

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)

One full year (school year 2024-25) of professional development support in our foundational workshop (WIT 101 - WIT stands for writing is thinking) focused on sentence and parallel revision. This workshop focuses on foundational strategies at the sentence level that help develop writing, oral language, reading comprehension, and English language skills for English learners. It also enhances critical thinking and supports the transfer of these strategies to students' independent writing through a process called parallel revision. These sessions are particularly beneficial for teachers working with diverse learners. Implementing these strategies will significantly improve students' writing and support their critical thinking, content-area reading, and language acquisition skills.

We will deliver this content to a maximum of 40 teachers in full-day, in-person sessions. Each session will include teaching specific strategies, monitoring specific struggling students' writing progress through an inquiry process, and creating tasks related to teachers' content that can be immediately used 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")

Six full-day in-person sessions focused on improving writing, and five sessions focused on writing, reading, speaking, and listening during Integrated EL instruction.

Total= \$32,082

3. WHO IN THE SCHOOL DISTRICT IS SERVED?

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

40 teachers in each session

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 improve continuously.
- 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 the 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 surfaced by inquiry teams over a decade and that yield improvement in far more than writing. WITsi incorporates and utilizes proven school improvement methods, documented in The Atlantic’s “The Writing Revolution” and [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 Strategic Inquiry and WIT. From 2008 to 2017, she was an adjunct professor in educational leadership at the Marxe School of Public and International Affairs at Baruch College, City University of New York. Before 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, we 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 in writing for targeted students.

Data on teacher skill development will be collected, analyzed, and shared monthly 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 in writing for focal students according to a writing rubric.

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: Nell Panero
Vendor Contact Email: nell@strategicinquiry.com
Tax ID No.: 46-5015016

School District Administrator Name: Madelyn Guzman
School District Administrator Title: Executive Director
School District Administrator Phone No.: 914-376-8230
School District Administrator Email: mguzman1@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?**

21st Century Grant-to provide professional development to improve writing;
Title III Grant-to provide workshops for Dual Language, Transitional Bilingual Education and English as a New Language teachers

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)

Madelyn Guzman

(Printed Name)