measures to provide teachers, school leaders, and families with a more accurate understanding of teacher effectiveness than ever before. Through *Advance*, all teachers receive an assessment of their practice using Charlotte Danielson’s 2013 Framework for Teaching; multiple classroom observations by their Principal or other administrator; review of up to eight artifacts or documents demonstrating their efforts to plan and prepare instruction and participate in their professional community; feedback on all observations and artifacts of teacher practice; and, for teachers in grades 3–12, student feedback via the Advance Student Survey.

School support systems in place throughout the NYCDOE will be used for PD to increase student achievement. Schools will receive PD and transactional supports from their Borough Field Support Centers (BFSCs) across a number of areas, including the following:

- teaching and learning—instructional practices, academic policy
- business services—budget, human resources procurement, payroll
- operations—school foods, transportation, facilities
- student services—guidance, school climate, crisis/safety, health and wellness
- special education—instructional practices, implementation of Shared Path to Success
- ELLs—instructional practices, compliance, program development

Comprehensive Approach to Magnet School Professional Development

The proposed D28 magnet schools will need to provide a concentrated program of PD for teachers and school leaders to prepare them for effectively meeting the student achievement needs

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

of their magnet students. Research studies have underscored the fact that, due to the array of educational, social, and cultural challenges confronting magnet schools, PD is of paramount importance (Ben-Ari & Strier, 2010). In fact, studies have found that student diversity often comes as a challenge for the teaching workforce, which is largely women and White. Many teachers do not have experience working or living in diverse environments, which makes it difficult for them to help prepare students for working with diverse groups (Robinson & Clardy, 2011).

NYCDOE and D28 are committed to identifying effective and innovative methods of delivering customized PD and support services to staff in order to better enable them to develop and implement high-quality instructional programs. As outlined in the performance measures in the QPE, each school will provide 50 hours or more of magnet-related PD to at least 25% of pedagogical staff in Year 1 of the grant, 50% in Year 2, 100% by year three and all new teachers in years four and five.

District-level Magnet School Professional Development Initiatives

The PD plan for the D28 magnet initiative will provide experiences that are of sufficient quality, intensity, and duration to lead to improvements in teacher practice. In order to support the transformation of teaching and learning across the four magnet schools, D28 will provide intensive PD to school leaders, MSAP-funded staff, classroom teachers, and other support staff in each school.

The training will focus on evidence-based instructional strategies that will equip teachers with knowledge and skills to conduct inquiry-based instruction, develop and implement interdisciplinary units, and integrate problem-based learning into learner-centered environments. Looking at Student Work involves engaging teachers in structured and collaborative analysis of their own students' work to discuss evidence of student understanding of the unit. There is strong

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

evidence, as described in CPP 2, supporting the impact of the practice on student academic achievement. It is a key component in the PD that will be provided by the BIE at each of the four magnet schools over the five-year grant period. CTSC's *Innovating Instruction: Design, Situate, Lead* model includes training in Systemic Transformation of Inquiry Learning Environments (STILE) for STEM which will also be implemented across the four schools and throughout the five-year grant period. There are high-quality research findings that STILE is likely to improve student outcomes (see citation 2 in CPP 2).

The magnet grant will enable D28 to provide intensive, on-site support from the MSAP-funded Project Director, Curriculum Specialist, Outreach and Technology Coordinator, and the school-based Resource Specialists to reinforce the PD being provided by outside partners so that the practices and strategies become institutionalized in each building by the end of the five-year grant. A summary of these district-level PD initiatives follows.

The Buck Institute for Education. Project-based learning is an innovative approach to education that focuses on creating student-centered learning that supports “deeper learning through active exploration of real-world problems and challenges” (Pellegrino & Hilton, 2012). While there is no firm definition of PBL, researchers and practitioners agree upon a set of essential components of a PBL approach. First, PBL units or lessons should be motivated by a driving question or problem to be solved. Second, PBL curricula target significant learning goals (Krajcik & Shin, 2014), and last, PBL units should use hands-on experiences to promote learning (Condliffe, 2015) and be conducted over a period of time in order for students to delve deeply into research (Parker, et al., 2013). Researchers agree that if PBL is designed effectively, it produces significant benefits to students’ learning, including promoting construction of knowledge, cultivating student engagement, providing scaffolding for student learning, encouraging student

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

choice, and supporting student collaboration (Condliffe, 2015).

The BIE supports schools in implementing effective PBL instructional practices, training and coaching more than 10,000 teachers in the U.S. and abroad each year. BIE will provide the four D28 schools with rigorous PD, in the form of training and coaching, on how to design and implement PBL activities that engage and motivate students. BIE will help bring coherence to PBL practices and support the creation of schoolwide processes and structures to support PBL and STEM education.

Education Closet. Through a district partnership with Education Closet, the four D28 schools will receive intensive training and support for integrating STEAM into the core curriculum. Education Closet provides consulting services to schools and school districts in developing, implementing, and assessing STEAM approaches to education. These services are provided through their website, EducationCloset.com, as well as through individual consultative services. Education Closet offers hands-on, and practical understandings and applications of research-based approaches to learning via PD and collaborative planning to teachers, schools and districts across the United States. Their PD is focused on increasing student achievement through an educational approach that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking.

For the four proposed magnet schools, Education Closet will provide a three-tiered training model over the course of the grant using STEAM as a core strategy for student success in academic achievement. The three tiers of the model are staff development, implementation, and fostering community connections to create a self-sustaining STEAM model. Over the five years of the grant, Education Closet will provide the schools with in-person, hands-on teacher trainings and workshops focused on building staff capacity to integrate STEAM into the Common Core; co-

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

teaching, job-embedded coaching; curriculum and assessment mapping and lesson writing; strategies for partnering with teaching artists and community members to support STEAM learning; and coaching and supplemental support for teaching teams through a virtual training platform, The Learning Studios. Education Closet will collaborate on an ongoing basis with school and district leaders and magnet specialists to ensure that they are supporting the needs of their staff and will support the schools in cultivating community support and establishing partnerships to support STEAM integration. In the second and third years of the program, the services provided by Education Closet will build upon and reinforce what was provided in the previous years. In the fourth and final years, supports will focus on sustainability and include assistance in shifting the capacity for extension to school leaders and staff.

Center for Technology and School Change at Teachers College. The Center will partner with D28 to support transdisciplinary STEM teaching across the four sites through their PD model, *Innovating Instruction: Design, Situate, Lead*[®]. This approach is based on research findings from over a decade of work with teachers and leaders across pre-K–12 schools and the most recent research regarding how teachers and students learn effectively. As part of this work, University facilitators will engage in a variety of activities including (1) helping teachers design student centered, authentic learning experiences, (2) embedding PD within individual schools, and (3) preparing and supporting schools sustainable change. The model includes interactive, technology-rich, hands-on workshops; collaborative planning sessions; and structured classroom-based work. Facilitators will introduce new technologies within the context of structured design work to support key content-based understandings across the STEM disciplines.

The PD will be tailored to each school's magnet theme; school-based participants will include the Magnet Resource Specialists, as well as representatives from each grade-level team, or teams

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

of teachers identified in collaboration with the Principal. Participants will work alongside the facilitators to design appropriate STEM-based experiences for their students. Participants will explore innovative approaches to project-based learning in STEM and will continue to enrich their own project designs, building on work initiated with other magnet partners, such as BIE.

Unchartered Play. Founded in 2011, Unchartered Play is a Harlem-based STEM sector energy company with a mission of democratizing energy access worldwide. The company develops kinetic-based play products that are able to store clean energy, allowing anything that moves to be turned into a portable power source. In addition to their clean energy work, Unchartered Play has developed a STEM curriculum, *Think Out of Bounds* (TOOB) based on four pillars: (1) inspire through play, (2) teach STEM, (3) create social solutions, and (4) scale impact. Uncharted Play's TOOB curriculum engages students in engineering, collaboration, creative thinking, entrepreneurship, and social innovation via real-world projects while fostering the 21st century learning skills of communication, collaboration, creativity, and critical thinking. To facilitate this work, Unchartered Play engineers and employees provide STEM training to school staff, presentations/workshops to families, residencies in classrooms, and after-school programs for students. The organization works with educators world-wide to encourage creative thinking and social invention through STEM.

Mid-Atlantic Equity Consortium (MAEC). Founded in 1991, the MAEC is dedicated to providing access to high quality education for culturally, linguistically, and economically diverse learners. The mission of the MAEC is to promote equity and excellence in education to achieve social justice, and as the U.S. Department of Education's Equity Assistance Center for Region 1, MAEC works to provide PD to help improve the quality and effectiveness of educators serving diverse students. As part of this work, the MAEC focuses on issues such as the identification and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

placement of English Learners in supportive and appropriate instructional environments; creating positive and safe schools; increasing participation of girls and students of color in STEM, and addressing disproportionality in discipline. D28 will partner with the MAEC to provide PD in the areas of equity related to culturally responsive teaching/leading, addressing the educational needs of English Learners, and increasing family, school and community engagement.

New York Institute of Technology (NYIT). Through a partnership with NYIT and its on-campus organizations, such as the National Society of Black Engineers (NSBE) and the Society of Women Engineers (SWE), students at the D28 schools will have the opportunity to engage in STEM-based, real-world PBL, while working closely with college student mentors, through service-learning projects. Service learning is a high-impact educational practice with the following qualities, as defined by the Association of American Colleges & Universities (AAC&U): spending time and effort in purposeful tasks; having substantive interactions with faculty and peers; receiving high frequencies of feedback and guidance on making continuous improvements to student work; making connections between disciplinary content and real-world experience; writing and reflecting on connections between curriculum, learning, and personal experience; and gaining opportunities to apply learning to real-world problems (Kuh, 2008). NYIT will support D28 by providing each of the four grant schools with service-learning residencies that bring NYIT students in to work with teachers, students, staff, and administrators on STEM-based activities and service-learning projects. Through this new partnership, students at the four schools will work together with NYIT students (undergraduate and graduate) and faculty to infuse and implement transdisciplinary STEM and technology rich-projects and research into magnet classrooms. In addition, NYIT will make available interns for each school and the district to help develop videos and assist in the creation or update of websites, brochures, logos and social media to effectively

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

recruit prospective families to the schools.

School-Level Professional Development

In addition to participating in the array of district-sponsored PD, each magnet school will implement a coordinated staff development effort for all instructional staff and school leaders to directly support the implementation of the magnet program. The Magnet Resource Specialists will participate in all PD activities so they can then provide in-classroom support to the classroom teachers and other instructional staff in their buildings. School administrators will monitor the impact of training activities on staff knowledge and skills in order to evaluate their effectiveness. Furthermore, teachers will be encouraged to transmit their knowledge to their peers through turnkey training, co-teaching, and modeling activities in order to build staff capacity in these areas in subsequent years. These school-specific PD plans are discussed below.

In order to create an environment to develop and sustain magnet programming, **PS 55** will develop a scaffolded PD plan for all school staff. In addition to participating in the cross-site PD initiatives the MSAP team will be offering, PS 55 teachers will participate in PD activities in digital photography, videography, and sound and video editing to support students in creating and broadcasting their learning in a variety of formats, such as documentaries, video editorials, commercials and performances. These PD activities will be provided by **Young Audiences of NY, Empower Music**, and school-based staff. Additionally, key staff members at PS 55 will work alongside STEM professionals, musicians, dancers, artists, and technology specialists to see real-world applications of STEAM learning. These topics, and other research-based learning strategies, will be offered to teachers via ongoing PD opportunities embedded within the school's PD plans.

The PD Plan at **PS 140** is grounded in the school vision and leverages various data sources (such as teacher observations) to plan programming. PD as a magnet school would reflect this

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

process and will be facilitated by the school's best practice of using teachers to lead PD, resulting in strong teacher capacity and overall sustainability of the program over time. The school will leverage a variety of partnerships with local and cultural organizations to help augment the PD being offered by the MSAP team. For example, the **NY Hall of Science** will provide teachers with coaching, in-class modeling, and PD to build their capacity in STEM content and pedagogy to create memorable and accessible STEM experiences for students. In addition, the **Renaissance Youth Center** will provide training to teachers in music engineering and production as well as on how to integrate technology and music (e.g., Reasons 4, Fruity Loops software programs).

PS 349 has a robust structure in place to ensure that staff will be able to fully implement the magnet theme and collaboratively create, design, and adjust units and lessons. The school practices distributive leadership where each committee is led by a teacher leader. Each committee utilizes a structured meeting protocol to ensure they stay on task and meet the objectives. Teams already in place include: a *Vertical Team/Instructional Cabinet* (with grade team leaders, UFT representative, ENL teacher, and principal) that meets twice a month to discuss instructional decision-making based on student data and observation and PD, as well as monitor school systems and structures to make adjustments as needed; *Grade-Level Teams* that meet twice a week to plan lessons/activities/units using student data and observations to make instructional decisions and adjustments; and a *Data Committee* (with teachers, principal, and UFT representative) that meets monthly (or as needed) to analyze school-wide data to bring to the instructional cabinet.

The PD Plan at PS 349 is designed to build teacher capacity in increasing student performance and build content knowledge in STEAM, preparing students for college and leadership roles in STEAM careers. The training necessary to implement the MSAP grant will be integrated into the current system of PD in place at PS 349. All training will be focused on building the capacity of

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

teachers to sustain leadership development, innovation, and STEAM throughout the school environment. In addition to participating in cross-site PD, PS 349 will offer a variety of PD activities for teachers. For example, the **Leader in Me** will provide training to help teachers integrate the 7 Habits into curricula and the school environment; **Marquis Studio** will train teachers to deliver instruction and provide residencies in science, engineering, and arts; **Engineering is Elementary** will help teachers infuse engineering into existing science units; **Wonder Works** and **Sunburst Digital** will train teachers to engage students in basic programming and coding; and the **NY Hall of Science** will provide STEM content and pedagogy training.

The goal of staff development at **MS 358** is to improve and/or lay the base of knowledge and concepts that will prepare students for college and STEAM careers. The goal will be to deepen the STEAM content knowledge of teachers as well as increase teacher understanding, integration, and practice of STEAM using process-oriented, content-specific, and research-based STEAM instructional strategies for the purpose of increasing student engagement and achievement. To operationalize this goal, school administrators will proactively support successful implementation through grounded, job-embedded PD experiences that include coaching and ongoing cycles of support. As part of this work, the school will offer an array of PD opportunities for teachers in areas such as (1) using online instructional platforms (e.g. Google Suite for educators) to map curriculum and align units of study to themes and concepts and show the points of integration in the curriculum; (2) writing curriculum that is STEAM- and student-centered using an interdisciplinary, project-based, and applied approach; (3) understanding the purpose and use of the Engineering Design Process in open-ended inquiry instruction; (4) using specific technological devices or programs to enrich learning; (5) implementing blended learning structures (e.g., flipped classrooms, station-rotation, distance learning); and (6) infusing inquiry, problem solving,

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

experiential learning, and independent study.

In addition to participating in the cross-site PD initiatives the MSAP team will be offering, MS 358 will partner with a variety of PD organizations to provide these supports. For example, the school will partner with professional organizations for training and support such as **Pearson** and **Blended Learning Universe**. The school will also leverage in-house expertise by asking teachers who are showing evidence of promising practices with project-based learning and implementing STEAM instruction to host teacher inter-visitations. In addition, staff will participate in inter-visitations with magnet school PS 354, which is a NYC DOE showcase school for STEM instruction, to further build the school's capacity with STEAM planning, instruction, and impact on student outcomes.

Continuous support structures for PD will provide opportunities for our teachers to gain exposure to new concepts from educational experts; however, we also understand that to truly have an impact on teaching and learning, PD needs to be an ongoing, job-embedded process. As such, the magnet initiative includes structures to foster continuous learning through support provided by the MSAP-funded Project Curriculum Specialist and magnet Resource Specialists (whose roles are described in Quality of Management Plan and Quality of Personnel) and through effective use of school-based PLCs. The Project Curriculum Specialist will provide ongoing assistance to the magnet staff across each school to implement PD plans that provide support for classroom teachers. The Magnet Resource Specialists will be responsible for providing the support through coaching, co-teaching, and lesson modeling, as well as identifying instructional resources and assisting with curriculum development. The Magnet Resource Specialists will also help facilitate conversations in grade-level and subject-level PLCs about implementation of magnet curricula and instructional practices highlighted through magnet staff development. During the PLCs, teachers

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

will share best practices, lessons, and curriculum connections that are inquiry- and problem-based in order to create a collection of resources for teachers. The embedded PD will expand teachers' exposure to concepts provided during training and create a culture that fully supports the transformation of teaching and learning.

With the comprehensive plan for PD, we will expose *all* MSAP-funded pedagogical staff in each of four magnet schools to a minimum of 50 hours of PD in inquiry-based instruction, problem-based learning, and interdisciplinary approaches. As a result, we are confident that teachers and staff will demonstrate increased collaboration in developing and implementing interdisciplinary instructional units of study and improved knowledge, skills, and use of inquiry and problem-based instruction (as outlined in QPE).

(2) The Secretary considers the extent to which the proposed project is supported by strong theory.

The D28 magnet initiative is designed with a strong theory of change that is fully aligned with the NYCDOE's instructional goals and frameworks and will serve to advance the schools' missions to increase equity by raising the academic bar for all students and decreasing achievement gaps. **The theory of change states that by transforming teaching and learning in four new whole-school magnet programs through innovative, inquiry-based programs of instruction with a thematic focus, D28 will increase equity of access to programs of choice, help improve academic achievement and other outcomes for all students and staff, and reduce MGI in the magnet schools.**

To support the theory of change, D28 developed a logic model for the magnet project. The following page presents project logic model.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Context and Need:

- NYCDOE commitment to excellence (outlined in Framework for Great Schools and STEM Framework)
- NYC and NYCDOE commitment to racial/ethnic and socio-economic diversity
- Minority group isolation of Asian, Hispanic, and African American students persists in district schools
- Demand for innovative instructional models to support implementation of NYCDOE STEM Framework, CCSS, and NGSS
- Low levels of student achievement persist across the districts

Resource/Inputs	Program Activities	Program Outputs	Short Term Outcomes	Long Term Outcomes
<p>NYCDOE Offices —State and Federal Education Policy — Student Enrollment — Curriculum, Instruction & Professional Learning</p> <p>District Leadership (in-kind) —Superintendent —Community Education Councils (CECs)</p> <p>School Leaders & Staff</p> <p>MSAP Grant —Funded staff —Supplies/Equipment —Contractual services —External evaluation</p> <p>Community Input —Continuous Improvement Working Group —School-level Magnet Advisory Councils —CBO’s & nonprofits</p>	<p>District</p> <ul style="list-style-type: none"> • Design and manage magnet programs • Implement PD (Looking at Student Work, CTSC, MAEC, BIE, Education Closet, NYIT, Uncharted Play) • Implement marketing and outreach plan • Foster community and family engagement • Conduct rigorous evaluation <p>Magnet Schools</p> <ul style="list-style-type: none"> • Develop and implement magnet themes/programs —Unique thematic curriculum —Evidence-based resources —Project-based learning experiences —Enrichment Opportunities • Theme-specific PD • Family and community engagement plans • Targeted marketing 	<p>District</p> <ul style="list-style-type: none"> • Interdisciplinary, PBL thematic units of study • PD in PBL and STEM/STEAM • Authentic experiences in STEM and magnet themes • Applications to magnets and race-neutral lottery process • Evaluation data to support continuous improvement <p>Magnet Schools</p> <ul style="list-style-type: none"> • New thematic units • PBL and thematic activities in all grades/subjects • Applications from out-of-zone students • Customized PD and TA for each school • Family and community participation in magnet events and parent activities 	<p>Increased staff knowledge and skills in innovative teaching strategies</p> <p>Increased interest and demand from out-of-zone families</p> <p>Reduced MGI in magnet schools (GPRA A)</p> <p>Improved student achievement (GPRA B, C)</p> <p>Increased student proficiency in non-cognitive skills</p> <p>Increased student proficiency in applied learning skills</p> <p>Increased family and community engagement</p>	<p>Effective implementation of inquiry-based, learner-centered instruction</p> <p>High-demand, sustained magnet programs (GPRA D)</p> <p>Increased equity of access to high-quality programs</p> <p>Increased racial and ethnic diversity across CSD 28</p> <p>Increased student achievement and reduced gaps</p> <p>Increased student demonstration of college/career readiness</p>

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

(C) Quality of Management Plan

The Secretary considers the quality of the management plan for the proposed project.

- (1) *The Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks*

MSAP Project Management Framework

The management plan for the D28 MSAP initiative has several core elements that in combination will ensure the success of the project and the attainment of all of the project's objectives and performance measures:

- a leadership and accountability structure in place within the NYCDOE that fosters innovation but holds all instructional leaders in the school system to rigorous performance standards;
- an efficient staffing and management structure for the MSAP initiative within and across D28 magnet schools, including reporting and accountability mechanisms to ensure the timely, effective, and efficient implementation of all key MSAP activities;
- a detailed project implementation plan to achieve the project's objectives and performance measures, supported by a reasonable and cost-effective budget and leveraged in-kind resources designed to promote capacity building and sustainability of the project beyond the federal funding period; and
- a continuous improvement process that engages MSAP stakeholders in ongoing feedback, assessment, and refinement of project activities.

A detailed discussion of the four pillars of the project management framework is provided in the following paragraphs.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Leadership and Accountability Structure

District 28 is one of the 32 community school districts under the aegis of the NYCDOE. Each is headed by a Community Superintendent who performs the statutory duties for the schools within the District's geographic jurisdiction, including appointing, supervising, and rating Principals and approving school budgets. The Superintendent also serves as the liaison to the Community Education Councils (CECs), which replaced the Community School Boards in July 2003. The function of the CEC is primarily advisory in nature, providing critical input on what the community views as priorities and ensuring that parents have a voice in how the NYC public schools are run.

In her leadership and supervisory role for D28, the Superintendent will provide guidance and support to the MSAP initiative and will make available to the Magnet Project Director and the magnet schools under their jurisdiction the support of her team. This includes the following constellation of personnel:

- The Principal Leadership Facilitator serves as the Superintendent's primary designee.
- The Field Support Liaison acts as an intermediary between the Superintendent's office and the Borough Field Support Center (BFSC). The Field Support Liaison supports schools with any concerns regarding BFSC services and provides guidance on streamlining supports.
- The Family Support Coordinator serves as the point of contact for family concerns.
- The Borough and District Family Advocate works closely with the school community, including families, School Leadership Teams, and Parent Associations.
- The Teacher Development and Evaluation Coach ensures that school leaders have the information and support they need to meet the expectations of the Framework for Great Schools through effective implementation of *Advance* and CCLS.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- The District Director of Early Childhood Education supports and manages the district-wide implementation of Pre-K programs in district schools. Early Childhood Directors report directly to District Superintendents, and provide direct oversight of district Pre-K centers, where applicable.

The MSAP Project Director will work under the direct supervision of the Senior Advisor to the Chancellor within the NYCDOE Office of State and Federal Education Policy to oversee the programmatic and administrative management of the magnet initiative. The Office of State and Federal Education Policy is housed within the Office of Senior Deputy Chancellor Dorita Gibson, who oversees the Superintendents and the implementation of various citywide initiatives, including the Equity and Access Initiatives and Policy. The NYCDOE Office of Enrollment, under the Deputy Chancellor for Strategy and Policy, will interface with the MSAP Project Director in matters of student selection and placement. In addition, the MSAP Project Director will also interface with the NYCDOE Office of Curriculum, Instruction and Professional Learning on a variety of PD and STEM initiatives.

Project Staffing and Management Structure

Summarized in Table 11 is the proposed staffing structure for the D28 MSAP initiative, followed by a detailed description of the roles and responsibilities of these key staff. We believe that this staffing plan provides the optimal infrastructure at both the district and school levels to support the attainment of the MSAP initiative's ambitious objectives and outcomes.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Table 12. MSAP-Funded Staff

Personnel	Number	Level of Effort
District-Level Staffing		
Project Director	1	1.0 FTE
Project Curriculum Specialist	1	1.0 FTE
Project Outreach and Technology Coordinator	1	1.0 FTE
Project Secretary	1	0.4 FTE
School-Based Staffing		
Magnet Site Coordinators	4	1.0 FTE
Resource Specialists	4	1.0 FTE

District-Level Staffing. The MSAP Project Director will work directly with the magnet staff and planning teams at each school to ensure that the magnet programs are developed and implemented in alignment with the purposes of the MSAP statute and the approved grant application and that they are using best practices that will ensure that the goals and performance measures of the MSAP initiative are met. In this role, the duties of the MSAP Project Director will include the following:

- recruiting, hiring, and supervising the district magnet staff;
- coordinating regular meetings with magnet school staff and collaborating partners to disseminate pertinent information regarding MSAP guidelines and build a professional support network among school-based staff with similar responsibilities and interests;
- providing workshops and organizing conferences for school and district leaders, BFSC representatives, and teachers on the latest evidence-based practices related to NYS P-12

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

CCLS, curriculum mapping, technology and arts integration, PBL, cultural competence, and other strategies being piloted by the magnet school programs;

- developing cohorts of teacher leaders, including recruitment teams and curriculum design teams, to ensure the sustainability of the magnet programs well beyond the funding period;
- coordinating district-wide and school-based staff training activities, including those facilitated by outside agencies;
- providing technical assistance to magnet school leadership on all outreach and recruitment efforts, including organizing multimedia advertising campaigns, developing promotional materials (e.g., brochures, press releases), and planning events (e.g., open houses, school tours);
- monitoring the applicant pool and enrollment data for the magnet and feeder schools;
- editing district-wide magnet publications, collaborating on the magnet website, and using social media outlets to support the District's marketing efforts;
- developing positive community support for the District's magnet programs through public presentations at widely advertised parent workshops, CEC meetings, and other community forums, and supporting the school-based Parent Coordinators in their efforts to increase parent involvement;
- serving as the primary liaison to the USDOE MSAP Program Officer and ensuring compliance with all requirements laid out by the USDOE and the Office for Civil Rights;
- monitoring all project expenditures and providing school staff with technical assistance in meeting fiscal and budgetary guidelines;
- providing guidance and support to the school-level Magnet Advisory Councils (MACs; described in Section 2);

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- overseeing a rigorous and ongoing process of continuous improvement, which will entail convening regular meetings with magnet Principals, parents, teachers, students, and project partners to solicit and share feedback on program activities; and
- serving as a liaison to the project evaluator, assisting schools in the collection of required program data and documentation; providing feedback to the evaluator on the evaluation design, instrument development activities, and data collection procedures; preparing required reports; and disseminating results to key stakeholders.

The MSAP grant will be used to support a full-time **MSAP Curriculum Specialist** who will work under the direction of the Project Director. The Curriculum Specialist will be responsible for working with school teams to facilitate theme implementation in each magnet program and ensure that all magnet curricula are fully aligned with NYS P-12 CCLS. In this role, the Curriculum Specialist will perform the following responsibilities:

- collaborate with the schools' curriculum and PD teams on the development and alignment of new magnet theme curricula and train staff in their use;
- serve as a liaison with outside consultants providing on-site training for school staff;
- create and maintain partnerships with CBOs and other agencies participating in the project and offering services to families;
- schedule, develop, and participate in PD activities in collaboration with the Magnet Resource Specialists;
- facilitate program development activities related to the magnet themes, innovative instructional strategies, standards alignment, and program implementation and adjustment; and
- facilitate mapping theme integration and curriculum development activities.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

The MSAP **Outreach and Technology Coordinator** will be responsible for planning, coordinating, and implementing a comprehensive magnet outreach program using technology and multimedia resources. This staff member will also support technology integration at the magnet schools, engaging in PD and training activities that incorporate research-based instructional practices and new technology tools into the magnet program. Additionally, the Outreach and Technology Coordinator will work with the Project Director, Curriculum Specialist, school teams, MACs, and others to enhance the effectiveness and impact of the school-based magnet programs as well as the initiative as a whole. The specific roles and responsibilities of the Outreach and Technology Coordinator are these:

- developing magnet materials, products, and technology tools such as websites, flyers, brochures, banners, advertisements, and social media items for outreach and recruitment;
- collaborating with the Project Director to develop, implement, and monitor a plan for program promotion and outreach and with the Site Coordinators on school-specific plans;
- participating in local, regional, and national conferences to identify best practices in magnet school promotion and the use of instructional technology to support magnet program implementation;
- providing PD and coaching to magnet school staff that results in increased capacity to infuse technology tools, applications, and resources into the thematic curricula and to foster communication and collaboration among schools, parents, and community partners; and
- assisting the Project Director, Curriculum Specialist, and other district- and school-based staff with other aspects of the magnet program, including documentation, evaluation, and compliance monitoring.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Finally, the part-time **MSAP Project Secretary** will support the Project Director on projects related to recruitment, student selection, and preparation of MSAP budgets. The Secretary will maintain all administrative and data files to support program implementation, fiscal monitoring, and the program evaluation. The Secretary will be responsible for communicating with program stakeholders, including families, external partners, and the USDOE, and for assisting the Project Director in scheduling and convening project staff meetings, staff development sessions, and marketing events.

School-Level Staffing. The **magnet school Principals** will be responsible for overseeing the implementation of the magnet programs in their buildings and ensuring that the magnet school planning teams, the SLTs, and the MACs communicate regularly. They will also supervise all teaching staff working either directly or indirectly on magnet-related programs and activities, including the Site Coordinators and Resource Specialists, whose responsibilities are described later in this section, during and beyond the regular school day and year.

At each school, the magnet grant will pay for the salary of a **full-time Magnet Site Coordinator**, who will have major responsibility for all administrative aspects of the magnet program, including budget management, and data collection activities, and play a lead role in school-based outreach and recruitment and family and community engagement activities. The Site Coordinator will be responsible for sharing information about the magnet program with members of the school community through the development and distribution of magnet program brochures and other outreach materials, speaking with parents and community members, and fostering partnerships to support the program.

In addition, the magnet grant will pay for the salary of one **full-time Resource Specialist** at each school, who will have major responsibility for planning, implementing, and refining the

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

magnet instructional program and coordinating all school-based, magnet-related PD initiatives. Although their roles will be customized to the curriculum and instructional needs at each magnet school, in general, the Resource Specialists will be responsible for the following activities:

- working with regular classroom teachers to develop or modify magnet theme-related enrichment materials;
- working with the MSAP Curriculum Specialist to coordinate development of magnet program curricular units and materials;
- assisting the Project Director in providing the teacher training necessary to implement the newly created curricular materials;
- designing and providing theme-based instruction;
- participating in the school's magnet planning committee and MAC;
- meeting regularly with the Project Director to coordinate curriculum development efforts; and
- participating in staff development workshops specific to their core subject area and in magnet-related parent involvement activities.

Throughout the five-year grant, the Project Director will convene group meetings with the Site Coordinators and Resource Specialists from the four schools on a monthly basis. These meetings will be held on a rotating basis at the various magnet schools, which will give staff from across the magnet schools an opportunity to experience their colleagues' programs firsthand. Meeting topics will include, for example, effective strategies for outreach and recruitment, theme-based curriculum development and implementation, resources for PD, successes and challenges of working with outside partners, strategies for engaging hard-to-reach and non-English-speaking parents, and evaluation activities and findings. At each meeting, the Site Coordinators will provide

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

an update of their schools' progress in implementing the various components of the program, share effective strategies, and brainstorm solutions to implementation challenges encountered. Other meeting participants will include the local evaluator, magnet school Principals, and staff members from the BFSCs as needed.

At the school level, in addition to the Principals, D28 will provide the services of classroom teachers, professional support staff, parent coordinators, and paraprofessionals **at no cost to the grant** to support implementation.

- Classroom teachers will be responsible for providing magnet school students with theme-based instruction, and the out-of-classroom teachers, such as cluster teachers and school library media specialists, will provide direct instruction to students in the areas of the magnet themes at their schools.
- To ensure that students and their families are able to fully participate in and benefit from the magnet school programs, school-based support staff (e.g., guidance counselors, social workers) will offer access to a wide range of social services designed to meet students' health, social, and emotional needs.
- Parent coordinators will play a key role in implementing parent outreach activities and representing the needs and interests of parents on the schools' magnet planning teams and MACs.
- Paraprofessionals will be responsible for assisting the classroom teachers in providing magnet school students with theme-based instruction.

In addition to these personnel resources, each school has existing equipment, supplies, and facilities that will be leveraged to support the implementation of the magnet programs in their buildings. Information about these resources was provided in the individual school descriptions in

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

the QPD section.

Project Implementation Plan

D28 seeks to achieve four overarching project-level objectives with the MSAP initiative. These objectives are directly aligned with the purposes of the MSAP and the Government Performance and Results Act (GPRA) measures that have been established by the USDOE for the program. This section lists the four grant objectives (and how each is aligned with the program purposes) along with a summary of the magnet program activities that will be carried out (a detailed description of the activities was provided in the Desegregation and QPD sections). Following this discussion is a detailed project implementation timeline that includes key activities, responsible parties, and target dates by project objective.

Project Objective 1: Reduce MGI among Hispanic, African American, or Asian students in the proposed magnet schools. This objective is aligned with the purpose of the MSAP to support the *elimination, reduction, or prevention of minority group isolation (MGI) in elementary and secondary schools with substantial proportions of minority students*. All four proposed magnet schools meet the NYCDOE’s definition of MGI. Two of the D28 schools (PS 55 and PS 349) have MGI that will be reduced among Asian students; in one school (PS 358), MGI will be reduced among Hispanic students; and in the fourth school (PS 140), MGI will be reduced among African American students. (Specific enrollment targets for each school for each year of the project are provided in enrollment Table 3 in the attachments, and are summarized in the QPE section.) The MSAP grant will help reduce the isolation of these racial groups by attracting a new and more racially diverse population of students to the schools through the implementation of a multifaceted approach:

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- creation of unique magnet themes that will be attractive to students of diverse racial, ethnic, and socioeconomic backgrounds and academic needs and interests *and* that are not available in other public schools in the District;
- a strategic, targeted, and aggressive outreach and recruitment plan to be carried out by magnet program staff and by each magnet school in its local and surrounding neighborhoods, with a focus on feeder schools (both horizontal and vertical) that have greater diversity than the proposed magnet sites (see Table 4 in the attachments and the discussion of outreach and recruitment in the Desegregation section); and
- a race-neutral student selection process that does not take any academic criteria into consideration in order to ensure equitable access for all students to the magnet programs (see narrative in response to CPP 3 and Table 5 in the attachments).

Project Objective 2: Ensure that all students attending the magnet schools meet challenging academic standards and are on track to be college- and career-ready. Objective 2 supports the MSAP purpose for the *development and implementation of magnet school programs that will assist local educational agencies (LEAs) in achieving systemic reforms and providing all students the opportunity to meet challenging state academic content and achievement standards.*

The four proposed magnet schools have not yet been successful in helping all students meet state learning standards. As of spring 2016, in each of these schools, approximately one third of students or less met or exceeded the state learning standards in ELA and math. Additionally, the schools had ELA and math proficiency rates lower than the district averages.

The magnet programs will provide new opportunities for all students to meet and exceed the learning standards by providing a rigorous and enriched theme-based magnet curriculum that will be integrated across core subject areas. The magnet curricula are designed to support, deepen, and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

expand the curricular frameworks and initiatives that have been put into place citywide (described in the QPD) and will be fully aligned with NYS P-12 CCLS. In addition, plans for the D28 magnet programs will supplement the instructional programs at the schools by incorporating innovative, research-based instructional approaches, and an evidence-based approach to PD (see CPP 2) to help teachers better address the learning needs of *all* students, including students with special needs, such as ELLs and students with disabilities.

Project Objective 3: Ensure that all students attending the magnet schools benefit from the magnet’s educational offerings and have equal opportunities to gain magnet theme-specific value-added skills and knowledge. This objective aligns with two purposes of the MSAP: to *ensure that all students enrolled in magnet school programs have equitable access to high-quality education that will enable them to succeed academically and continue with postsecondary education or productive employment and to provide courses of instruction that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable career, technological, and professional skills.*

The magnet schools will provide whole-school programs that will expose *all* students to theme-based curriculum and enrichment opportunities. The magnet planning teams understand that the needs and interests of students can vary drastically depending upon the opportunities and experiences they have been awarded prior to enrolling in the magnet schools. Therefore, the programs will align with other services in the schools and across the District to address the needs of students, including learning, language, economic, behavioral, and other needs (see Section A3 for a discussion of programs and services to ensure equal access and treatment). The instructional staff who provide services to students with disabilities and ELLs at the proposed magnets will participate in magnet curriculum development to ensure that instructional units and materials are

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

designed to meet the learning needs of all students.

Furthermore, through a wide array of district- and school-based partnerships, the magnet program designs incorporate opportunities for students to go beyond the walls of their schools and boundaries of their communities to experience the real-world applications of what they are exploring in school (see the QPD). These enrichment activities, which will be scheduled as part of the regular school day as well as in out-of-school-time programs (including after school and during weekends and summers), will help enhance students' content knowledge, build their repertoire of 21st-century skills (e.g., communication, collaboration, persistence, digital literacy), and serve to close the opportunity gap that exists between high-poverty, minority group-isolated schools and those serving more advantaged peers.

Project Objective 4: Build the capacity within the magnet schools to provide rigorous, theme-based instructional programs that will help promote choice and diversity in the D28 schools.

Objective 4 supports two purposes of the MSAP: *improving the capacity of LEAs, including through PD, to continue operating magnet schools at high performance after federal funding for the magnet schools is terminated* and *encouraging the development and design of innovative educational methods and practices that promote diversity and increase choices in public schools.*

D28 has incorporated several mechanisms into the design of each magnet school program to increase the capacity of the school staff and community to implement high-quality magnet programs and to sustain them after the federal funding ends. D28 realizes that the MSAP grant provides seed money to develop magnet programs and that these mechanisms must be developed and implemented from Day 1 of the grant in order to prepare the schools with the resources and knowledge to implement and expand the programs beyond the grant period. By creating sustainable magnet programs, D28 will increase choice and promote diversity for all students.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

The NYCDOE MSAP planning team, in collaboration with the proposed magnet schools, has developed a strong plan of professional and curriculum development to enhance the knowledge and skills of all instructional staff and school leaders in theme-based topics and evidence-based instructional approaches and to develop rigorous magnet curricula and lessons that will be provided to all students (see the QPD for detailed descriptions of curriculum and PD activities and CPP 2 for the evidence-based approaches to PD). District-level efforts to support curriculum and PD will include annual curriculum planning institutes, monthly study groups centered around key research of relevance to the focus of the magnet schools, and ongoing venues to facilitate knowledge sharing across the participating schools. School-level partnerships with outside vendors, including institutions of higher education, arts and cultural organizations, local businesses, and other CBOs, will offer training and technical assistance in the specific themes and related instructional strategies being delivered by each school. Monday and Tuesday contracted PD time can be used for PLCs. PLCs can consist of data inquiry teams, book clubs for targeted academic topics, action research teams for targeted areas of focus, peer observation teams, and inter-visitation teams focusing on tuning protocols and various methods to observe and assess teacher practice, student work, etc.

Continuous Improvement Process

As described in the QPD, the D28 continuous improvement for the MSAP grant will be implemented as a six-step process around a framework of Plan, Do, Check, Act. The Plan, Do, Check, Act framework was developed by W. Edwards Deming as a business model that is frequently applied in education. The six parts of D28's continuous improvement process are (1) goal setting, (2) implementation and testing of program activities, (3) timely and regular feedback, (4) measuring and monitoring quality of investments, (5) strategies to publicly share information,

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

and (6) opportunities for ongoing corrections.

The MSAP Project Director will convene a Continuous Improvement Working Group (CIWG) comprising members of the district magnet team, representatives from the magnet schools (including funded and non-funded staff), and the external evaluation team to guide and modify the process for continuous improvement as the project develops. The Continuous Improvement Working Group will provide high-level direction to ensure the successful implementation of the grant, including the process of continuous improvement, and will serve as a sounding board for ideas and solutions to critical issues that arise through implementation. As discussed in the section that follows, the magnet program participants—students, families, teachers, and school leaders—will play an integral and active role in the continuous improvement process to ensure that it provides meaningful and timely information. Furthermore, the project’s external evaluator will conduct a comprehensive formative and summative evaluation of the initiative to provide external feedback on the implementation and effectiveness of program activities (see the QPE).

A timeline showing the key activity benchmarks by project objective, target date, and responsibility center is provided in Table 13.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Table 13: CSD 28 MSAP Project Implementation Timeline: Key Activities and Benchmarks by Objective

MSAP Objective 1: Reduce Minority Group Isolation						
Key Activities	YR 1 Benchmarks 10/17–9/18	YR 2 Benchmarks 10/18–9/19	YR 3 Benchmarks 10/19–9/20	YR 4 Benchmarks 10/20–9/21	YR 5 Benchmarks 10/21–9/22	Responsible Parties*
<ul style="list-style-type: none"> • Create district-wide marketing and outreach campaign that builds on existing DOE frameworks of communications 	<ul style="list-style-type: none"> • Develop templates for marketing materials (e.g., flyers, brochures) for customization by magnet schools 	<ul style="list-style-type: none"> • Disseminate information on new magnet programs districtwide and build community awareness of and interest in magnet programs 				PD, OTC
<ul style="list-style-type: none"> • Design and conduct school-level targeted and multi-faceted outreach campaign to profile the new magnet themes 	<ul style="list-style-type: none"> • Develop suite of marketing materials (e.g., flyers, brochures) and establish social media presence for the magnet programs (Facebook, Twitter) • Translate marketing materials into languages spoken by the magnet school parent communities • Use new promotional materials in conducting outreach to feeder schools and other venues 	<ul style="list-style-type: none"> • Update and disseminate marketing materials • Continue to build and expand social media presence • Conduct marketing and outreach activities in targeted community locations 				SC, OTC, P, D
<ul style="list-style-type: none"> • Implement a fair, equitable, and race neutral student selection and placement process 	<ul style="list-style-type: none"> • Develop application for new magnets that is aligned with DOE’s choice process • Process applications for magnets • Run race-neutral lottery process for the following school year if schools are over-selected 	<ul style="list-style-type: none"> • Process applications for magnets • Run race-neutral lottery process for the following school year if schools are over-selected 				PD, S, D
MSAP Objective 2: Improve Students’ College and Career Readiness						
Key Activities	YR 1 Benchmarks 10/17–9/18	YR 2 Benchmarks 10/18–9/19	YR 3 Benchmarks 10/19–9/20	YR 4 Benchmarks 10/20–9/21	YR 5 Benchmarks 10/21–9/22	Responsible Parties*
<ul style="list-style-type: none"> • Design, implement, and refine thematic curricula 	<ul style="list-style-type: none"> • Develop 1 interdisciplinary unit focused on inquiry and PBL per grade per school 	<ul style="list-style-type: none"> • Refine Yr 1 unit • Create 1-2 new interdisciplinary units per grade 		<ul style="list-style-type: none"> • Refine Yr 1-3 units • Implement four interdisciplinary units per grade 		CS, RS, PP

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

<ul style="list-style-type: none"> Incorporate research- and evidence-based instructional strategies aligned to CCSS, NGSS, and NYC curriculum frameworks 	<ul style="list-style-type: none"> Pilot implementation of innovative and effective instructional strategies to support the implementation of the magnet themes in at least half of the grades served by the school 	<ul style="list-style-type: none"> Expand implementation of innovative instructional strategies to all grades served by the school 	<ul style="list-style-type: none"> Schoolwide implementation of innovative instructional strategies in all classes and grades 	CS, OTC, RS, P
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MSAP Objective 3: Provide Equal Access to Magnet Program Offerings

Key Activities	YR 1 Benchmarks 10/17–9/18	YR 2 Benchmarks 10/18–9/19	YR 3 Benchmarks 10/19–9/20	YR 4 Benchmarks 10/20–9/21	YR 5 Benchmarks 10/21–9/22	Responsible Parties*
<ul style="list-style-type: none"> Provide staff development in cultural competence for magnet teachers 	<ul style="list-style-type: none"> Finalize scope of services with MAEC to provide PD to all magnet schools in culturally responsive teaching, including baseline needs assessment, and begin training 	<ul style="list-style-type: none"> Provide ongoing consultation in culturally responsive teaching to magnet school staff in all magnet schools 	<ul style="list-style-type: none"> Continue to provide ongoing consultation in culturally responsive teaching to magnet school staff in all magnet schools 			PD, P, PP
<ul style="list-style-type: none"> Adapt thematic curricula and instructional strategies to meet the needs of ELLs and SWDs 	<ul style="list-style-type: none"> Modify the 1 interdisciplinary unit focused on inquiry and PBL per grade per school to meet the needs of ELLs and SWDs 	<ul style="list-style-type: none"> Review and revise interdisciplinary units, as needed to align with needs and resources of ELLs and SWDs 			CS, RS, CT, D	
<ul style="list-style-type: none"> Provide enrichment opportunities within and beyond the regular school day to level the playing field for students attending high-poverty, MGI schools 	<ul style="list-style-type: none"> Finalize scope of services with all external partners for curriculum enrichment Begin implementation of enrichment activities 	<ul style="list-style-type: none"> Refine scopes of services based on feedback Continue implementation 	<ul style="list-style-type: none"> Expand implementation of enrichment activities to serve all grades 			PD, SC, PP

MSAP Objective 4: Build Capacity to Sustain Magnet Programs

Key Activities	YR 1 Benchmarks 10/17–9/18	YR 2 Benchmarks 10/18–9/19	YR 3 Benchmarks 10/19–9/20	YR 4 Benchmarks 10/20–9/21	YR 5 Benchmarks 10/21–9/22	Responsible Parties*
<ul style="list-style-type: none"> Develop and implement a rigorous plan of PD for magnet program teachers 	<ul style="list-style-type: none"> Draft magnet PD plan for each school and implement 50 hours of PD for each pedagogical staff member 	<ul style="list-style-type: none"> Revise PD plan based on feedback and evaluation findings Provide at least 50 hours of PD (per year) for each pedagogical staff 			PD, CS, RS, P, PP	

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

<ul style="list-style-type: none"> • Conduct school-level processes to share best practices and assess program implementation 	<ul style="list-style-type: none"> • Include magnet as agenda item on all SLT, PA meetings • Establish Magnet Advisory Council to bring diverse perspectives to discussion of program status, challenges, and lessons learned 	<ul style="list-style-type: none"> • Include magnet as agenda item on all SLT, PA meetings • Convene 3-4 meetings of the Magnet Advisory Council per year to bring diverse perspectives to discussion of program status, challenges, and lessons learned • 	SC, P, RS, CT, MAC
<ul style="list-style-type: none"> • Conduct district-level processes to share best practices 	<ul style="list-style-type: none"> • Conduct monthly MSAP meetings to discuss magnet theme and implementation of innovative instructional strategies • Convene bi-monthly study groups for magnet school staff • Expand DOE digital platform for collaboration to include new magnet schools 	<ul style="list-style-type: none"> • Conduct monthly MSAP meetings to discuss magnet theme and implementation of innovative instructional strategies • Convene bi-monthly study groups for magnet school staff • Expand content of DOE digital platform for collaboration to include materials from all 4 magnet schools 	PD, OTC
<ul style="list-style-type: none"> • Design and conduct a rigorous continuous improvement process to assess program implementation and inform sustainability 	<ul style="list-style-type: none"> • Establish Continuous Improvement Working Group, convene 2-3 meetings 	<ul style="list-style-type: none"> • Convene 4-6 meetings per year of the Continuous Improvement Working Group 	PD, PE

*Responsible Parties: PD= Magnet Project Director; CS= Curriculum Specialist; OTC= Outreach/Tech Specialist; S= Project Secretary; P= Principals; SC= Magnet Site Coordinators; RS=Resource Specialist; CT= Classroom Teachers; PE= Project Evaluator; MAC= Magnet Advisory Committees; PP= Project Partners; D= Other district staff

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- (2) *How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.*

Should D28 be awarded an MSAP grant, a solid foundation of collaboration, excitement, and momentum that was fostered during the proposal development phase will be leveraged to support the high-quality implementation of the project (highlighted in the QPD). Several mechanisms are built into the project design and management structure that will ensure that a diversity of perspectives is encouraged and incorporated into the ongoing operation and refinement of the magnet project.

Community Education Councils (CECs)

CECs are parent-run deliberative bodies that help to shape educational policies and priorities in their districts. CEC members are parent volunteers who provide hands-on leadership and support for their community's public elementary and middle schools. Each CEC has 11 voting members, including nine parents and two district residents and/or business owners. The CEC also includes one nonvoting high school senior and elected student leader residing in the district who is appointed by the Community Superintendent. Parents from the D28 magnet schools will be encouraged to attend CEC meetings and, if interested, to run for positions on this board.

School Leadership Teams (SLTs)

SLTs are vehicles for developing school-based educational policies and ensuring that resources are aligned to implement those policies. SLTs assist in the evaluation and assessment of a school's educational programs and their effects on student achievement. Three members of the school community are mandatory members of the SLT: Principal, PA/PTA President, and United

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Federation of Teachers (UFT) Chapter Leader. The remainder of the team is composed of elected parents and staff members (the SLT must have an equal number of parents and staff). An SLT may also include students and representatives from CBOs that work with the school. New York State Education Law Section 2590-h requires every NYC Public School to have an SLT. In addition, Chancellor's Regulation A-655 establishes guidelines to ensure the formation of effective SLTs in every NYC public school.

Magnet Advisory Councils (MACs)

Upon notification of the grant award, each Principal, with support from the Magnet Project Director, will use a wide variety of communication vehicles to inform his or her school community of the school's magnet status and revisit the commitments the school has made to implement the various components of the grant. The MAC that will be established in each magnet school will be the primary mechanism to ensure that the voices of all magnet stakeholders are heard and heeded on an ongoing basis. Established either as a subcommittee of the SLT or a stand-alone body, the MAC will serve a critical role in ensuring that the perspectives of magnet program and school staff (including the teachers' union), parents, students, and members of the larger school community are taken into account when reviewing the progress of the magnet initiative in each building. As noted above, a representative of the MAC will participate in the CIWG convened by the Magnet Project Director. The charge of the MACs, which will meet on a quarterly basis over the life span of the grant, will be as follows:

- review project updates from the school magnet staff, including challenges, accomplishments, and proposed refinements;
- review formative and summative evaluation data provided by the external evaluator to identify potential issues with meeting performance measures;

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- identify NYCDOE, UFT, and Council of School Supervisors and Administrators policies and practices that can be leveraged in support of magnet program goals and those that have the potential to impede program progress, to be flagged to the district magnet team; and
- confer with other D28 MACs to share knowledge and help to build a magnet culture and community within the school district.

Within three months of the grant award notification, each school will be asked to provide the names and affiliations of the MAC team members to the Magnet Project Director.

While the literature clearly shows the benefits that accrue to students when their parents or caregivers are engaged in school activities, schools serving large numbers of low-income students in challenged communities are often hard-pressed to garner substantial parent involvement, particularly among parents considered “hard to reach” due to a variety of factors (e.g., those who speak a language other than English, those who are forced to work long hours).

Outreach to traditionally “hard-to-reach” families, which may include non-English speaking, low-income, single parents, and families living in temporary housing, is especially challenging for many schools (Fowler, et al., nd.). Many of these families have limited time or resources to engage in school activities or may face cultural or linguistic barriers in accessing information (Southwest Educational Development Laboratory, 2000). For these reasons, research has been conducted to identify and highlight strategies that have proven effective in reaching “hard-to-reach” populations. Some of these strategies include using print and video communications in a variety of languages, using parents from the community as recruiters, and continued contact with families (Fowler, et al. nd).

In addition to the typical parent involvement activities that most schools conduct, each of the D28 magnet schools has crafted a parent engagement component specific to the thematic focus of

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

the magnet grant (see school descriptions in the QPD). Ensuring that parents' perspectives are well represented on the MACs, the D28 magnet initiative will carry out the following practices, which have been found in the literature to be particularly effective in encouraging parents to serve as decision makers in their children's schools:

- use personalized approaches and phrases to build trust and interest;
- communicate with parents often and with a variety of communication mediums;
- organize smaller events, such as grade-level nights, rather than whole-school events;
- create venues for families to provide input and receive feedback online and in person;
- conduct outreach in community spaces, such as libraries, grocery stores, family recreational events; and
- communicate with parents in native languages and ensure that all school events incorporate bilingual staff members.

(D) Quality of Personnel

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

The NYCDOE has assembled an exceptionally well-qualified team to oversee the implementation of the D28 magnet program. Should this application be funded, the NYCDOE will ensure that the D28 magnet project will benefit from the wealth of knowledge and expertise resident within the system at the central office, district, and school levels in support of MSAP objectives.

(a) The Secretary determines the extent to which the Project Director (if one is used) is qualified to manage the project.

The MSAP Project Director will have programmatic and administrative responsibility for the

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

project and will commit 100% of his/her time to magnet responsibilities (described in Section 280.31a, 2i). Qualifications for this position include an advanced or professional degree in supervision and administration, NYS school district administrator certification, and a NYC educational administrator license; at least five years of experience in curriculum development; at least five years of experience as a staff developer or teacher trainer; at least three years of experience as a district-level supervisor or administrator preferably in Funded Programs; successful experience in grant administration; knowledge of federal mandates and regulations concerning magnet grant funding; knowledge of and competence in strategies for designing and implementing effective reform models and innovative programs; knowledge of desegregation strategies, choice programs and the educational needs of a diverse population of students; knowledge of budgeting of funded programs; experience in developing and coordinating community partnerships; ability to collect and analyze data and to produce oral and written reports; and ability to serve as a resource to school-based staff with regards to all magnet-related issues. Other desired qualifications include strong interpersonal and leadership skills, the ability to establish and maintain productive working relationships, and strong organizational abilities. The district has a portfolio of qualified people from which to draw who will meet these specifications.

(b) The Secretary determines the extent to which other key personnel are qualified to manage the project.

District Leadership

The MSAP Project Director will receive support and guidance from the Superintendent of D28, Mabel Muniz-Sarduy (see the Appendix for Ms. Muniz-Sarduy's résumé). Ms. Muniz-Sarduy is a skilled administrator and educator with extensive experience mentoring school leaders, training educators, and developing curriculum, in addition to supporting instructional efforts to raise the

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

level of student achievement and close the achievement gap.

Ms. Muniz-Sarduy brings over 20 years' leadership experience at the school and district-level to the Superintendent position which she has held since 2014. As Superintendent of D28, Ms. Muniz-Sarduy oversaw the implementation of the 2013–2016 MSAP grant. She started her career as Assistant Principal of PS 106 where her work in curriculum development and planning was essential to the school's improved ELA and math scores. She was also a NYC Standards Committee Member and author for the 1999 ELA standards during this time. After leaving PS 106, Ms. Muniz-Sarduy was Principal of PS 86 in D28—twice recognized for its A Progress Report grade—where for 13 years she provided instructional leadership across all content areas. She was also instrumental in securing grants to upgrade the school's classroom technology, provide PD to teachers on the topic of integration of technology into the classroom environment, and immerse students in arts instruction. As Superintendent, Ms. Muniz-Sarduy leverages her diverse professional and educational experience to provide instructional leadership to the district's 37 schools. Ms. Muniz-Sarduy has an MS in education from Hunter College and a professional diploma in school building and school district administration from Long Island University.

Key MSAP District Staff

Working closely with and reporting to the Project Director will be the full-time, district-level, MSAP-funded **Curriculum Specialist**, who will support all four magnet schools through the design, facilitation, and oversight of curriculum development and thematic integration activities. The Curriculum Specialist will build capacity at each magnet school as curricula and programs are developed over the lifetime of the grant. The responsibilities of this position will include designing and implementing PD on magnet theme curricula and instructional approaches, serving as a liaison with magnet school teams and NYC and District staff in all magnet curriculum areas, and creating

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

and maintaining partnerships with CBOs and other partner agencies. Qualifications for this position include an advanced degree in education, NYC and NYS teaching licenses (either common branch or a secondary core subject area, e.g., ELA, math, science, or social studies); at least 5 years of experience as a staff developer/trainer; at least 5 years of experience in curriculum development and implementation; demonstrated skills in providing differentiated PD; at least five years of experience as a teacher working with students and families from diverse backgrounds; knowledge of all relevant learning standards (including CCLS, NGSS, and NYCDOE Curriculum Frameworks); at least 5 years of experience incorporating STEM instructional approaches into at least three content areas; and experience as a magnet specialist or in another leadership role in a magnet school. Other desired qualifications include excellent written and verbal communications skills, strong organizational abilities, the ability to manage multiple tasks simultaneously, and the ability to establish and maintain productive working relationships with a range of stakeholders in a multicultural, multilingual setting.

The third key member of the D28 magnet team will be the full-time **Community Outreach and Technology Coordinator**, who will be responsible for planning, coordinating, and implementing a comprehensive magnet outreach program using technology and multimedia resources. This staff member will also support technology integration at the magnet schools, engaging in PD and training activities that incorporate research-based instructional practices and new technology tools into the magnet program. Additionally, the Outreach and Technology Coordinator will work with the Project Director, Curriculum Specialist, school teams, Magnet Advisory Councils, and others to enhance the effectiveness and impact of the school-based magnet programs as well as the districtwide initiative as a whole.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

The Community Outreach and Technology Coordinator will be required to have the following credentials: an advanced degree in education; 5 years of experience in staff development/teacher training; experience as a Magnet Resource Specialist or in another leadership role in a magnet school; demonstrated ability in facilitating standards-based instructional practices that lead to increased student achievement; 5 years of experience incorporating instructional technology strategies; experience with website development and graphic design; experience in creating multimedia materials and documents using technology; familiarity with the use of presentation tools and media; experience in working with students and families from different backgrounds; superior organizational skills needed to support a multifaceted magnet program, including maintaining required program records and documentation; demonstrated ability to work as part of a team; the capacity to prioritize and coordinate both school-based and community-based program activities; the ability to be creative, flexible, and project-oriented in a large, grant-funded initiative serving multiple schools; and excellent communication and interpersonal skills suitable for collaboration with all constituencies involved in the program. D28 has a supply of qualified and experienced candidates who have served in former magnet schools to fill these positions.

School Leadership

All of the Principals of the proposed magnet schools are highly qualified, visionary leaders, eminently capable of implementing the magnet school initiative. The magnet school Principals will oversee the implementation of the program at their buildings and ensure regular communication between the magnet school planning teams, SLTs, and the Magnet Advisory Councils. Periodically, the Principals will meet as a group to exchange ideas and discuss topics of interest to all magnet schools in the District. In addition, the Principals will have access to the magnet grant website to share and disseminate pertinent materials. Brief descriptions of the skills

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

and expertise of each magnet school Principal follow; résumés are included in the attachments.

Prior to becoming Principal at PS 55 in 2007, Ralph Honore worked for a decade within the education field as a teacher and administrator. At PS 40, where Mr. Honore started his career as an educator to sixth grade students, he taught content in all areas and created and implemented a global studies and science curricula. Later, as a teacher at PS 139, Mr. Honore facilitated workshops on NYS curriculum standards and attended other curriculum trainings which he was responsible to disseminate to other staff. After four years of teaching, Mr. Honore became Assistant Principal of PS 55 where he designed the school's theme based bulletin boards and classroom materials. Now, as Principal of PS 55, Mr. Honore supports the school's PD to improve teachers' instructional strategies and collaborates with the district's Superintendent to identify the schools' needs across the district. Mr. Honore holds an MS degree in educational leadership from Bank Street College of Education.

Mr. Norment has been the Principal at PS 140 for the past six years, to which he brings over 20 years of experience in education. Mr. Norment was an Assistant Principal for nine years at MS 217, The Green Magnet School, which was a recipient of a magnet grant over 10 years ago. During this time, Mr. Norment gained extensive experience with the operational and instructional demands of the magnet grant. In his current role, Mr. Norment has lead PS 140's integration of technology into its classrooms. Mr. Norment has excelled in building teacher capacity and PD and has been integral to sustaining the school's ELA and Math Vertical Teams with grade-specific teacher leaders. As a result of his leadership at PS 140, in 2016, students' achievement improved—in math (by 5%), science (by 10%), and in ELA (by 9%) from the previous year. Additionally, Mr. Norment has increased families' knowledge of the school's instructional focus through the implementation of parent learning walks. Mr. Norment has an MS in administration and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

supervision from the College of New Rochelle and an MS in curriculum theory and development from the University of Maryland, College Park.

Tanya Bates-Howell, Principal of PS 349, has experience working with elementary schools, middle schools, high schools, and transfer high schools across the five boroughs of NYC. Previously, as Director of Achievement for NYCDOE, she trained teacher teams and principals in understanding the Common Core Learning Standards and creating Common Core-aligned units of study. Also, as the District's Achievement Coach for Special Education, Ms. Bates-Howell supported schools in the implementation and the roll-out of the Special Education Reform for the NYCDOE. She has also coached principals in writing and meeting their Comprehensive Education Plan goals. As the founding principal of PS 349, Ms. Bates-Howell selected the curricula, hired the staff, and developed systems and structures to make adjustments to the curricula based on students' needs and school data. Ms. Bates-Howell believes in distributive leadership and building the capacity of teachers to take on leadership roles within the school community. Ms. Bates-Howell has an MS in special education from Queens College and an MS in social work from Columbia University.

Brendan Mims is the current and founding Principal of MS 358. Since 2015, Mr. Mims has led the school's development of its academic curriculum and PD in alignment with its mission to provide quality STEAM education to all students. More specifically, Mr. Mims assists in the creation and management of programs that integrate STEAM and establishes school activities and partnerships to foster students' STEAM learning. Before this position, Mr. Mims was the Director of Implementation in the NYCDOE Office of Teacher Effectiveness that started with a pilot of 100 schools and expanded to full implementation for all 1,700 schools in NYC. In this role, he was a key support for school leaders to implement their teacher evaluation and development systems.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Prior to this, Mr. Mims served in the same office as a Senior Educational Research, Evaluation and Program Planning Specialist Talent Coach. Mr. Mims was also Assistant Principal at Clara Barton High School in Brooklyn, where he trained students to become Peer Mediators that helped build a positive school climate and promote acceptance of diversity. Additionally, Mr. Mims' experience as a science teacher will support PS 358's development of its magnet-theme: he served as an adjunct geology instructor at Brooklyn College and as an earth science teacher at Clara Barton High School. In 2016, Mr. Mims attended the Anti-Defamation League's Glass Leadership Institute and in 2011–12, while serving as Assistant Principal, Clara Barton High School was distinguished as a No Place for Hate School by the Anti-Defamation League. Mr. Mims holds two MS degrees in education and school leadership from Pace University and Touro College, respectively, and an MA in education from Brooklyn College. He also has a BS in education from Temple University and is certified as a school district leader, a school building leader, and as an earth science teacher.

Key School-Based MSAP Staff

At the school level, the Magnet Site Coordinator will work closely with the school Principal to spearhead the implementation of the magnet program in their buildings. Desired qualifications for the Magnet Site Coordinators include experience with magnet school development and implementation, experience in staff development and coaching, extensive familiarity with the school and parent community, demonstrated effectiveness in time management and attention to detail, and a demonstrated ability to work well with all constituents of the school community, including students, teachers, and parents.

- (c) *The Secretary determines the extent to which teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the*

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

magnet schools.

The principal instructional personnel for the D28 magnet initiative will consist of **Resource Specialists**. The Resource Specialists will be highly qualified individuals who will be appropriately licensed in the subject areas for which they will be assigned, as will all classroom teachers in the four magnet schools. Specifically, the Resource Specialists will have demonstrated competence in the following areas: instruction of heterogeneously grouped classes consisting of children from diverse ethnic, racial, and socioeconomic backgrounds with varying levels of academic skills; use of various innovative, evidence-based teaching methods (e.g., PBL, arts integration, STEM methodologies) and materials to address the learning styles of different students; development of theme-related curriculum materials that have been effectively used with elementary and/or middle school students; demonstrated effectiveness in differentiating instruction and in the evaluation of student academic performance, including the use of authentic and/or performance-based assessment methods within their subject area or specialty; familiarity with implementing culturally-competent approaches designed to foster positive and productive interactions among students of different backgrounds; and the ability to work effectively with students, parents, teachers, and administrators. Additional qualifications for the position of Teacher Specialist include an MA or MS in education, NYC common branches or subject area licenses, and at least three years of experience in a magnet school (preferred).

Currently, each proposed magnet school has several staff members who will directly contribute to the design and implementation of the thematic curricula of the magnet school. Provided in the bullets below are examples of this resident expertise at each school. Should teaching vacancies occur during the lifespan of the magnet grant, the Principal, working with the school-based magnet team and the MSAP project team and following all NYCDOE and UFT contracting rules, will

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

make every effort to recruit a staff member who brings relevant experience as well as a passion for the magnet program on board.

- At **PS 55**, Brian Sandler, a K-5 science teacher, has served as a Math/Science Connections cluster; he provides PD for teachers in data analysis and integration of Science, Technology and Mathematics. Mr. Sandler has obtained grants for technology and coding and runs PS 55's Coding Club and has experience using the Mobile STEM Lab. Ms. Rachel Mansdorf, a 5th grade special education teacher, works with students to create videos, newsletters, and presentations, maintains the school website, and has a background as a graphic designer and web developer. Sheila Devine, a current 1st grade teacher, has experience working within two magnet schools (PS 205, LaGuardia School, and the Magnet School of Arts and Technology). She has theater experience working in the wardrobe departments for various Broadway shows in NYC and has been involved in multiple PD experiences using theater strategies to support student learning.
- At **PS 140**, Dawn Goldenberg created and implemented a school-wide differentiated curriculum emphasizing students' cognitive and socioemotional needs. She has facilitated workshops for teachers on project-based activities, math games, and learning stations.
- At **PS 349** Stacey Aruch, a kindergarten ICT teacher, has experience creating and implementing project-based interdisciplinary units of study. She facilitates the robotics and coding after-school course for ELL students and students with disabilities. Ms. Farrah Padro, a music teacher, is trained in piano as well as Music and the Brain to teach keyboarding.
- At **PS 358**, Malawi Bracey serves as the School Culture Liaison where she works to create a school environment that is safe and aligned to the school's core values. Ms. Bracey leads

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

the student morning meetings where she integrates articles, movies, and presentations to support students' literacy and introduction to STEAM topics. Notably, Ms. Bracey previously worked at a magnet school for performing arts. Mr. Chris Jacob, a technology and computer science teacher, supports the school's vision of exposing students to coding and computer science instruction, supports teachers with integrating technology into their lesson plans, and leads staff trainings on the topic of classroom technology integration to support alignment of instruction with STEAM objectives. Assistant Principal Naviha Ponce-Paz was previously a teacher at magnet school PS 354 where she was trained to implement project-based learning and supported the school's design of its magnet-themed curricula and tasks. At PS 358, Ms. Paz chairs the Curriculum Team and the Professional Learning Committee and is well positioned to build teachers' practice and curriculum in alignment with the planned STEAM magnet theme. Finally, Ms. Jacqueline Rodriguez, the school's English Native Language Coordinator, supports outreach efforts to hard-to-reach parents. She previously taught at Washington Heights Expeditionary Learning School where she gained extensive experience creating thematic interdisciplinary units.

Within each D28 magnet school, the effectiveness of Resource Specialists and classroom teachers will be evaluated using *Advance*, the NYCDOE's teacher development and evaluation system that considers what teachers do and how students perform. As highlighted in the QPD, the magnet initiative will implement a robust program of PD to build the capacity of the school staff to address the instructional priorities of the school system through the lens of the specialized magnet curriculum, which will benefit the students attending the magnets well beyond the funding cycle.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- (2) *To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel’s knowledge of and experience in curriculum development and desegregation strategies*

D28 has been the recipient of MSAP funding in former funding cycles. As a result, there is a wealth of knowledge, expertise, and experience with the broad areas of systemic reform embodied in the MSAP statute resident within the district. The magnet staff from D28 has presented at a variety of conferences to share their learning, such as the NYCDOE STEM conference in February 2017 and at school showcase presentations. In addition, PS 354, a former MSAP-funded magnet school in D28, is a Showcase School for STEM, allowing D28 district and school staff to view best practices in STEM, as well as collaborate with an experienced magnet school principal during principal conferences.

With support from MSAP funding, and leveraging citywide PD initiatives (e.g., STEM), D28 district- and school-based staff have participated in training in fields related to the objectives of the magnet program, including conferences sponsored by Magnet Schools of America, which will help to ensure the District’s and schools’ effectiveness in meeting the objectives of the grant. This includes the following collective skillset:

- magnet school development and implementation, including Superintendent, Principals, and school staff with extensive experience working with and within highly minority group isolated magnet schools;
- designing innovative, rigorous, and attractive programming that fosters equity, student leadership and innovation; and
- designing and conducting PD and peer coaching initiatives to improve the rigor and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

relevance of teaching practices.

(E) Quality of Project Evaluation

The Secretary considers the quality of the evaluation to be conducted of the proposed project.

The project evaluation of the proposed D28 magnet initiative will include formative and summative components to provide continuous feedback to the District on the effectiveness of program implementation and activities in meeting project objectives and performance measures, and a well-designed impact study that uses a rigorous research design to test for theoretical linkages between implementation of at least one key project component and at least one relevant outcome presented in the logic model.

The evaluation design will guide the collection of data from multiple sources and stakeholder groups to provide feedback and findings to examine several overarching research questions:

1. To what extent are the MSAP-related outreach and student recruitment activities helping the district to meet the MGI targets outlined in the grant? How can outreach and student recruitment activities be improved?
2. To what extent is grant-funded PD building the capacity of teachers and staff to implement and integrate evidence- and research-based instructional strategies into classroom instruction? How can PD offerings be improved?
3. How has the grant supported the development of unique thematic curricula and enrichment activities? How can curriculum development efforts and products be improved?
4. To what extent are academic achievement outcomes of all subgroups of students in the magnet schools improving over the five-year grant period?
5. Are there differences in academic achievement gains among subgroups of students, such as by demographic characteristics, level of teacher participation in MSAP-related PD, and

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

by home school (within or outside zone); and to what extent do those difference or gaps change over the five-year grant?

6. What impact does implementation of the CTSC *Innovating Instruction* model of PD in each of the three elementary magnet schools have on student academic achievement outcomes in reading and math? How do achievement gains of treatment students compare to those of non-treatment comparison students?

D28 proposes to retain Metis Associates to conduct the impact study (as described in section 1) and the comprehensive project evaluation of the MSAP grant (described in section 2). Metis is an education research and evaluation firm that has provided technical assistance and professional support for a wide range of education and human services initiatives for the past 39 years. Metis has conducted evaluations of MSAP initiatives over the past 10 MSAP funding cycles for 11 community school districts in NYC; Broward County, FL; Baltimore County, MD; Champaign, IL; Orangeburg County, SC; and Beacon, NY. Metis served as the external evaluator for D28's MSAP grant from 2001–04. Metis has also conducted system-wide evaluations and audits of magnet and choice programs for several large school districts including for Montgomery County (MD) Public Schools in 2015, Broward County (FL) Public Schools in 2014, Baltimore County (MD) Public Schools in 2013, and Pittsburgh Public Schools in 2008.

The evaluation of the D28 magnet initiative will be directed by Claire Aulicino, a Senior Associate at Metis (see résumé in attachments). Ms. Aulicino has more than 17 years of experience in designing and conducting program reviews and evaluations in the area of K-12 education. For the past 13 years, the focus of her work has been on school choice and magnet programs. She has directed evaluations of MSAP grants over the past six MSAP funding cycles and she has served as the lead evaluator for 13 MSAP grants, including seven in NYC. She also served as the lead

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

researcher on the district-wide evaluations of magnet and choice programs for Montgomery County Public Schools in 2015, Broward County Public Schools in 2014, and Baltimore County Public Schools in 2013. She also conducts evaluations in the areas of educational technology, STEM education, and out-of-school time programs.

For the impact study, Ms. Aulicino will be supported and advised by Metis’s Senior Associate for Design and Analysis Dr. Zhu (see résumé in attachments). Dr. Zhu is an expert in research design, statistical analysis, survey research, and data management functions. She has played a key role in developing and/or implementing rigorous designs (both experimental and quasi-experimental) and applying advanced statistical techniques to evaluate intervention effectiveness and help programs become evidence-based. Dr. Zhu is in the company of only approximately 300 researchers nationwide who are certified as eligible to review education research studies for inclusion in the What Works Clearinghouse (WWC)—an initiative of the U.S. Department of Education Institute of Education Sciences—and thus is intimately familiar with the level of evidence that is specified in the Notice of Funding Availability and that the evaluation is expected to address. Metis is certified as Dr. Zhu’s organizational affiliation. Dr. Zhu holds a Ph.D. in Quantitative Research, Evaluation, and Measurement, and a M.A.S. in Applied Statistics, both from The Ohio State University.

In her role as Evaluation Director, Ms. Aulicino will be supported by highly qualified staff, including Dr. Zhu, and will regularly consult with Metis’s Design Consulting Committee (DCC) on all aspects of the evaluation. The DCC ensures that evaluation designs and analyses that are carried out are sound, of high quality, and appropriately address the key research questions. The DCC is a key component of Metis’s quality management process and provides a systematic review of the data and assurance of high technical standards in line with the accuracy standards of the

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Joint Committee on Standards (JCS), and with the American Evaluation Association's (AEA's) principles for Systematic Inquiry. In addition, Metis has a duly constituted Institutional Review Board (IRB) that is registered with the U.S. Department of Health and Human Services (IRB #00003465) and assures compliance with Federal-Wide Assurance (FWA) requirements for the Protection of Human Subjects (FWA #00004755). Members of the IRB are specialized in various social sciences and are experienced in all aspects of field-based research and evaluation. Metis's IRB meets as needed to review evaluation designs and guarantee protection to human subjects for Metis's research studies. The IRB has submitted and gained approval for study protocols from numerous external IRBs from school districts around the country.

Furthermore, to obtain extant data to support research and evaluations within localities, Metis has successfully negotiated data sharing agreements to gather identifiable (when warranted) and de-identified individual student- and teacher-level data with numerous local education agencies across the United States.

(1) The Secretary determines the extent to which the methods of evaluation will, if well-implemented, provide evidence of promise.

Guided by the *What Works Clearinghouse (WWC) Procedures and Standards Handbook* (v3.0, 2014), Metis proposes to conduct a rigorous evaluation that is capable of producing evidence of promise if well-implemented. The rigorous evaluation, or impact study, will be conducted to establish empirical evidence to support the theoretical linkage between implementation of the CTSC *Innovating Instruction* PD model (key component) and student achievement in reading and math (relevant outcomes) as presented in the logic model in the QPD section.

The impact study will build the research base on the effect of the CTSC *Innovative Instruction* PD model on student achievement outcomes. As described in CPP 2 and the QPD, CTSC has

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

produced high quality research findings resulting from an NSF planning grant that studied implementation of the model in two NYC public schools. CTSC's research is being expanded to 12 NYC schools through an NSF design and development grant that was awarded in 2016. The impact study for the proposed D28 magnet grant will further test the effects of the *Innovating Instruction* model across the three NYC elementary magnet schools on student achievement outcomes, and will add to an emerging body of positive evaluation findings on the impact of the PD model on student learning.

The impact study will be informed by qualitative and quantitative data to measure implementation of the *Innovating Instruction* model. These data, as described below in section 2, will be collected from multiple sources and methods to measure fidelity of implementation of the model and will describe any variations in implementation fidelity, such as whether implementation varies across grades, schools, and time. Guided by implementation data, the impact study will use a rigorous design to estimate the impact of the PD model on intended student outcomes at different points in time based on treatment-comparison contrasts.

Study Design: Given that the *Innovating Instruction* model intervention will be implemented school-wide in each of the three elementary magnet schools and the target schools have attendance zones, it is not feasible to randomly assign students to the treatment. Because a randomized controlled trial (RCT) design would not be viable for this study, in accordance with the WWC guidelines, Metis is proposing a rigorous, quasi-experimental matched comparison group design based on a propensity score matching (PSM) approach. PSM is often considered the best available approach to generating a comparable group of non-participants without random assignment (Guo & Fraser, 2009). Under the PSM framework (Rosenbaum & Rubin, 1983, 1984, 1985; Rosenbaum, 1991, 2002), any initial statistically significant imbalances on observed covariates (e.g.,

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

demographic variables and baseline achievement) between treated and comparison groups can be greatly reduced or even removed. PSM techniques first summarize all pertinent characteristics observed prior to treatment (i.e., the matching variables) into a single score (i.e., the propensity) that indicates the predicted conditional probability of an individual participating in a given program. After propensity score estimation, PSM techniques typically match each participant with one or more comparison students with similar propensity scores.

Using PSM, students who are enrolled in the tested grades in the three elementary magnet schools in fall 2017 will be matched 1:1 with comparable students in similar non-participating schools in the same school district based on important observed baseline characteristics related to the outcomes of interest.¹ Depending on data quality and availability, the matching variables may include, but not be limited to: (1) at the student level – baseline achievement (previous ELA and Math scale scores as measured by the New York State (NYS) assessments), grade level, age, gender, race/ethnicity, FRL eligibility, ELL and special education status, and previous school year average daily attendance; and (2) at the school level – enrollment size, percent FRL, percent by race/ethnicity, percent male, percent ELL students, percent special education students, and percent previous cohort proficient in NYS assessments in ELA and Math. After PSM, tests of baseline equivalence of the treatment and comparison groups in each analysis sample will be conducted to ensure that the evaluation eliminates overt selection bias and meets the WWC evidence standards, albeit with reservations owing to the fact that unobserved variables may not be equated between the two groups.

¹ Note that student joiners after the project starts will be removed from matching and analysis if determined necessary.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Analysis Plan: To provide information for project implementation and improvement as well as to better interpret project impacts, every effort will be made to track data on key project inputs (e.g., number of sessions of PD provided). To investigate the impact of the *Innovating Instruction* PD model as implemented, Metis will use regression-type analyses for each year's outcome analyses, in addition to providing descriptive and/or correlational analyses of quantitative data. Since the study will involve multiple grades, achievement test scores in each grade (as necessary) will be converted to z-scores or another common metric, when needed, to produce combined impact estimates. The analysis models employed will statistically control for multiple covariates (e.g., students' pre-test and demographic variables, and school-level characteristics). Statistical significance adjustment procedures (e.g., Benjamini-Hochberg, Bonferroni) will be applied when multiple comparisons are involved for confirmatory contrasts specified in the same outcome domain. In addition, appropriate effect size indices (e.g., Hedges' *g*, Cox index) will be calculated to measure the practical importance of the findings. All aspects of the analysis plan will be aligned with the latest WWC requirements.

Sample Sizes and Minimum Detectable Effect Sizes (MDESs): Given the parameters of this proposed study, we obtained an estimated MDES of 0.132 standard deviations for key outcomes in overall impact analyses. This calculation was based on a sample of 900 subjects (450 treatment/450 matched comparison) and would provide adequate power (.80) to detect the above stated estimated MDES, assuming pertinent covariates explain 50% of variation in a given outcome at a significance level of .05 for a two-tailed test under the regression framework. The proposed study is therefore capable of detecting relatively small project impacts.

Key Outcomes and Measures: The project logic model identifies ELA and Math academic performance as key target student outcomes. The NYS assessments (ELA and Math scores)

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

administered by the district in each year of implementation will be used to measure student achievement. To meet the WWC outcome standards, Metis will ensure that each outcome measure used for the project impact evaluation has face validity, adequate reliability, and consistency in measurement in both treatment and comparison groups, without over-aligning with the intervention.

- (2) *The Secretary determines the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

In order to assess implementation and impact of the D28 magnet initiative, Metis will conduct a project evaluation designed to assess the implementation of all project activities and the extent to which the activities support achievement of all of the project outcomes and outputs, as articulated in the D28 MSAP logic model and the project and GPRA-level performance measures. The evaluation design includes formative and summative components and utilizes multiple measures over multiple groups of subjects. Data from all sources will be synthesized and analyzed to maximize precision of outcome information and enrich the capacity of the Project Director and the NYCDOE and D28 MSAP stakeholders to make informed and timely decisions about program development and implementation.

The formative evaluation will focus on program implementation and assessment of project activities. Ongoing formative feedback will be provided to the Project Director and the school-based magnet teams about the extent to which project activities are being implemented as planned and in line with the intended outcomes. This feedback and data will be critical for ensuring that the project is well-positioned to meet its objectives and performance measures and to make adjustments as part of a continuous improvement model. As described in the Quality of Project

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Management section, the continuous improvement process will be instrumental to ensuring the project activities are planned, implemented, assessed, and modified, as needed in order to achieve the grant objectives. The Project Director and key stakeholders will regularly use evaluation data to “check” activities to ensure they yield the desired results.

Formative evaluation methods, including documentation reviews, written surveys, interviews, and biannual field observations, will be conducted to answer key questions about: the outreach and recruitment strategies being used; how the schools are planning, developing, and implementing the themes and ensuring that all students have access to magnet thematic curricula and activities; the types of staff development being offered and the levels of participation in these; and the collaborations, among instructional staff, within the school community, and with external partners, being fostered to support the program. Quarterly written project status reports, monthly telephone and email communications, and presentations by the evaluator will provide the Project Director, NYCDOE stakeholders, and the D28 Community Superintendent with formative feedback on program implementation and best practices.

The Project Director and other MSAP staff will provide opportunities for other stakeholder groups, such as parents, staff, students, and community and business members to review and provide feedback on evaluation findings through a variety of methods. The MSAP staff will conduct presentations of evaluation findings and recommendations to these and other stakeholder groups, including parents and staff at PTA and faculty meetings and during school family events; students at assemblies and through morning announcements; and to community and business members in partner meetings and community meetings such as CEC meetings. The Project Director will also work with the NYCDOE Office of Communications and Media Relations to share information through press releases, social media posts, and information on school websites.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Summative evaluation activities will be conducted to assess the program's attainment of the intended outcomes, as outlined in the logic model and project performance measures. The summative evaluation methods will include the analysis of data collected through monthly program implementation logs, stakeholder surveys, student checklists, enrollment and applicant pools, and standardized test achievement scores.

This section presents the project performance measures that will be used to assess the extent to which the four project-level objectives that are described in the Management Plan are being met in each year of the grant and the specific methods that will be used to collect and analyze data to evaluate impact on each performance measure.

Project Objective 1: Reduce or eliminate MGI among African American, Hispanic, and Asian students in proposed magnet schools. The following performance measures will be used to evaluate the extent to which Project Objective 1 is met over the five-year grant period.

Performance Measure 1.1 (GPRA Measure): Through implementation of a whole-school magnet program, each magnet school will achieve reductions in MGI among African American, Hispanic, or Asian students. The proportions of African American, Hispanic, or Asian students will be reduced at each school to the following percentages in each year, based on the enrollment projections presented in Table 3 in the attachments.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

School	Baseline (2016-17)	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)
Reduce MGI among African American students						
PS 140	70.4%	68.9%	68.0%	65.5%	62.0%	58.7%
Reduce MGI among Hispanic students						
MS 358	40.8%	39.6%	38.3%	33.8%	32.0%	30.6%
Reduce MGI among Asian students						
PS 55	42.6%	41.3%	39.6%	36.7%	34.4%	31.6%
PS 349	41.9%	40.7%	38.6%	36.4%	34.1%	32.0%

Performance Measure 1.2: As a result of ongoing outreach and student recruitment efforts and the development of innovative educational programming, the number of applicants to each of the magnet schools will increase by 5% in each of Years 2 through 5 of the grant over the prior year, compared with baseline data collected in Year 1.

Evaluation Methods for Project Objective 1: Data to assess Performance Measure 1.1 will be obtained from an annual analysis of student enrollment data from the NYCDOE registers for all active students as of October 1 of each project year. Frequency calculations will be conducted by school and grade to determine the number and proportion of students by racial/ethnic group. Data to assess Performance Measure 1.2 will be collected from kindergarten and magnet application data to determine the number of applicants by school in each year of the grant. Results from the enrollment and application data will be synthesized with data on outreach and recruitment logs and marketing materials for each school and the district to assess the effectiveness of the outreach and student recruitment plans.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Project Objective 2: Ensure that all students attending the magnet schools meet challenging academic standards and are on track to be college- and career-ready.

The following performance measures will be used to evaluate the extent to which Project Objective 2 is met over the five-year grant period.

Performance Measure 2.1 (GPRA Measure): At each magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measurable improvements in academic achievement in ELA as measured by an increase of four or more percentage points in the proportion of students in each tested grade who meet the grade-level standards on NYS assessments in ELA (Grades 3-8) *in each project year* and, by Year 5, the overall increase will be statistically significant.

Performance Measure 2.2 (GPRA Measure): At each magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measurable improvements in academic achievement in Math as measured by an increase of four or more percentage points in the proportion of students in each tested grade who meet the grade-level standards on NYS assessments in Math (Grades 3-8) *in each project year* and, by Year 5, the overall increase will be statistically significant.

Performance Measure 2.3: At each magnet school, students in each racial/ethnic group, students with disabilities, low-income students, and ELLs will demonstrate measurable improvements in academic achievement in Science as measured by an increase of four or more percentage points in the proportion of students in each tested grade who meet the grade-level standards on NYS assessments in Science (Grades 4 and 8) *in each project year* and, by Year 5, the overall increase will be statistically significant.

Evaluation Methods for Project Objective 2: The standardized instruments for student

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

assessments include the **NYS assessments which** are administered annually to students in ELA and Math in grade 3-8 and in Science in grades 4 and 8. Results for these tests are expressed both in scale scores and performance level equivalents. Scale scores are equal-interval, criterion-referenced scores that create a continuous scale that extends across grade levels. For each grade, scores are categorized into one of four performance levels: Level 1 (well below proficient), Level 2 (partially proficient), Level 3 (proficient), and Level 4 (excels).

Student achievement results for ELA and Math will be derived from performance level analyses using matched data to calculate the proportions of students in each year who meet or exceed the learning standards (Performance Levels 3 and 4). Because the Science assessments are administered only in grades 4 and 8, cohort analyses will be conducted to measure changes in proportions of students who meet or exceed the standards. Chi Square Tests of Independence or other appropriate statistical measures, such as McNemar tests, will be conducted to determine if changes in student achievement occur from one year to the next and if differences in achievement by student subgroup are statistically significant and educationally meaningful. All analyses will be conducted by school, by grade level, and by student subgroup, including each major racial and ethnic group, students with disabilities, low-income students, and ELLs, except in cases where the number of students in a category is less than 10 and therefore insufficient to yield statistically reliable information, and/or where the results yield personally identifiable information.

Project Objective 3: Ensure that *all* students attending the magnet schools benefit from the magnet’s educational offerings and have equal opportunities to gain magnet theme-specific value-added skills and knowledge. The following performance measures will be used to evaluate the extent to which Project Objective 3 is met over the five-year grant period.

Performance Measure 3.1: As part of the magnet program at each school, all (100%) of students

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

will be exposed to at least one new thematic curriculum unit in Year 1; at least two new thematic curriculum units in each of Years 2 and Year 3; and at least four new thematic curriculum units in each of Years 4 and 5.

Performance Measure 3.2: Through their participation in the magnet program, the proportion of students in each school who demonstrate mastery of a set of unique magnet value-added standards and skills will increase by at least five percentage points in each year of the grant, compared with baseline data collected in Year 1.

Evaluation Methods for Project Objective 3: Data to assess Performance Measures 3.1 will be derived from a systematic review of curriculum development and implementation logs and copies of thematic curriculum units and magnet elective course registration and enrollment data. Data to assess Performance Measure 3.2 will be obtained from the annual administration of authentic student performance assessments that will be developed by the magnet staff at each school in collaboration with district MSAP staff, the external evaluator, and program partners and based on published literature and research. The assessments, which will be completed by teachers for each student, will measure student attainment and mastery of unique magnet value-added skills. The skills will include theme-related content skills and 21st century skills, such as motivation, persistence, and communication, and will be specific to each school's magnet theme and curriculum. The assessments will be administered in the spring of each project year and analyzed by school, by grade, and student subgroup using frequencies and cross-tabulations to determine the proportion of students who master the skills in each year. The assessments will be pilot-tested in Year 1 with item analyses and reduction conducted to ensure validity and reliability of the items in measuring the intended outcomes.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

Qualitative data to provide contextual information about the implementation of thematic curriculum units and elective courses at each school and student attainment of magnet value-added skills will be obtained from biannual site visits by the evaluator to each magnet school in each project year that will include class observations and interviews and focus groups with planning team members, teachers, parents, and students.

Project Objective 4: Build the capacity within the magnet schools to provide rigorous, theme-based instructional programs that will help promote choice and diversity in D28. To build staff capacity, each magnet school will develop a comprehensive five-year PD plan that describes implementation of staff development directly related to the magnet theme and evidence- and research-based instructional practices that are outlined in the MSAP grant application. The following performance measures will be used to evaluate the extent to which Project Objective 4 is met over the five-year grant period.

Performance Measure 4.1: Based on the PD plans, the following proportions of pedagogical staff in each school will participate in 50 or more hours of magnet-related PD in each year of the grant: 25% or more in Year 1, 50% or more in Year 2, 100% by Year 3, and all new teachers in each of Years 4 and 5.

Performance Measure 4.2: Through their participation in magnet-related PD, the proportion of teachers in each school who report using strategies and concepts related to the magnet theme and innovative instructional strategies will be at least 25% in Year 1, 50% in Year 2, and 100% in each of Years 3-5 of the grant.

Performance Measure 4.3: In each year of the project, the percentage of parents/guardians at each of the four magnet schools who express a high level of satisfaction with the rigorous, theme-based instructional program at each school will increase by at least 10 percentage points in each of Years

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

2 and 3, compared with baseline data from Year 1, and by an additional five percentage points in each of Years 4 and 5.

Evaluation Methods for Project Objective 4: Data to assess Performance Measure 4.1 will be derived from a review of each magnet school’s annual PD plan, school and district PD activity logs, and PD agendas and sign-in sheets. Data to assess Performance Measure 4.2 will be derived from an analysis of checklists completed by instructional staff that will be developed by the external evaluator in consultation with the school and district MSAP staff to collect data on classroom practices and use of instructional strategies presented in grant-funded PD and job-embedded coaching. Data will be collected annually and analyzed by school and for the project using frequency and cross-tabulation calculations. Performance Measure 4.3 will be assessed with data collected on annual parent/guardian surveys that will be administered to all families in each year of the grant.

In addition, in each year of the grant, surveys will be administered to instructional staff, parents/guardians, and students (in Grades 3-8) in each magnet school. All surveys will be administered online and in paper version in the spring of each project year. The parent survey will be available in English, Spanish, and other languages as needed. The staff survey will be administered to collect data from staff about their satisfaction with grant-funded PD, perceptions about impact of the PD on staff’s knowledge, skills, and confidence in key concepts addressed in the magnet PD, and areas in which they need or would like additional PD. The survey will also measure staff’s awareness and support for the magnet program and their participation in and satisfaction with program planning.

The parent/guardian survey will collect data on parent/guardians’ awareness of, satisfaction with and participation in magnet program activities including family engagement efforts, as well

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

as perceptions about impact of the program on student outcomes and suggestions for improvement. The student survey will also collect data on participation in and satisfaction with different magnet program activities, perceived impact of the magnet program on student learning and other outcomes, such as interest in theme-related careers, and suggestions for improvement. All surveys will be anonymous and will be analyzed by school and for the project using frequency calculations and cross-tabulations. These data will be used for formative evaluation of the PD and will be used by the Project Director and Site Coordinators for program development. The surveys will be pilot-tested in Year 1 with item analyses and reduction conducted to ensure validity and reliability of the items in measuring the intended outcomes.

All data collected through the project evaluation will be triangulated to incorporate perspectives from the diversity of program stakeholder groups. The findings will be synthesized to objectively *document* the effort expended to implement program activities and determine the *effectiveness* of project activities and *efficacy* of the project in relation to outcomes achieved. Results of the external evaluation will be provided to the Project Director through monthly communications and status updates and biannual summary reports. The evaluator will also provide ongoing informal feedback as data are collected and participate in project management meetings that are conducted by the Project Director. Ongoing feedback will ensure that the evaluation supports continuous improvement of the project.

The results of the quantitative and qualitative data analyses will be synthesized and presented by D28 to the USDOE in the Annual Performance Reports and Ad-Hoc Reports for each project year, including a final report at the end of the grant period. Metis will assist D28 MSAP staff in preparing the reports to present succinct findings about the success of the project in meeting the intended outcomes that are outlined in the project objectives and performance measures. The

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

District will also provide data to the USDOE to report on progress on the five program level measures as required by Government Performance and Results Act (GPRA).

Below is the measurement framework that will be used to guide the program evaluation. The framework outlines the indicators; measures of change; and the data collection methods, sources, and timeline of the activities that will be conducted to assess progress toward meeting each of the MSAP objectives to be addressed over the five-year MSAP grant.

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

D28 MSAP Program Evaluation Measurement Framework

Outputs/Outcomes (as per logic model)	Indicators	Measures of Change	Data Collection Methods	Data Sources	Frequency of Data Collection
Program Outputs					
Thematic units of study for all grade levels (Performance Measure 3.1)	Implementation of thematic curriculum units	Proportion of students exposed to thematic curriculum units	Review of program documentation and curriculum, teacher focus group, principal interviews, class observations	Curriculum development and implementation logs and copies of thematic curriculum units, observation and interview protocols	Biannually
Professional development (Performance Measure 4.1)	Staff participation in magnet-related professional development	Proportion of teachers and school leaders enrolled in grant-related training and PD	Review of program documentation and PD participation data	PD plan, PD activity logs, and PD agendas and sign-in sheets	Biannually
MSAP Outcomes (Short-Term)					
Reduced minority group isolation in magnet schools (Performance Measure 1.1)	Proportion of students in each racial/ethnic group within each school population	Reduction in the proportion of African American/Hispanic/Asian students in each school population	Analysis of the proportion of students by racial/ethnic group enrolled in each school	NYCDOE Official Student rosters as of October 1	Annually
Increased interest and demand from out of zone students (Performance Measure 1.2)	Number of magnet applications submitted for each program	Increase in number of applications submitted for each school	Analysis of number of applications	NYCDOE magnet application data files as of October 1	Annually
Improved student achievement	Student proficiency on state	Increase in the proportion of	Analysis of student scores on state	NYS assessments in ELA and math	Annually
(Performance Measures 2.1, 2.2, and 2.3)	assessments in ELA, math, and science	students who meet or exceed grade-level expectations on state assessments	assessments	(Grades 3-8) and science (Grades 4 and 8)	
Increased student mastery of unique magnet value-added skills (Performance Measure 3.2)	Demonstration of magnet value-added skills	Increase in proportion of students who demonstrate mastery of magnet value added skills	Analysis of data collected on locally-developed student checklists	Teacher-completed student checklists	Annually
Increased staff implementation of innovative teaching strategies (Performance Measure 4.2)	Use of skills related to magnet themes and PD	Increase in proportion of staff who report using strategies and concepts related to magnet themes and PD	Analysis of staff checklists and surveys, teacher focus groups, principal interviews, class observations	Staff checklists and surveys, observation and interview protocols	Annual checklist and survey, biannual site visits
Increased parent satisfaction with theme-based instructional programs in magnet schools (Performance Measure 4.3)	High level of parent satisfaction with magnet program instruction	Percentage of parents/guardians who express a high level of satisfaction with theme-based instructional programs	Analysis of parent surveys and parent focus group responses	Parent surveys and focus groups	Annually

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

- (3) *The Secretary determines the extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*

The evaluation costs reflect the total amount of resources that is needed to address the research questions and meet the MSAP program evaluation goals, in terms of providing formative and summative data for continuous program improvement of the project and addressing the GPRA and project-level performance measures in each year of the grant period. The location of Metis in NYC greatly supports a cost-effective approach to the work.

At the same time, the evaluation budget provides an adequate level of resources to conduct a well-designed and well-implemented impact study that will build evidence of promise for the impact of the project on the intended outcomes. In order for the study to produce evidence of promise, Metis has proposed a quasi-experimental design using PSM to identify a well-matched comparison group. PSM is an iterative process that requires a one-to-one matching of treatment and comparison students on a comprehensive set of demographic and pre-intervention achievement variables in order to accurately assess the impact of the intervention and associate causal relationships. Building evidence of promise through the impact study will contribute to the growing knowledge base about the type of magnet program interventions that are proven to have positive and educationally meaningful effects of student achievement outcomes. This knowledge base serves as an essential resource for districts across the country for designing instructional programs and interventions to address student learning and achievement needs. The inclusion of an impact study components requires the robust level of resources that have been allocated in the budget.

The evaluation design includes resources for a robust set of on-site data collection activities, including biannual visits to each proposed magnet school to collect formative and summative

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

feedback from multiple stakeholder groups through focus groups, interviews, and classroom observations. Additionally, resources are allocated to administer annual surveys of magnet school staff and other key stakeholders to provide opportunities for all stakeholders to provide feedback, in an anonymous and sanction-free environment. Resources are also allocated for the proper processing and analysis of these qualitative data to ensure that all human subjects rights are adhered to and respected.

Finally, included in the evaluation budget are costs associated with implementing a comprehensive set of qualitative and quantitative data analyses and reporting activities. For example, the evaluation requires a detailed analysis plan to assess outcomes of students in each school and by subgroup (racial and ethnic groups, low-income students, ELLs, and students with disabilities) to evaluate progress of the grant in meeting the ambitious goal to improve student achievement. The evaluation budget includes funds for the adequate reporting of data, both formative and summative, to ensure that project staff can effectively integrate findings, in real time, into the continuous improvement process. The reporting structure includes annual summative reports as well as interim reports from the biannual site visits and monthly formative feedback mechanisms, such as teleconferences and email communications.

All possible efforts have been made to minimize evaluation costs and we believe that the costs are reasonable in terms of the benefits and potential significance of the proposed project. The evaluation also has been designed with attention to cost efficiencies, e.g., avoiding redundant data collections and relying on administrative data files to the extent possible, using multiple methods of data collection and triangulating findings and implementing minimally intrusive data collections.

Altogether, the evaluation costs represent approximately 3% of the total grant request, a small

Magnet Schools Assistance Program (2017-2022)

Community School District 28—Queens, New York

investment in light of the expected return in knowledge gains regarding effectiveness of the proposed MSAP program model.