

## PERFORMANCE BASED CONTRACT GUIDELINES

### 1. WHAT IS THE PURPOSE AND SCOPE OF THE SERVICE? (Describe in detail any services to be provided or materials to be purchased)

Professional development support in our foundational workshop (WIT 101 - WIT stands for writing is thinking) focused on the sentence and parallel revision. This will take place at five schools (two sessions per school). This workshop focuses on the very foundational sentence level strategies that develop writing, oral language, reading comprehension, English language development for English learners, and thinking. It develops clear expression of complexity embedded within content across content areas. It also secures transfer of these strategies to students' independent writing through a process we call parallel revision. We would deliver this job-embedded coaching content for to up to 40 teachers at each school, with one session being a group session at a central location. Each session would involve teaching of specific strategies; tracking of progress in writing for specific struggling students through an inquiry process; and the design of tasks embedded in teachers' content to be used immediately with students.

### 2. AMOUNT OF SERVICE?

(Set forth the monetary value of the proposed agreement and quantities and/or amounts of time required to be devoted to the contract and describe where services are to be provided as specified in Schedule "B")

The services include 11 job-embedded coaching sessions at a cost of \$3,000/session.

### 3. WHO IN THE SCHOOL DISTRICT IS SERVED?

(Describe whether services are to be provided directly to students, to staff, etc.)

Job-embedded coaching will be provided to teachers and other instructional staff who deliver tier 2 and 3 academic interventions.

### 4. WHO WILL PROVIDE SERVICES?

(If individual providers are contemplated, set forth the names and qualifications of the service providers)

[Strategic Inquiry Consulting, LLC](#) will provide the services.

- Strategic Inquiry is a proven model of school improvement. It develops the leadership capacity of teacher teams to turn schools around from the ground up. Through the three phases of our nationally recognized approach - moving students, moving systems, and moving colleagues - schools learn to continuously improve.
- Strategic inquiry has supported district reform in New York City, Boston, San Francisco and beyond. From 2008 to 2012, it formed the basis of [Collaborative Inquiry](#), a pillar of NYC Schools Chancellor Joel Klein's Children First reform ([See the handbook](#)). More recently, it has been used to support NYC's struggling Renewal high schools and students new to English in San Francisco's public schools (SFUSD). Independent research confirmed that Strategic Inquiry shifted school culture and improved student achievement when implemented with a train-the-facilitator approach in NYC's Renewal high schools. Students in these schools were

almost two and a half times more likely to be on track to graduate when compared to students in similar schools that did not use Strategic Inquiry.

- Strategic inquiry has a strong track record when implemented directly in schools. [Independent research of SI implemented directly in schools](#) found that schools that committed to the model for three or more years brought struggling students on track to graduation and college readiness to such an extent – far more than similar schools not using the model – that it was as if these students had entered with relatively high reading scores. Improvements were most dramatic in large high schools, which are typically most difficult to reform, and with the students who had entered high school most off-track.
- Our process - getting small to make a big difference - is transformative for new, mid-level and experienced educators. We develop leadership for individuals and teams. We also offer workshops in Writing is Thinking through Strategic Inquiry (WITsi), an approach to closing skill gaps in expository writing that have been surfaced by inquiry teams over more than a decade and that yield improvement in far more than writing. WITsi incorporates and utilizes proven methods of school improvement, methods documented in *The Atlantic's* [“The Writing Revolution”](#) and in [Strategic Inquiry: Getting Small for Big Results in Education](#).

The Lead Facilitator will be Michelle Brochu.

- Michelle Brochu is a Senior Strategic Inquiry consultant and a certified trainer in both Strategic Inquiry and WIT. From 2008 to 2017, she was an adjunct professor in educational leadership in the Marx School of Public and International Affairs at Baruch College, City University of New York. Prior to joining Strategic Inquiry, she worked for over 20 years in education in New York City as a senior program officer and instructional specialist at New Visions for Public Schools; an Assistant Principal at Henry Street School for International Studies; a founding co-director of the Bronx Lab School; an AUSSIE literacy consultant; and a classroom teacher.

4a. WILL THE CONTRACTOR BE UTILIZING ANY SUBCONTRACTORS OR VOLUNTEERS IN FURTHERANCE OF THIS AGREEMENT? **IF YES, PLEASE LIST ALL OF THEIR NAMES AND CONTACT INFORMATION.**

No, the contractor will not be using volunteers or subcontractors.

5. WHAT WILL BE COMMUNICATED TO DISTRICT PERSONNEL, PARENTS, OTHERS ABOUT PROGRESS AND RESULTS OF THE SERVICES?

(How specifically will the contractor report to the School District (or parents, if applicable) about their progress towards achieving the goals of the contract?)

Evidence of progress for targeted students.

On a monthly basis, data on teacher skill development will be collected, analyzed, and shared with participating teachers, school leaders and district administrators.

6. HOW WILL THE SCHOOL DISTRICT JUDGE THE QUALITY OF SERVICES? (Set forth the method which will be used to evaluate contractor's performance)

Participant assessments at each workshop session; evidence of progress for focal students according to a writing rubric as well as aligned to the district's learning loss outcomes.

**7. INDIVIDUALS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.**

Vendor Name: Strategic Inquiry Consulting, LLC  
Vendor Address: 102 Murray Avenue, Larchmont, NY 10538  
Vendor Phone No.: 917.575.1980  
Vendor Business Status: LLC (corporation, non-profit individual, unincorporated)  
Vendor Contact Name: Dr. Nell Panero  
Vendor Contact Email: [nell@strategicinquiry.com](mailto:nell@strategicinquiry.com)  
Tax ID No.: 46-5015016

School District Administrator Name: Michael McDonald  
School District Administrator Title: Executive Director of Mathematics and PD  
School District Administrator Phone No.: (914)376-8068  
School District Administrator Email: [mmcdonald@yonkerspublicschools.org](mailto:mmcdonald@yonkerspublicschools.org)

**8. ARE THE SERVICES PURSUANT TO A GRANT AGREEMENT? IF YES, WHAT IS THE GRANT, AND WHAT ARE THE GRANT REQUIREMENTS RELATED TO THIS AGREEMENT?**

Yes, these services are pursuant to the *YCSD 2023-2025 New York State RECOVS: Recover from COVID School Program Learning Loss*.

Grant goals include:

- Expanding student access
- Improving school staff capacity to identify and address learning loss
- Targeting diverse student populations
- Addressing program sustainability beyond the life of the grant

**9. WILL THE CONTRACTOR BE RECEIVING ANY STUDENT DATA OR OTHER DATA FROM YONKERS PUBLIC SCHOOLS? IF YES, PLEASE DESCRIBE. IF STUDENT DATA IS BEING SHARED, PLEASE PROCEED TO QUESTION 10 BELOW.**

No.

**10. WILL THE STUDENT DATA BE USED FOR THE PURPOSE OF DEVELOPING, VALIDATING, ADMINISTERING STUDENT AID PROGRAMS, OR IMPROVING INSTRUCTION? IF YES, PLEASE SPECIFICALLY DESCRIBE.**

No.

Performance Based Guidelines  
Reviewed and approved by:

  
\_\_\_\_\_  
(Signature of School District administrator/employee)

Michael McDonald  
\_\_\_\_\_

(Printed Name)