



PROSE Application Template 2018-2019 Cohort

The Progressive Redesign Opportunity Schools for Excellence (PROSE) program was established based on our shared belief that the solutions for the challenges faced by our city's schools can be found within our school communities, rooted in the expertise of those who practice our profession every day. PROSE provides collaborative schools with an opportunity to surface the successful approaches schools currently implement, and identify new ones, even when those approaches lie outside of existing regulations and policies. PROSE schools use collaborative structures at the school level and across PROSE schools to shape new practices and policies. Ultimately, PROSE schools may be sharing those new practices and policies with the entire NYC school community to foster continuous innovation and improvement throughout the five boroughs.

Participation in PROSE offers the following to schools:

- The ability to make changes to school structures outside of existing regulations, including use of time and the role of administration, teachers, and students in teaching and learning
- The ability to ensure that school innovations happen with the input and leadership of teachers and other school staff in collaboration with their administrators
- Participation in a community of forward-thinking, collaborative and innovative schools, teachers, and school leaders
- The ability to institutionalize key innovative practices
- Opportunities to share experiences that inform NYC education policy

Schools may apply to PROSE by submitting applications to the PROSE Panel. This year we have created an early decision deadline for schools that have been engaged with innovative and collaborative practices and with a strong sense of what they would like to do. Here are the deadlines:

- **Early Decision:** For schools that apply by **December 20, 2017**, the Panel will make decisions in time for a **February 1, 2018** implementation. While this may not be right for every school, joining PROSE early will allow your school to build and refine ideas as a PROSE school during spring, 2018.
- **Final Deadline: March 2, 2018**

Schools should submit their application via the online platform, which will open **November 15, 2017**. All applications must be submitted via the online platform; digital copies of the application will not be accepted via email. Support for completion of the application is available through materials posted on the PROSE Wiki (<http://proseschools.wikispaces.com/PROSE+Application>). The Panel's application review rubric is also available to support schools in application completion.

Applications will be screened by a joint DOE/CSA/UFT PROSE Panel for evidence that the school has:

- Strong partnership and collaboration between UFT employees and CSA administrators
- Strong family and community engagement
- Innovative ideas that are well-matched with the flexibilities requested
- A strong plan for implementation of their proposal
- A strong record of current success and the capacity for continuous improvement

All applicants must have the approval of their School Leadership Team to submit an application to the PROSE Panel. After review, the Panel will invite schools with successful applications to conduct a vote to become a PROSE school. The Panel will work with the school to refine its plan prior to voting, and schools will join PROSE and be able to implement the elements of the plan that the Panel has approved only upon ratification by 65% of all UFT-represented employees voting.

School Narrative Template

Please limit yourself to 500 words per response unless otherwise indicated.

- Describe the goals your school wants to accomplish through its participation in PROSE. *(Up to 500 words)*
 - Describe the innovation/s you would like to pursue to meet those goals. *(Up to 500 words)*
 - If you are requesting contract or regulation flexibilities, explain how the flexibilities you are requesting in question 6 below will help you accomplish those goals. *(Up to 500 words)*
- Describe 2-3 innovative, teacher-led practices in place at your school and the steps taken to ensure collaborative, quality implementation and positive impact on students. Choose at least one practice that involves collaboration with families, the community or other schools. For each practice, describe any ways that the practice has improved over time.
- What are the student outcomes that your school uses to describe its success to others? Your response should include but not be limited to students' academic success.
- Describe the process in which you engaged with members of your school to gain support for your school's PROSE application. This process should demonstrate that your application was developed collaboratively with and has strong support from both UFT and CSA members, in addition to the agreement of your School Leadership Team.
- Describe how the school intends to use the contractual and regulatory flexibility of the PROSE program to provide employees with decision-making input and authority in the school during the duration of the plan. As part of their proposals, schools may choose to establish committees consisting of key school-based stakeholders to examine resource allocation, schedules, curriculum, technology, professional development, hiring, and parent engagement.

6. Requests for Flexibility

To support your school’s PROSE innovation(s), your school can seek flexibilities in these areas, though they are not required. *The template and prompts are designed to guide you in completing your application, not as an exhaustive list; you may also propose flexibilities and modifications not listed below.*

General Area of Flexibility	Proposed Modifications to Contract or Regulation
<p>Teacher Programs and Student Scheduling <i>These may include modified start end times / alternative configuration of professional development and parent engagement times / staggered schedules for individual and groups of teachers, etc. provided there is no increase in weekly work hours for individual teachers. It may also include changing the number of hours in the teacher work week (without diminution of salary) or the number and arrangement of days worked per week.</i></p>	
<p>Teacher and Student Calendar <i>These may include additional instructional days, adjustments of vacation days, staggered calendars for different teachers / grade levels, adjustment of PD days, etc. provided there is no increase in the number of work days for individual teachers.</i></p>	
<p>Circular 6 Assignments <i>May include specific assignments and the fact that the assignments for the week may involve multiple different activities.</i></p>	
<p>Professional Development Assignments & Positions / Teacher Leadership Positions</p>	
<p>Class Size</p>	
<p>Per Session Activities</p>	
<p>Grievance Processes</p>	
<p>Transfers into/out of the school</p>	
<p>Teacher Evaluation</p>	

Category	Flexibility Specifics
Discipline Code	
Chancellor's Regulations	
Academic & Promotion Policy	
Articles of the CSA Collective Bargaining Agreement	
Additional articles in UFT Collective Bargaining	
Other:	

Template

7. **Measurable Outcomes:** Describe at least 2-3 outcomes you expect from the implementation of each of the flexibilities requested in question 6 (use the categories on the left side of the chart above as your entry in the first column). Identify the corresponding data you will use to assess whether implementation of the flexibility is contributing to the school making positive progress towards the expected outcome (e.g., how will you know implementation is on track and/or modifications are needed?) You may use the same expected outcomes and data sources for multiple flexibilities; if this is the case, you may have the same outcomes listed in multiple entries.

Consider data sources that provide both qualitative and/or quantitative data and both data that are provided to you by the DOE as well as data you collect internally. Please describe at least one academic outcome for students (academic outcomes may but do not need to include testing outcomes) and at least one non-academic outcome for students that you would like to achieve through your proposed innovation.

Requested Flexibility	Outcome Expected	Data Source

8. **Implementation Plan:** Share your school’s plan to successfully implement the flexibilities requested in question 6. For each row, identify a) the requested flexibility using the categories on the left side of the charts in question 6; b) what conditions need to be in place; c) what actions need to be taken to ensure that each impacted stakeholder has the capacity to successfully implement or support the implementation of the flexibility over the next five years; and d) how employees will have decision-making input and authority in the implementation of the flexibility.

Requested Flexibility	Conditions Required for Successful Implementation	Key Actions/Stakeholders	Employee Input and Authority

9. **Budget:** Describe any additional funding necessary to implement any of your PROSE flexibilities. Funding is not guaranteed.

Year 1	
Year 2	
Years 3-5	

10. Please list any other schools or groups that your school's application is affiliated with.

11. Assurance: The School Leadership Team has approved this application.

Contact Information for Principal, Chapter Leader, and PA/PTA President *(include name, title, and email address for each member)*.



**1 – DOES NOT MEET
CRITERIA**

**2 – APPROACHING
CRITERIA**

3 – MEETS CRITERIA

4 – EXCEEDS CRITERIA

COMPETENCY

PROSE APPLICATION RUBRIC

A. Partnership and collaboration between UFT-represented employees and CSA-represented administrators

POSSIBLE DATA POINTS:

- **APPLICATION N1, N2, N4, N5, N8**
- **DOE RESEARCH AND POLICY SUPPORT GROUP (RPSG) COLLABORATION INDEX**
- **QUALITY REVIEW 4.2**
- **UFT DISTRICT REP INPUT**
- **SUPT/BSC/AFFINITY INPUT**

MOA SECTIONS: 3A1, 3A2, 3A4, 3A5, 3A7

The school team shows little or no partnership between UFT-represented employees and CSA-represented administrators in decision-making; the school does not have a record of previous collaboration. Jointly designed and job-embedded professional learning community systems and structures are not present at the school. UFT-represented employees do not have the opportunity to provide input towards decision-making around PROSE planning or implementation and/or the school does not show buy-in from both UFT-represented employees and CSA-represented administrators for planning and implementation of the proposal.

The school team is building partnership between UFT-represented employees and CSA-represented administrators in decision-making such that at least one person other than the school leader contributes to important decisions; the school has a limited record of previous collaboration. Jointly designed and job-embedded professional learning community systems and structures are being developed at the school. UFT-represented employees have opportunities to provide feedback on PROSE planning and implementation but opportunities are limited for decision-making,

Partnership between UFT-represented employees and CSA-represented administrators in decision-making exists such that multiple teachers contribute to important decisions; the school has a solid record of previous collaboration. Jointly designed and job-embedded professional learning community systems and structures are used at the school. UFT-represented employees are integrally involved in decision-making around PROSE planning and implementation, and the school shows strong buy-in from both UFT-represented employees and CSA-represented administrators for planning and implementation of the proposal.

Partnership between UFT-represented employees and CSA-represented administrators in decision-making permeates the school team such that most teachers have a voice in helping the school leader contribute to important decisions; the school has an extensive record of previous collaboration. Jointly designed and job-embedded professional learning community systems and structures are effectively and consistently used at the school. Teachers are integrally involved in and/or lead decision-making around planning and implementation and the school shows

		and/or the school is building buy-in from both UFT-represented employees and CSA-represented administrators for planning and implementation of the proposal.		unanimous or almost unanimous buy-in from both UFT-represented employees and CSA-represented administrators for planning and implementation of the proposal.
<p>B. Family and Community Engagement</p> <p>POSSIBLE DATA POINTS:</p> <ul style="list-style-type: none"> • APPLICATION N2, N4, N8, N10 • RPSG COLLABORATION INDEX • QUALITY REVIEW 4.2UFT DISTRICT REP INPUT <p>MOA: 3A2, 3A4</p>	<p>The school is not a community where many voices are heard (including not just teachers but other staff, parents, students, and other community members). The school does not have collaborative structures or processes in the school such that members of the school community are able to inform the development of school initiatives or programs.</p>	<p>The school is building towards being a community where many voices are heard (including not just teachers but other staff, parents, students, and other community members). The school has partially developed collaborative practices that are limited to school faculty and does not include families, community partners, or other schools. The school's application was developed by only members of the school leadership team with limited input from others in the school community and has limited support.</p>	<p>The school is a community where many voices are usually heard (including not just teachers but other staff, parents, students, and other community members). The school has sufficient mechanisms that provide for collaborative planning and implementation of programs and initiatives with members of the school community. The school's application was developed with input from members of the school community and has strong support.</p>	<p>The school is a community where many voices are always or almost heard (including not just teachers but other staff, parents, students, and other community members). The school has significant mechanisms that support and promote collaboration among members of the school community. The school's application was developed by representative members and informed by all or most members across the school community and has almost unanimous support.</p>

C. Innovations and flexibilities	Innovations are minimally creative and don't align with the school's objectives.	Innovations are generally creative and are somewhat aligned with the school's	Innovations are creative and well-suited for this school community and are clearly	Innovations are creative, represent a new approach to solving systemic school
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<p>POSSIBLE DATA POINTS:</p> <ul style="list-style-type: none"> • APPLICATION N1, N5, N6, N7 • QUALITY REVIEW 5.1 • SUPT/BSC/AFFINITY INPUT <p>MOA: 3A3, 3A10</p>	<p>If flexibilities have been requested, they:</p> <ul style="list-style-type: none"> • Do not seem tied to the school’s innovations • Do not provide employees with decision-making input and authority in the school • Do not address the needs of students, including but not limited to students with the highest needs and those with high academic achievement. 	<p>objectives.</p> <p>If flexibilities have been requested, they:</p> <ul style="list-style-type: none"> • Are loosely tied to the school’s innovations • Attempt to provide employees with decision-making input and authority in the school • Partially address the needs of students, including but not limited to students with the highest needs and those with high academic achievement. 	<p>aligned with the school’s objectives.</p> <p>If flexibilities have been requested, they:</p> <ul style="list-style-type: none"> • Are tied to the school’s innovations • Provide employees with decision-making input and authority in the school • Address the needs of students, including but not limited to students with the highest needs and those with high academic achievement. 	<p>challenges, and are clearly and consistently aligned with the school’s objectives.</p> <p>If flexibilities have been requested, they:</p> <ul style="list-style-type: none"> • Are closely tied to the school’s innovations • Provide employees with decision-making input and authority in the school at a high level • Address the needs of all students, including but not limited to students with the highest needs and those with high academic achievement.
<p>D. Implementation</p> <p>POSSIBLE DATA POINTS:</p> <ul style="list-style-type: none"> • APPLICATION N1, N6, N7, N8* <p>MOA: 3A6, 3A8, 3A10</p>	<p>The proposal overall is not sustainable or capacity-building, and/or the school does not show a five-year commitment to the proposal. The school’s implementation plan does not create conditions that would provide for school staff to implement the flexibilities.</p>	<p>The proposal overall is potentially sustainable or capacity-building; the school shows a tentative five-year commitment to the proposal. The school’s implementation plan attends to immediate conditions that would provide for school staff to implement the flexibilities but does not attend to long term sustainability of the</p>	<p>The proposal overall is sustainable, and capacity-building; the school shows a five-year commitment to the proposal and adequate capacity for implementation. The school’s implementation plan attends to short and long term actions required to create the conditions that would support school staff to successfully implement</p>	<p>The proposal overall is sustainable and capacity-building at a high level; the school shows a strong five-year commitment to the proposal. The school has conditions that would support successful implementation of their requested flexibilities, including processes that lead to sustained improvement of the plan over time.</p>

		work, including ways in which the school community could be involved in the development of the plan over time.	the flexibilities and inform evolution and implementation of the flexibilities over time.	
<p>E. Current/future success and capacity for continuous improvement</p> <p>POSSIBLE DATA POINTS:</p> <ul style="list-style-type: none"> • APPLICATION N2 (2ND HALF), N3, N6, N7, N8 <ul style="list-style-type: none"> • PARENT SURVEY 2D, 5A • TEACHER SURVEY 4 • QUALITY REVIEW 3.4 • MOA: 3A2 (2ND HALF); 3A6; 3A9 	<p>The school does not have a record of previous success (including but not limited to academic success). The school has limited or no ways in which they have improved their work over time and does not include a plan for further improvement. The proposal does not include measurable, reportable performance targets, and/or the ways in which they will assess the progress of their proposed flexibilities would not inform the school of its progress and allow them to make adjustments or refinements to how they would implement the flexibilities to ensure success.</p>	<p>The school has a limited record of previous success (including but not limited to academic success) and/or the ways in which the school describes current and future success are limited only to student academic outcomes that are defined by others outside of the school. While the school intends to improve its practices, the school's application does not suggest that they currently have a strong focus on improvement. The measurable , reportable performance targets are not well-aligned with the plan the school seeks to implement.</p>	<p>The school has a strong record of previous success and improvement (including but not limited to academic success), supported by multiple internal and external measures. The proposal includes measurable , reportable performance targets that are well-aligned with the plan the school seeks to implement and will allow them to assess progress that will help them to adjust and improve their implementation over time.</p>	<p>The school has a strong record of previous success (including but not limited to academic success), supported by multiple, creative internal and external measures. The school has built a culture of continuous improvement by constantly identifying and implementing new approaches and reflecting on current practice. The proposal includes creative, measurable , reportable performance targets that are well-aligned with the plan the school seeks to implement and enable them to assess their progress and define implementation adjustments in the short and long term.</p>