ORIGINAL

New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

District (LEA)			LEA Beds Code:
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
PS 15 Roberto Clemente			310100010015
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PreK - 5			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
191			333 EAST 4 STREET, MANHATTAN NY 10009

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
[signature]	June 7, 2013
Type or print the name and title of the Chief Administrative Officer	
Dennis M. Walcott	RECEIVED
DO NOT WRITE IN THIS SPACE	JUN 7 2013

CONTRACT ADMINISTRATION

01M015

A. District Overview

i. District strategy and theory of action to improve schools for college and career readiness

The New York City Department of Education's (NYCDOE)'s Chancellor's priorities guide our work to support our lowest achieving schools and ensure that all students graduate ready for college and careers. Our first priority is that we improve student outcomes through expert teaching. College and career readiness depends critically on the interaction between a student and teacher. Teachers must become masterful at developing students into independent and critical thinkers. Our teachers are working to implement curriculum aligned to the Common Core Learning Standards (CCLS) and adjusting their classroom practice to the standards.

The second priority is that the NYCDOE must provide high-quality school choices for all families. Great work between students and teachers happens in the context of effective schools with cultures of achievement. We are committed to ensuring that all families are able to choose from a range of excellent school options for their children.

Strong partnerships with families are essential to student success. Our goal is that college and career readiness for students will become the daily work not just of principals and teachers, but of students themselves and of all of those who care for them. The district works to establish and strengthen partnerships by engaging actively with families as partners in pursuit of common goals. We also work with community-based organizations to support our schools and families.

Finally, we must provide effective school support. School leaders need support to address their schools' operational needs and to help build the instructional skills required to accelerate students' progress toward college and career readiness. Our Cluster and Network organizational structure provides schools with instructional and operational support that are designed to fit each school's specific needs and focus on our citywide priorities.

ii. District approach and actions for its lowest-achieving schools

The NYCDOE has a clear approach and set of actions to support the turnaround of our lowest achieving schools which impacts our Priority Schools. Our school improvement process focuses on three areas that result in actions to ensure we have effective principals leading our schools, the support of community partners in our schools, and autonomy for our principals to create successful schools.

First, a great school starts with a great principal. Over the past decade we have learned the powerful role a principal can play as change agent. We use a set of leadership competencies and seek principals for our schools who have demonstrated the qualities of effective leadership.

Second, we need community partners to help us develop great schools. We have worked with local and national intermediary organizations to help us develop and scale schools. These partners provide critical start-up support, proven instructional models, and help push the thinking of our school leaders. We have also attracted high-performing public charter schools to New York City to bring an even greater breadth of quality options to public school families.

Finally, there is no one recipe for what makes a great school. There are conditions that contribute to an effective school – a mission, leadership, and expert teachers devoted to student success – but there are different ways of organizing a school to create these conditions, especially given the need to serve diverse student populations. We encourage leaders to be innovative and to leverage their expertise to develop creative models by empowering them to make school-level instructional and operational decisions.

iii. Evidence of district readiness for system-wide improvement of Priority Schools

The NYCDOE has created a school improvement and intervention process to build on our current strengths and identify opportunities for system-wide improvement. Evidence includes the NYCDOE's Struggling Schools Review Process, which identifies certain schools for intensive interventions and results in targeted plans for improvement for other schools. We have conducted a thorough analysis of our Priority Schools prepared to implement the Turnaround and Transformation models. We created a cross-functional Priority Schools district work group to examine school data trends, identify the appropriate intervention model for the school, and monitor each Priority School's progress under the selected intervention model.

In 2010, the New York State Education Department (NYSED) raised expectations for the quality of student work and teacher practice with the adoption of the CCLS. The NYCDOE has continued to work on meeting the challenge by introducing Charlotte Danielson's *Framework for Teaching* and creating our College and Career Readiness benchmarks. In 2011, these reforms led to the development of the first set of Citywide Instructional Expectations and the engagement of our school system in a long-term process of figuring out how to ensure that students at every grade level are on track to graduate from high school ready for college, careers, and other meaningful postsecondary opportunities.

In the fall of 2013, to support the shift in teaching practice required to help our students meet these higher standards, the NYCDOE will implement a new system of teacher evaluation and development. This change is critical because expert teaching is the most powerful tool for helping students reach these higher standards. Our Citywide Instructional Expectations combined with our Quality Review Rubric are intended to guide school communities as they work to create a rigorous and coherent instructional experience for students and educators.

B. Operational Autonomies

i. Operational autonomies for the Priority School

The principles and actions underlying the NYCDOE are leadership, empowerment, and accountability. Beginning in the 2007-08 school year, NYCDOE schools became autonomous, as principals and their teams gained broader discretion over allocating resources, choosing their staff, and creating programming for their students. Schools now have resources through the NYCDOE's Fair Student Funding (FSF) formula, which allocates funding based on student need. Principals chose the type of support that is best for their schools. A more detailed description of the autonomies follows.

Budgeting: School-based budget for the Priority School is based on the FSF formula. The Priority School also receives additional funding through Title I allocations to support its goals as

a struggling school. Funding follows each student to the Priority School that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special education, high school program). The principal has discretion to use FSF and any additional funding the school receives and is held accountable by the Superintendent through a School Comprehensive Educational Plan (SCEP) review process. In addition, the School Leadership Team is the primary vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies.

Staffing: The Priority School receives a FSF allocation based on their enrollment, and the school is charged for the cost of teachers out of that allocation. The principal is held accountable for staffing as part of the annual evaluation by the Superintendent. The school leader is given the resources necessary to provide career growth opportunities for the staff. School-based actions include opportunities for additional pay through professional development and extended day instructional programs. The Priority School can also choose to participate in district-level teacher leadership programs that support the retention and development of expert teachers at the school. The Priority School is encouraged to participate in district-run teacher leadership programs to support the retention and development of expert teachers at their school.

Program selection: The principal may partner with one of nearly 60 Networks based on common priorities: grade levels, similar student demographics, and/or shared educational philosophies and beliefs. Some Networks focus on instructional models that support particular groups of students, such as high school students who are over-aged and under-credited. Others are organized around project-based learning or leadership development. Networks offer school communities school support options and let them determine which will best serve their students, staff, and their entire community. The school is also supported by Community and High School Superintendents, who communicate regularly with parent associations as well as other parent leaders and supervise district family advocates.

Educational partner selection: Schools have autonomy in selecting education partners that have been formally contracted by the NYCDOE after a rigorous vetting process. The NYCDOE oversees a Request for Proposal process from organizations experienced in working with schools in need of school improvement. Potential partners are required to provide a comprehensive whole school reform design for developing and maintaining effective school functions, while integrating specific plans to improve instruction, assessment, classroom management, and staff professional development. Accountability plans for the partner must be included based on annual evaluations of student progress in the Priority School. If progress is not evident, then the work with the partner is discontinued.

Use of Time During and After School: The Priority School has several opportunities for autonomy in the use of time during and after school. The school has the option to have Supplemental Educational Service (SES) providers support students through extended learning time. Community-based organizations selected by the Priority School also provide students with social-emotional health and counseling services. Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify provisions in the Collective Bargaining Agreement related to class size, rotation of assignments

or classes, teacher schedules and/or rotation of paid coverage for the school year. In the SBO process the school community creates a plan for how to effectively implement extended learning time. The principal and UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members affirm the proposed SBO in order for it to pass. The intent of this type of SBO is to empower the school community on how to best make use of time before, during, and after school.

i. Evidence of formal policies on school autonomy

The NYCDOE provides organizational support to Priority Schools to reduce barriers and provide greater flexibility. The Office of State Portfolio Policy (OSPP) in the Division of Portfolio Planning (DPP) is designed to work with Priority Schools to determine their whole school reform models and support the schools with compliance requirements. School Implementation Managers (SIMs) are provided through SIG to assist Priority Schools with school improvement efforts and compliance requirements. Both teams of staff are held accountable through performance reviews and grant monitoring.

The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a procedure known as a School Allocation Memorandum (SAM). The school's Network operations managers assist with budgeting. The use of these local Title I, 1003(a), and local funds must be aligned by the school with the school's SCEP submitted to NYSED. The Priority and Focus Schools SAM: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam70.pdf

Educational partner selection from pre-qualified organizations is accomplished through the Multiple Task Award Contract (MTAC) procedure, which provides a stream-lined process for schools to follow: http://schools.nyc.gov/Offices/DCP/KeyDocuments/MTACPQS.htm.

The Priority School has the autonomy to select its required support from a Network. Since spring 2010, NYCDOE schools have received their instructional and operational support from a support team called a Network. Each Network team provides training and coaching for principals and teachers, shares instructional resources, and facilitates school collaboration. The Network team includes several Achievement Coaches, who go directly to schools to help teachers and instructional leaders implement the citywide instructional expectations in order to deliver rigorous instruction in their classrooms. On the operational side, Network team members assist schools with budgets and grants, facilities, compliance, and human resources.

Program selection for Priority Schools is described in the spring 2012-13 Network Directory: http://schools.nyc.gov/AboutUs/schools/support/default.htm

ii. Labor-management documentation

The School-Based Options (SBO) process is described in the NYCDOE/UFT Collective Bargaining Agreement on page 46 here: http://www.uft.org/files/contract_pdfs/teachers-contract-2007-2009.pdf.

C. District Accountability and Support

i. Oversight of district's school turnaround effort and management structure

The specific senior leaders responsible for the district's turnaround efforts are Marc Sternberg, Senior Deputy Chancellor for Strategy and Policy, who oversees the Division of Portfolio Planning (DPP) in collaboration with Shael Suransky, Chief Academic Officer and Senior Deputy Chancellor for the Division of Academics, Performance, and Support (DAPS). These two leaders report to NYCDOE Chancellor Dennis Walcott. Attached is an organizational chart with more detail on the structure of DPP and DAPS, as well as a sample Network structure.

ii. Coordination of district structure for school turnaround efforts

The NYCDOE coordinates turnaround efforts and provides oversight and support for Priority Schools. Schools are directly supported by Networks that they select based on their academic needs; Networks are grouped into Clusters, who report to the Office of School Support (OSS) in DAPS. SIMs report to Clusters by district and provide Priority Schools with direct oversight and support in their turnaround efforts. The Office of Superintendents in DAPS oversees the Superintendents; there are 32 Community Superintendents and 8 High School Superintendents who oversee principals. The Superintendent serves as the principal's supervisor and conducts the school's Quality Review (QR). DPP coordinates the turnaround efforts for the NYCDOE and supports Priority Schools in collaboration with DAPS. The designated turnaround office is the Office of State Portfolio Policy (OSPP) within DPP, which works with Priority Schools to support their whole school reform model selection, implementation, and progress monitoring. External partner organizations working with Priority Schools are evaluated by schools and the Division of Contracts and Purchasing based on performance targets.

The NYCDOE uses a wide range of data to identify schools that are struggling. Schools that receive a grade of D, F, or a third consecutive C or worse on their most recent Progress Report, schools that receive a rating of Underdeveloped on their most recent QR, and schools identified as Priority Schools by NYSED are considered for support or intervention. To identify the kind of action that will be best for a struggling school and its students, the NYCDOE reviews school performance data such as student performance trends over time, demand/enrollment trends, efforts already underway to improve the school, and talent data. We consult with Superintendents and other experienced educators who have worked closely with the school, and gather community feedback on what is working or needs improvement in the school.

At the end of this process, analysis and engagement directs us to a set of schools that quantitative and qualitative indicators show do not have the capacity to significantly improve. These schools are identified for the most serious intervention, phase-out and then replacement by a new school(s). For the other struggling schools, Networks develop action plans to support the needs of struggling schools. These plans identify action steps, benchmarks, and year-end goals aimed at immediately improving student achievement.

The NYCDOE monitors each individual Priority School and its areas of strength and weakness. The SIM and Network that work with the Priority School provide day-to-day support in areas that are targeted for school improvement. System-wide we are working to continue to enhance our capacity to better support schools, with a focus on ensuring that we have high-quality staff that work with and in our Priority Schools.

Following New York State's ESEA waiver approval, the NYCDOE established a Priority Schools work group across central divisions to recommend whole school reform models for the NYCDOE's 122 Priority Schools. The work group reviews school data points and alignment to the three intervention model options: the School Improvement Grant plan, School Innovation Fund plan, or School Comprehensive Education Plan (SCEP) crosswalk.

For our lowest-performing schools, we propose a strategy of phasing out the struggling school and replacing it with a new school. The Priority Schools in this category are then proposed for the Turnaround model. Schools that are not selected for phase-out from our Struggling Schools Review Process will submit a SCEP crosswalk aligned to the U.S. Department of Education's seven turnaround principles. For the schools we consider for the Transformation model, we review a wide range of data points about each Priority School, including Progress Report grades, QR results, and qualitative Cluster feedback on the school's readiness to implement the model requirements. Schools are selected based on the quantitative data and the qualitative data about their levels of readiness to implement the Transformation model.

The NYCDOE has a well-developed planning and feedback process between the district and school leadership. The QR is a key part of this process and was developed to assist schools in raising student achievement. The QR is a two- or three-day school visit by experienced educators. During the review, the external evaluator visits classrooms, interviews school leaders and staff, and uses a rubric to evaluate how well the school is organized to support student achievement. Before a reviewer visits a school, the school leadership completes a self-evaluation based on the QR rubric. Reviewers draw upon this document and school data during interviews with principals, teachers, students, and parents during the school visit. After the site visit, schools receive a QR score and report that is published publicly. This document provides the school community with evidence-based information about the school's development, and serves as a source of feedback for school leadership to improve support for student performance.

In addition to QRs, Progress Reports are a yearly accountability, planning, and feedback tool that assist school leaders, as well as parents, teachers, and school communities, with understanding the school's strengths and weaknesses, emphasizing the development students have made in the past year. Progress Reports grade each school with an A, B, C, D, or F and are made up of four sections: Student Progress, Student Performance, School Environment, and (for high schools only) College and Career Readiness. Scores are based on comparing results from each school to a citywide benchmark and to a peer group of about 40 schools with similar student populations. These peer schools provide an opportunity for a school to understand how other schools are performing with similar students and learn best practices from them. Schools are also provided with student-level data workbooks that contain the underlying information from the Progress Report. These data workbooks are a powerful opportunity for schools, in collaboration with their Networks, to engage with their accountability data to understand individual student outcomes.

A third part of the NYCDOE planning and feedback process for school leadership is the APPR for principals pursuant to Education Law 3012-c. The components of the system are set forth in the June 1st determination by the Commissioner of Education and supporting documentation, Education Law 3012-c and SED regulations. Superintendents are the rating officer for the

principals. The APPR results in a final rating for principals of Highly Effective, Effective, Developing or Ineffective and is based on key metrics from the school's Progress Report results which measure students' growth and the principal's practice as measured by the Quality Review rubric.

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

i. Recruitment goals and strategies at schools to access high-quality leaders and teachers

The NYCDOE seeks to ensure that every student has the opportunity to learn from a high-quality educator in a school with a strong school leader, particularly in high-poverty and high-minority schools. To accomplish this goal, we develop a pipeline of expert teachers and leaders and provide them with targeted support.

To increase the number of candidates who are well-prepared to become principals, we have strengthened and expanded our principal preparation programs. Simultaneously, we have shifted our focus toward identifying talented educators earlier in their careers and nurturing their leadership skills while they remain in teacher leadership roles. Our goal is to develop a strong and sustainable leadership pipeline for schools. The NYCDOE created the Principal Candidate Pool selection process to make clear the expectations for principals in the recruitment process. The process is used to discern all candidates' readiness for the position of principal and ability to impact student achievement.

Our theory of action holds that if future school leaders are strategically identified and rigorously cultivated earlier in their careers, NYCDOE schools will develop a leadership pipeline for years to come. This includes both on-the-job opportunities like the Leaders in Education Apprenticeship Program (LEAP), principal internships such as the NYC Leadership Academy Aspiring Principal Program (APP), executive leadership institutes, and mentoring opportunities for experienced school leaders.

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which prepares skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. Today, nearly 8,500 Fellows are currently teaching in 86% of NYCDOE schools. In addition, we created a teaching residency program specifically to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools. The NYCDOE created the Leader Teacher program for experienced educators to support professional development in their schools. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

ii. Hiring and budget processes

In the 2012-13 school year, approximately $9 billion of NYCDOE funding, not including most fringe and pension, resides in school budgets. FSF dollars – approximately $5 billion in the

2012-13 school year – are used by schools to cover basic instructional needs and are allocated to each school based on the number and need-level of students enrolled at that school. All money allocated through FSF can be used at the principal's discretion. Additional funding is provided through categorical and programmatic allocations.

Each year the NYCDOE sets hiring policies to ensure that the appropriate number and types of teachers and principals can be recruited and hired into our 1,700 schools. Principals are typically in place in schools by July 1 before the start of the next school year to begin year-long planning and school improvement efforts. Once selected, principals are empowered to make staffing decisions for their schools. The NYCDOE's responsibility is to offer a strong pool of applicants for principals to find the staff that they believe are the best fit for their school communities.

Schools receive their budgets for the new fiscal year each May. Annual hiring exceptions are set to ensure that hard-to-staff schools are staffed appropriately. These exceptions are made on the basis of the following factors: hard to staff subject areas, geographic districts, and grade level (elementary, middle, high). The timeline allows school leaders the ability to plan for any staffing needs or adjustments in concert with the citywide hiring process which begins in the spring and continues into the summer.

iii. District-wide trainings for leaders for success at low-achieving schools

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, especially in schools with the greatest need. While distinct in program design and target candidates, our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains.

The school leadership programs align to the Transformation model by preparing leaders who understand the challenges facing struggling schools to lead dramatic instructional and organizational changes. These programs have been funded in part by support from the Wallace Foundation to further develop school leadership in the NYCDOE. Approximately 37% of our principals have emerged from these programs.

LEAP, launched in 2009, is a rigorous 12-month on-the-job program designed with the NYC Leadership Academy. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE's instructional initiatives and the CCLS.

The NYC Leadership Academy Aspiring Principal Program (APP) develops and supports individuals with some leadership experience to successfully lead low-performing schools through simulated school projects, a year-long principal internship with an experienced mentor principal on all aspects of instructional and organizational leadership, and a planning period. The New Leaders' Aspiring Principals Program provides apprentice principals with an academic

foundation and real-world experience vital to success in transforming the NYCDOE's lowest-performing schools. New Leaders' trains future principals to turnaround low-performing schools. Principals are trained through the Children's First Intensive (CFI) Institutes, which they attend to learn about the Citywide Instructional Expectations, CCLS, and the Danielson model. CFI is a professional development program designed to support educators in using data to inform instructional and organizational decision-making and focus on citywide initiatives. The Office of Leadership has more information on NYCDOE school leadership opportunities available: http://schools.nyc.gov/AboutUs/leadershippathways/schoolleadership/default.htm

Irene Sanchez became principal of PS 15 on the Lower East Side in September of 2012, and is currently in her second year leading the school. Prior to taking this position, she worked as assistant principal and data specialist for three years. Additionally, she has two years of experience as a math coach, providing professional development and designing math curriculum for a wide array of teachers.

iv. District-wide trainings for teachers in low-achieving schools

The NYCDOE believes that to support teachers in their growth and development, it is important to have a common language and understanding of what quality teaching looks like. We have invested significant resources into deepening schools' and teachers' understanding of Charlotte Danielson's *Framework for Teaching*, while training principals to do more frequent cycles of formative classroom observations and feedback. Resources to support this work are provided to schools and educators in a number of ways: central and school-based professional development opportunities, online courses, and centrally-based Talent Coaches who work across multiple schools. In addition, the NYCDOE has developed district-wide training programs to build the capacity of specific groups of teachers, including new teachers, teacher leaders, and teachers that work with special populations.

New teachers who work in low-achieving schools are provided differentiated levels of support, depending on their pathway to teaching. The NYCDOE's Middle School Spring Classroom Apprenticeship helps prepare aspiring teachers (traditionally-certified and alternatively-certified) for the rigor and challenges of a high-need school through an intensive ten-week, school-embedded program. The New York City Teaching Fellows program, along with the Teach for America program, prepares alternatively-certified teachers through an intensive pre-service training program and then a subsidized master's degree program while Fellows or Corps members are teaching in a New York City public school.

In the summer of 2011, NYCDOE also launched the NYC Teaching Residency program to specifically support schools implementing intervention models. The program focuses on recruiting and preparing individuals dedicated to driving change as part of a school turnaround strategy in our lowest-performing schools. The Teaching Residency program currently offers a full immersion experience at a school for one year, working alongside a Resident Teacher Mentor as an apprentice teacher in the classroom while also receiving training in teaching strategies proven to be successful in turning around school performance. Training residents also have university coursework toward a graduate degree in education tailored to support their career development. Residency graduates go on to work in high-poverty and high-minority schools.

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. First, the Lead Teacher program allows teachers to stay in the classroom while supporting their colleagues as a part-time coach. Professional development is offered monthly through a collaboration with the UFT Teacher Center. More than 230 teachers are participating across 140 schools in 2012-13. Second, the Teacher Leadership Program (TLP) was established in 2012 and is a one-year program that builds the capacity of teacher leaders to develop their instructional and facilitative leadership skills. During the 2012-13 school year, TLP trained 250 teachers in 189 schools. The program is anticipated to expand to train 375 teacher leaders during the 2013-14 school year, which will focus on teacher teams from the same school. Finally, the Common Core Fellows lead the citywide work around articulating and evaluating what quality instruction looks like as we transition to the Common Core Learning Standards (CCLS). Teachers are trained to examine the quality and alignment of instructional materials to the CCLS. There are 300 fellows in school year 2012-13. Fellows have examined more than 600 samples of work to date this year across all Clusters. NYCDOE teacher leadership programs are described here:
http://schools.nyc.gov/AboutUs/leadershippathways/teacherleadership/default.htm.

v. District trainings offered for Year One (September 2013-August 2014)
See attached chart.

E. External Partner Recruitment, Screening, and Matching

i. District mechanism to identify, screen, select, match, and evaluate partners for school
To identify, screen, select, match, and evaluate external partner organizations, the NYCDOE uses a Pre-Qualified Solicitation (PQS) process to award contracts. PQS is an ongoing open call-for-proposals process by which the NYCDOE thoroughly vets potential partners. Each vendor undergoes a rigorous screening process, which includes a comprehensive background check and proposal evaluation by a committee of three program experts who independently evaluate vendor proposals in terms of project narrative, organizational capacity, qualifications and experience, and pricing level. The result is a pool of highly-qualified partner organizations which are approved and fully contracted. The Priority School is then able to select services from any of the pre-qualified external partner organizations by soliciting proposals and choosing the best fit according to its needs.

In addition, the NYCDOE uses a specific solicitation process called Whole School Reform, which seeks proposals from organizations experienced in working with schools in need of school intervention. The goal is for the partners to support the school to build capacity and enable the school to continue improvement efforts on its own. Partner proposals must offer a variety of methods and strategies grounded in best practices to achieve substantial gains. Potential partners provide accountability plans that include annual evaluations on student achievement progress and the process for enabling schools to continue the reform efforts beyond the contract period, along with at least three references from current or past client schools. Once partner proposals are reviewed by the evaluation committee and recommended for approval, further due diligence is done before formal recommendation for the Panel for Educational Policy for approval. Schools have discretion to select approved partners based on their scope of service needs.

Major partners that will be providing services critical to the implementation of the school's plan are Ramapo for Children, American Reading Company, Metamorphosis, Junior Great Books and Wilson.

ii. Process to ensure school has access to partner by start of Year One

Priority Schools receive budget allocations for the new fiscal year in late May, well in advance of the start of the new fiscal year in July and the start of the school year in September. The NYCDOE budget process provides schools with ample time to secure external partner support through the above-mentioned PQS system. Schools may secure services from a list of external partners that have already been thoroughly vetted by NYCDOE.

Individual schools create a scope of service and solicit proposals from partners based on their specific needs. Once received, schools score proposals and award contracts to the most competitive and cost-effective external partner. Using the PQS system, Priority Schools secure support from effective external Whole School Reform partners as early as May or June, well in advance of the year-one implementation period.

iii. Roles of district and school principal for partner screening, selection and evaluation

The NYCDOE manages the initial process of screening potential partner organizations so that schools can focus on selecting partner organizations based on their budget and service needs. NYCDOE manages an ongoing call-for-proposals process for select PQS categories of services to schools. All proposals received by the NYCDOE for the PQS must first be reviewed to determine if they meet all of the submission and vendor qualifications prescribed in the call for proposal. Proposals meeting these requirements are evaluated and rated by a district-based evaluation committee within specific criteria.

As needed, the NYCDOE may conduct site visits to verify information contained in a proposal and may require a potential partner to make a presentation on their services or submit additional written material in support of a proposal. Once the NYCDOE recommends a vendor for award, the recommendation is reviewed by the Division of Contracts and Purchasing for approval and then the Panel for Educational Policy for review and final approval.

School principals are able to contract services from any of the approved pre-qualified educational partners by developing a specific scope of work, soliciting proposals using a user-friendly online tool and choosing the most competitive partner according to their specific needs. Once school principals receive school budgets for the new fiscal year in May, they are able to begin negotiating with potential partners for services in the new school year. The process allows principals sufficient time to solicit vendors and establish contracts in time for the new school year and possible preparation activities during the summer.

At the end of each school year, each school principal evaluates the services of the vendors – based on the objectives, proposed scope of services, and outcomes from the services – and determines whether to continue the partnership.

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

In P.S. 015 Roberto Clemente, students with disabilities comprise 30% of the school's population, 12% points higher than the citywide elementary school average. English Language Learners comprise 13% of the school's population, 3% points lower than the citywide elementary school average. Only 24% of the students at the school are proficient in English Language Arts, putting the school in the bottom 5% citywide. Only 42% of the students at the school are proficient in Mathematics, putting the school in the bottom 15% citywide. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

The elementary school process for admission includes a mix of choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools admit students based on published admissions priorities. Families may apply to all schools of interest.

Our portfolio strategy to increase access has led to the elimination of zones in several districts. In Districts 1, 7, and 23, there are no zoned schools. Families in each of these districts have an opportunity to apply to any school of interest, and can express their preferences by ranking choices on a single application.

ii. Policies for SWDs, ELLs, and low-proficiency students' access to high-quality schools

The NYCDOE has policies and practices in place to help ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. The NYCDOE Progress Report also ensures that schools have public data that encourages the school to focus on SWDs and ELLs. In addition, the Progress Report rewards additional credit to schools that make significant progress or have high performance with either of these subgroups.

The NYCDOE operates a school choice-based system for students and families from PreK to high school, which consistently matches the majority of students to their top choice schools. For example, for the previous five years, the high school admissions process has matched over 80% of students to one of their top five choices. In November 2011, the Brookings Institution issued a report that cited New York City's school choice system as the most effective of any of the nation's largest school districts. The NYCDOE's recent enrollment reform efforts continue the work to ensure that SWDs, ELLs, and students performing below proficiency have access to diverse and high quality school options across the district.

The NYCDOE has changed the composition of seats for students in the high school admissions process by de-screening seats in programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions criteria, and only those students who are ranked may be matched to that school. However, this has historically led to situations in which students, who may be just slightly under the admissions criteria, are denied access to a desirable seat, while some school seats remain unfilled.

As a pilot program in school year 2011-12, the NYCDOE de-screened seats in programs that were not filling their seat targets in order to provide greater access to SWDs, ELLs, and students

performing below proficiency. The work of de-screening approximately 20 programs resulted in the placement of approximately 900 students into academically screened seats that would have otherwise gone unfilled. In 2012-13, the NYCDOE further expanded this pilot to ensure that all students have access to screened seats. As a result almost 1,300 students were placed into these programs. The NYCDOE will continue this work.

It is not enough to only provide access to high-quality school options for SWDs, ELLs, and students performing below proficiency. Once these students are enrolled in desirable school programs, the NYCDOE is supporting schools in meeting their unique learning needs. The NYCDOE previously made modifications to the Fair Student Funding formula to provide weights, which provide additional funding, for harder-to-serve students, including weights for Academic Intervention Services (AIS), English Language Learners (ELLs), and Special Education Services. In 2011-12, the NYCDOE revised the funding methodology to provide additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency, and may also include ELLs and/or SWDs.

iii. District strategies for enrollment equity

The NYCDOE employs specific strategies to ensure that Priority Schools are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

The most important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers during the peak enrollment period before the start of school. Approximately 15,000 new or returning students are placed during the peak OTC period and are overwhelmingly higher-needs students. Placements are made based on projected seat availability by October 31. The NYCDOE is working to lessen the concentration of OTC students at any one school.

For the past two years, the NYCDOE has added seats to every high school's OTC projection. As a result, the impact of OTC placements at low-performing schools, including former Persistently-Lowest Achieving (PLA) or Priority Schools, was minimized, and there was an increase in student access to more programs. The NYCDOE OTC population changes year to year. As it changes, we have mitigated the effects of high populations of harder-to-serve students for PLA/Priority Schools. For example, from 2011 to 2012, the number of Special Education Students placed during OTC increased by 14% citywide. However, for PLA/Priority schools the number of Special Education Students placed during OTC actually decreased by 2%.

G. District-level Labor and Management Consultation and Collaboration

i. Consultation and collaboration on district- and school-level plans

The NYCDOE has consulted and collaborated with key stakeholders on the development of SIG district and school-level implementation plans. The NYCDOE provided guidance to schools, Networks, and Clusters in the development of their school-level plans to engage school stakeholders in the development of the SIG plan.

Schools submitted Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans. School-plan signatures included representatives from the principals' union – the Council of Supervisors & Administrators (CSA), teachers' union – the United Federation of Teachers (UFT), and a parent leader.

At the district-level, the NYCDOE consulted and collaborated with recognized district leaders of UFT, CSA, and CPAC. The initial SIG engagement process with each group took place April 26-May 2 via phone calls and emails about the NYCDOE SIG applications. Following the initial engagement, the NYCDOE met with the Chancellor's Parent Advisory Council (CPAC) in a full meeting on May 9 to consult and collaborate on SIG. CPAC is the group of parent leaders in the NYCDOE; it is comprised of presidents of the district presidents' councils. The role of CPAC is to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

The NYCDOE and UFT held a SIG consultation and collaboration meeting on May 16. The NYCDOE then followed up on the three issues raised by the UFT in the meeting. Based on the UFT's concern about the Turnaround model, the NYCDOE proposed language to include in the applications. Following up on the UFT's concern about including targets for "effective" and "highly effective" teachers in Attachment B at this time, the NYCDOE agreed to not ask schools to submit this information as our APPR plan was not yet underway. Finally, the NYCDOE addressed the concern about school-level consultation and collaboration by extending the school-level submission of Attachment A by two weeks, addressing school-specific concerns as needed, and participating in meetings with the UFT to share SIG information. For the new schools, the UFT and NYCDOE jointly facilitated a consultation and collaboration meeting on May 28 for the new school principals and the UFT district representatives on the new school plans. The UFT and NYCDOE met on June 5 in another consultation and collaboration meeting.

On June 5, the NYCDOE and CSA held a SIG consultation and collaboration meeting. Prior to the meeting, multiple phone calls and emails took place to discuss SIG and address specific school questions. The NYCDOE responded to CSA requests for information about the SIG applications.

ii. Consultation and Collaboration Form (Attachment A)

See attached. The district-level form is signed by the president/leaders of the teachers' union, principals' union, and district parent body. The individuals who signed are Michael Mulgrew – UFT President, Ernest Logan – CSA President, and Jane Reiff – CPAC Co-Chair.

Section Bii: Labor Mgmt

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

school to another, the Board and the Union agree that transfers shall be based upon the following principles:

A. General Transfers

Effective school year 2005-2006, principals will advertise all vacancies. Interviews will be conducted by school-based human resources committees (made up of pedagogues and administration) with the final decision to be made by the principal. Vacancies are defined as positions to which no teacher has been appointed, except where a non-appointed teacher is filling in for an appointed teacher on leave. Vacancies will be posted as early as April 15 of each year and will continue being posted throughout the spring and summer. Candidates (teachers wishing to transfer and excessed teachers) will apply to specifically posted vacancies and will be considered, for example, through job fairs and/or individual application to the school. Candidates may also apply to schools that have not advertised vacancies in their license areas so that their applications are on file at the school should a vacancy arise.

Selections for candidates may be made at any time; however, transfers after August 7th require the release of the teacher's current principal. Teachers who have repeatedly been unsuccessful in obtaining transfers or obtaining regular teaching positions after being excessed, will, upon request, receive individualized assistance from the Division of Human Resources and/or the Peer Intervention Program on how to maximize their chances of success in being selected for a transfer.

B. Hardship Transfers

In addition to the vacancies available for transfer pursuant to Section A of this Article, transfers on grounds of hardship shall be allowed in accordance with the following:

Transfers of teachers after three years of service on regular appointment may be made on grounds of hardship on the basis of the circumstances of each particular case, except that travel time by public transportation of more than one hour and thirty minutes each way between a teacher's home (or City line in the case of a teacher residing outside the City) and school shall be deemed to constitute a "hardship" entitling the applicant to a transfer to a school to be designated by the Division of Human Resources which shall be within one hour and thirty minutes travel time by public transportation from the teacher's home, or City line in the case of a teacher residing outside the City.

C. Voluntary Teacher Exchange

The Chancellor shall issue a memorandum promoting the exchange of new ideas and methodology and encouraging teachers to share their special skills with students and colleagues in other schools. To facilitate achievement of this goal, the Board and the Union agree to allow teachers to exchange positions for a one year period provided that the principals of both schools agree to the exchange. The exchange may be renewed for an additional one year period. For all purposes other than payroll distribution, the teachers will remain on the organizations of their home schools.

D. Staffing New or Redesigned Schools[9]

The following applies to staffing of new or redesigned schools ("Schools")

1. A Personnel Committee shall be established, consisting of two Union representatives designated by the UFT President, two representatives designated by the community superintendent for community school district schools or by the Chancellor for

[9] The rights of teachers to staff the New Programs in District 79 are set forth in Appendix I, paragraph 2.

schools/programs under his/her jurisdiction, a Principal/or Project Director, and where appropriate a School Planning Committee Representative and a parent.

2. For its first year of operation the School's staff shall be selected by the Personnel Committee which should, to the extent possible, make its decisions in a consensual manner.

In the first year of staffing a new school, the UFT Personnel Committee members shall be school-based staff designated from a school other than the impacted school or another school currently in the process of being phased out. The Union will make its best effort to designate representatives from comparable schools who share the instructional vision and mission of the new school, and who will seek to ensure that first year hiring supports the vision and mission identified in the approved new school application.

In the second and subsequent years, the Union shall designate representatives from the new school to serve on its Personnel Committee.

3. If another school(s) is impacted (i.e., closed or phased out), staff from the impacted school(s) will be guaranteed the right to apply and be considered for positions in the School. If sufficient numbers of displaced staff apply, at least fifty percent of the School's pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the impacted school(s), who meet the School's qualifications. The Board will continue to hire pursuant to this provision of the Agreement until the impacted school is closed.

4. Any remaining vacancies will be filled by the Personnel Committee from among transferees, excessees, and/or new hires. In performing its responsibilities, the Personnel Committee shall adhere to all relevant legal and contractual requirements including the hiring of personnel holding the appropriate credentials.

5. In the event the Union is unable to secure the participation of members on the Personnel Committee, the Union will consult with the Board to explore other alternatives. However the Union retains the sole right to designate the two UFT representatives on the Personnel Committee.

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

No teacher shall engage in Union activities during the time he/she is assigned to teaching or other duties, except that members of the Union's negotiating committee and its special consultants shall, upon proper application, be excused without loss of pay for working time spent in negotiations with the Board or its representatives.

B. Time for Union Representatives

1. Chapter leaders shall be allowed time per week as follows for investigation of grievances and for other appropriate activities relating to the administration of the Agreement and to the duties of their office:

a. In the elementary schools, four additional preparation periods.

b. In the junior high schools, and in the high schools, relief from professional activity periods. In the junior high schools, chapter leaders shall be assigned the same number of teaching periods as homeroom teachers.

AGREEMENT

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THE BOARD OF EDUCATION

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b. All votes of non-supervisory school based staff concerning participating in SBM / SDM shall be conducted by the UFT chapter.

c. Schools involved in SBM / SDM shall conduct ongoing self-evaluation and modify the program as needed.

2. SBM / SDM Teams

a. Based upon a peer selection process, participating schools shall establish an SBM / SDM team. For schools that come into the program after September 1993, the composition will be determined at the local level. Any schools with a team in place as of September 1993 will have an opportunity each October to revisit the composition of its team.

b. The UFT chapter leader shall be a member of the SBM / SDM team.

c. Each SBM / SDM team shall determine the range of issues it will address and the decision-making process it will use.

3. Staff Development

The Board shall be responsible for making available appropriate staff development, technical assistance and support requested by schools involved in SBM / SDM, as well as schools expressing an interest in future involvement in the program. The content and design of centrally offered staff development and technical assistance programs shall be developed in consultation with the Union.

4. Waivers

a. Requests for waivers of existing provisions of this Agreement or Board regulations must be approved in accordance with the procedure set forth in Article Eight B (School Based Options) of this Agreement i.e. approval of fifty-five (55) percent of those UFT chapter members voting and agreement of the school principal, UFT district representative, appropriate superintendent, the President of the Union and the Chancellor.

b. Waivers or modifications of existing provisions of this Agreement or Board regulations applied for by schools participating in SBM / SDM are not limited to those areas set forth in Article Eight B (School-Based Options) of this Agreement.

c. Existing provisions of this Agreement and Board regulations not specifically modified or waived, as provided above, shall continue in full force and effect in all SBM / SDM schools.

d. In schools that vote to opt out of SBM / SDM, continuation of waivers shall be determined jointly by the President of the Union and the Chancellor.

e. All School-Based Option votes covered by this Agreement, including those in Circular 6R, shall require an affirmative vote of fifty-five percent (55%) of those voting.

B. School-Based Options

The Union chapter in a school and the principal may agree to modify the existing provisions of this Agreement or Board regulations concerning class size, rotation of assignments/classes, teacher schedules and/or rotation of paid coverages for the entire school year. By the May preceding the year in which the proposal will be in effect, the proposal will be submitted for ratification in the school in accordance with Union procedures which will require approval of fifty-five (55) percent of those voting. Resources available to the school shall be maintained at the same level which would be required if the proposal were not in effect. The Union District Representative, the President of the Union, the appropriate Superintendent and the Chancellor must approve

the proposal and should be kept informed as the proposal is developed. The proposal will be in effect for one school year.

Should problems arise in the implementation of the proposal and no resolution is achieved at the school level, the District Representative and the Superintendent will attempt to resolve the problem. If they are unable to do so, it will be resolved by the Chancellor and the Union President. Issues arising under this provision are not subject to the grievance and arbitration procedures of the Agreement.

C. School Allocations

Before the end of June and by the opening of school in September, to involve faculties and foster openness about the use of resources, the principal shall meet with the chapter leader and UFT chapter committee to discuss, explain and seek input on the use of the school allocations. As soon as they are available, copies of the school allocations will be provided to the chapter leader and UFT chapter committee.

Any budgetary modifications regarding the use of the school allocations shall be discussed by the principal and chapter committee.

The Board shall utilize its best efforts to develop the capacity to include, in school allocations provided pursuant to this Article 8C, the specific extracurricular activities budgeted by each school.

D. Students' Grades

The teacher's judgment in grading students is to be respected; therefore if the principal changes a student's grade in any subject for a grading period, the principal shall notify the teacher of the reason for the change in writing.

E. Lesson Plan Format

The development of lesson plans by and for the use of the teacher is a professional responsibility vital to effective teaching. The organization, format, notation and other physical aspects of the lesson plan are appropriately within the discretion of each teacher. A principal or supervisor may suggest, but not require, a particular format or organization, except as part of a program to improve deficiencies of teachers who receive U-ratings or formal warnings.

F. Joint Efforts

The Board of Education and the Union recognize that a sound educational program requires not only the efficient use of existing resources but also constant experimentation with new methods and organization. The Union agrees that experimentation presupposes flexibility in assigning and programming pedagogical and other professional personnel. Hence, the Union will facilitate its members' voluntary participation in new ventures that may depart from usual procedures. The Board agrees that educational experimentation will be consistent with the standards of working conditions prescribed in this Agreement.

The Board and the Union will continue to participate in joint efforts to promote staff integration.

The parties will meet with a view toward drafting their collective bargaining agreements to reflect and embody provisions appropriate to the new and/or nontraditional school program organizational structures that have developed in the last several years, including as a result of this Agreement.

G. Professional Support for New Teachers

The Union and the Board agree that all teachers new to the New York City Public Schools are entitled to collegial support as soon as they commence service. The New

Section Bii - Am

Department of Education
Dennis M. Walcott, Chancellor

DIVISION OF FINANCE
52 Chambers Street, New York, NY, 10007

Children First. Always.

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

TO: Community Superintendents
High School Superintendents
Children First Networks
School Principals

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

In September 2011, the Federal government announced an ESEA regulatory initiative, inviting states to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. **NYSED received approval from the U.S. Department of Education (USDE) for its flexibility waiver request**, authorizing New York State to revise its accountability system and provide schools across New York State with flexibility in aligning resources to increase student outcomes. For additional information regarding specific provisions waived please visit: http://www.p12.nysed.gov/esea-waiver/

The waiver replaces the previous identification system and categories (PLA, Restructuring, Corrective Action, In Need of Improvement, In Good Standing, Rapidly Improving, and High Performing) with the new categories of Priority Schools, Focus Districts and Focus Schools, Local Assistance Plan Schools, Recognition Schools, and Reward Schools, using a new identification process. According to state rules, the identification of Priority, Focus, and Reward Schools is based on data from the **2010-11 school year and prior**.

Effective from 2012-13 through 2014-15, the new system introduces more realistic performance targets and puts greater emphasis on student growth and college- and career-readiness, which also aligns with the Chancellors' priorities.

The ESEA waiver grants flexibility in the following areas:

- 2013-14 Timeline for All Students Becoming Proficient
- School and District Improvement Requirements
- Highly Qualified Teacher Improvement Plans
- School-wide Programs
- Use of School Improvement Grant Funds
- Twenty-First Century Community Learning
- Determining Annual Yearly Progress (AYP) for each school and district (optional)
- Rank Order

This flexibility also releases all schools from the requirement of setting aside 5% and 10% of their allocation to support the highly qualified and professional development mandates. It allows schools the opportunity to align resources and design programs that meet the specific needs of students to increase outcomes.

Allocation and Requirements

As per the ESEA Flexibility waiver, the allocation for Priority and Focus Schools is based on the county provisions and county allocations for New York City. The percentages required to be set aside for Priority and Focus school range from 5% to 9%. Four of the five counties were identified as having a need under the new regulations. The per capita for each county is as follows:

Borough	Manhattan	Bronx	Brooklyn	Queens	Staten Island
Per Capita	$277.96	$242.33	$257.86	$281.96	N/A

The Title I Priority and Focus school allocation must support program and activities mentioned in the School Comprehensive Education Plan (SCEP). Allowable activities appear in Appendix A. Schools will also need to identify the allowable activities with each item scheduled in Galaxy, as indicated in more detail below.

Parent Involvement

Priority and Focus Schools that received Title I Part A must continue to set aside 1% of their school's allocation to support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the comprehensive education plan.

A school-wide program (SWP) is based on a comprehensive school-wide program plan designed collaboratively at the school level to improve instruction. In addition to providing challenging content, the school-wide program plan incorporates intensive professional development for staff and collaboration, where appropriate, with community organizations to strengthen the school's program.

Parent Engagement

Focus and Priority schools that received Title I Part A must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Non-Title I Priority and Focus Schools will receive support for parent activities based upon 2% of a school's estimated poverty costs utilizing the same rate as their borough Title I per capita, to provide for the base 1% Parent Involvement and 1% Parent Engagement mandates.

The primary objective of this additional set aside is to enable greater and more meaningful parent participation in the education of their children. To this end, we have identified these Partnership Standards for School and Families which define parent engagement and provide guidance to schools and families in building partnerships that lead to greater student success. These allowable activities may be supported with the set-aside requirement and include:

- Fostering Communication: School and families engage in an open exchange of information regarding student progress, school wide goals and support activities.
- Encouraging Parent Involvement: Parents have diverse and meaningful roles in the school community and their children's achievement.
- Creating Welcoming Schools: Creating a welcoming, positive school climate with the commitment of the entire school community.
- Partnering for School Success: School engages families in setting high expectations for students and actively partners with parents to prepare students for their next level.
- Collaborating Effectively: School community works together to make decisions about the academic and personal growth of students through school wide goals. School fosters collaborations with community-based organizations to create a vibrant, fulfilling environment for students and families.

These standards are also consistent with the sixth tenet on parent engagement. Beginning this year, schools will have an opportunity to receive training through Parent Academy which is designed to build and enhance capacity within our school communities for effective home-school partnerships and will feature borough-wide training sessions for families. For more information about Parent Academy, please visit the Department's website at www.nycparentacademy.org and/or contact the Division of Family and Community Engagement at (212) 374-4118.

Public School Choice

Public School Choice is required for all Priority and Focus Schools. LEA's must provide all students in identified schools with the option to transfer to another public school in good standing, and provide/pay for transportation to the receiving schools. A child who transfers may remain in the receiving school until the child has completed the highest grade in that school.

Supplemental Education Services

The NYCDOE will no longer provide Supplemental Education Services (SES). Schools that choose to provide academic remediation can select from an array of contracted vendors, including those that provide expanded learning time.

If a school chooses to provide expanded learning time to students, they would use the Multiple Task Award Contract (MTAC) utility to get the best vendor for their needs. Using the MTAC utility schools would:

- Solicit "bids" from providers whose programs meet the needs and goals of their school. The solicitations would articulate the desired program design, students served, services needed, start and end dates and schedules.
- Find providers interested in working with their school. Providers would respond by submitting a proposal outlining the services they can give to the school and how the services will be rendered.
- Use the utility's prescribed rating sheet to document their selection.
- Once the providers have been selected and a purchase order has been issued, schools would notify the Division of Contracts and Purchasing as to the provider, program and schedule that has been arranged so that fingerprinting and other requirements will be managed centrally.
- All services will be offered on school property; vendors will be required to budget and pay for extended use and security as required.

A list of ELT vendors can be found in **Appendix C.**

In addition to implementing an Expanded Learning Time programs, schools can create programs aligned to the allowable activities. These services can also be procured using the MTAC process.

Galaxy Requirements

As funds are scheduled, schools will need to select one of the brief activity descriptions summarized on the list below in the "Program" drop-down field in Galaxy. This will demonstrate compliance with allowable activities, as described in detail in Appendix A.

- PF Common Core State Standards
- PF NYS Standards and Assessments
- PF Positive Behavior Management Programs
- PF Response to Intervention (RTI)
- PF Career and Technical Education (CTE)
- PF Academic Intervention Services (AIS)
- PF Advance Placement/International Baccalaureate (AP/IB)
- PF Advance International Certificate of Education (AICE)
- PF International General Certificate of Secondary Education (IGCSE)
- PF College and Career Readiness
- PF Expanded Learning Time
- PF Inquiry Teams
- PF Parent Engagement
- PF Supporting Great Teachers and Leaders

Supplemental Compensation:
Schools can provide supplemental compensation to support:

- Per session activities
- Training rate
- Hiring F-status staff
- Prep period coverage
- Per Diem

Payments to staff must be done in accordance with collective bargaining agreements, and are processed through the regular bulk job and timekeeping system. Refer to **Appendix A: Allowable Activities for Improvements List of Allowable Activities for Improvement Set-Aside Requirement, Section D: Great Teachers and Leaders** for detailed examples of allowable services.

School Comprehensive Education Plan (SCEP)
Priority and Focus Schools are required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan (DCIP) that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness (DTSDE).

Required school plans should be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA), School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) reports. Priority and Focus schools must also develop an action plan incorporating the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities

Prior to completing the SCEP, the school should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets and programs and services from the list of allowable school improvement activities, which align the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness. **Refer to Appendix B: Six Tenets of the SCEP** for detailed examples of the tenets.

The Priority and Focus School allocations will be placed in Galaxy in the following allocation categories:

- **Title I Priority/Focus SWP**
- **Title I Priority/Focus SWP Parent Engage**
- **Title I Priority/Focus TA**
- **Title I Priority/Focus TA Parent Engage**
- **Priority/Focus Non-Title I**
- **Priority/Focus Parent Engage Non-Title I**

Budgets must be scheduled in Galaxy by **November 9, 2012**

Click here to download a copy of the School Allocation Memorandum.

Attachment(s):

Table 1 – Priority and Focus School Allocation Summary (click here for a downloadable Excel file)
Table 2 – Priority and Focus School Allocation Detail (click here for a downloadable Excel file)

MT:bf

Section Bii Network Directory

Spring 2012 - 2013 Network Directory

* *Note: No network may support more than 35 schools; growth past 30 schools is at the discretion of the cluster.*

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N101 Bridges for Learning Marina Cofield mcofield@schools.nyc.gov	Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6	JH/i/MS: 22 Secondary: 3 High School: 5	**Mission/Philosophy:** We are a network of middle schools, secondary schools, and high schools spread across four boroughs. Our schools serve a broad diversity of communities, but they are unified in their progressive and innovative approaches to school improvement. Our principals are critical and creative thinkers who value opportunities to learn with and from one another to serve all their students more effectively. **Organizational Structure:** We get to know every school and its leaders well – so that we understand their strengths, needs, work styles, priorities, and beliefs – and we personalize our support accordingly. On our instructional team, every coach is an expert in one content area or other area of focus, and we assign coaches to schools for specific time frames based on their individual needs and priorities. We also create multiple opportunities for teachers and administrators in similar roles to come together for ongoing collaboration and learning. **Special Expertise:** Our team has deep expertise in the following areas: - Budget, HR, procurement, and other operations areas - Data analysis / data-driven decisions - Understanding by Design - Supporting rich classroom discussion - Workshop model for reading/writing - CMP and other constructivist approaches to math - Co-planning / Co-teaching - Specialized instruction
Network: **Leader:** **Contact:**	N102 Alison Sheehan asheehan3@schools.nyc.gov	Brooklyn: 16 Manhattan: 16 Bronx: 1	Elem: 19 JH/i/MS: 3 K-8: 1 Secondary: 2 High School: 8	**Mission/Philosophy:** What we stand for: - Access for all - Continuous learning for children and adults - Community and inclusiveness - Assessment for genuine accountability and improvement - A "bottom-up" structure that provides schools the resources to accomplish their missions

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N103 Network for Sustainable Excellence Yuet M. Chu YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH/I/MS: 8 K-8: 2 Secondary: 1 High School: 4	**Mission/Philosophy:** As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group. **Organizational Structure:** As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools. **Special Expertise:** Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.
Network: Leader: Contact:	N104 Tracey Collins, I.A. tcollins6@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH/I/MS: 7 K-8: 6 Secondary: 2	**Mission/Philosophy:** Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning. **Organizational Structure:** We are a large cross-functional network that offers tiered professional development, intervisitations and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy. **Special Expertise:** We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.
Network: Brand: Leader: Contact:	N105 The Urban Assembly Jonathan Green JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH/I/MS: 5 Secondary: 5 High School: 11	**Mission/Philosophy:** The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus: 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N106 Network For Collaborative Innovation Cyndi Kerr ckerr@schools.nyc.gov	Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11	Secondary: 2 High School: 24	**Mission/Philosophy:** Our philosophy is collaborative innovation, which is fostered: 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more. **Organizational Structure:** Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically. **Special Expertise:** CFN 106 includes early college, CTE, performing arts and international high schools, as well as several iZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.
Network: **Brand:** **Leader:** **Contact:**	N107 A Network of Dynamic Learning Communities Nancy Scala nscala@schools.nyc.gov	Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5	JH/I/MS: 4 High School: 26	**Mission/Philosophy:** CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (DuFour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison. **Organizational Structure:** We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support. **Special Expertise:** CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.

Department of Education

Spring 2012 - 2013 Network Directory

[illegible]	Current schools per borough/level		Vision Statement
Network: [illegible] Leader: Lisa H. Pilaski Contact: LPilask@schools.nyc.gov	Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5	Elem: 6 Secondary: 1 High School: 20	**Mission/Philosophy:** CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students. **Organizational Structure:** The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a liaison structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year. **Special Expertise:** CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.
Network: [illegible] Brand: Building a Community of Collaborative Learners and Leaders Leader: Maria Quail Contact: mquail@schools.nyc.gov	Brooklyn: 2 Bronx: 31	ECE: 1 Elem: 23 JH/I/MS: 4 K-8: 5	**Mission/Philosophy:** CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff. CFN 109's Shared Vision: - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability **Organizational Structure:** Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives. **Special Expertise:** The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N111 Lucile Lewis LLewis2@schools.nyc.gov	Brooklyn: 17 Queens: 4	Elem: 11 JH/I/MS: 8 K-8: 2	**Mission/Philosophy:** Our network strives to improve the quality of classroom instruction and school leadership with the goal of positively impacting student achievement. We embrace the belief that all students are entitled to a quality, standards-driven education. We aim to provide guidance to all school communities who share this vision. **Organizational Structure:** Our network provides differentiated support to school leaders and their communities based upon their expressed needs and their school's accountability status. We carefully match network staff with schools to maximize our effectiveness and the potential for each school to succeed. **Special Expertise:** We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.
Network: **Brand:** **Leader:** **Contact:**	N112 B.E.S.T. Network Kathy Pelles kpelles@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH/I/MS: 9 K-12: 1 Secondary: 7 High School: 10	**Mission/Philosophy:** Our driving goal is to increase student achievement and help every member of the school community reach full potential. We offer a wide range of supports to promote school leaders in increasing focus on teaching and learning, schools in developing rigorous and relevant curricula, and teachers in becoming highly effective. Why us? Experience (network leader was a principal for ten years), innovative Intervisitation Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals. **Organizational Structure:** Our network is organized to provide network-wide support and professional development to ALL schools--and specific and targeted support to each individual school based on results from recent Quality Reviews and Progress Reports (highest impact areas) as well as school identified priorities! Each school gets a dedicated instructional specialist as a point person as well as access to a full calendar of professional development opportunities for all members of the school: principals, APs and teachers in all subject areas. **Special Expertise:** Our network has a large number of instructional team members, and a small but strong operations team. CFN 112 has been a leading network in the Common Core Pilot program as well as in the Teacher Effectiveness Pilot.
Network: **Leader:** **Contact:**	N201 Joseph Zaza jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	**Mission/Philosophy:** CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments. **Organizational Structure:** We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs. **Special Expertise:** We provide expert support to high schools.

Department of Education

Spring 2012 - 2013 Network Directory

[illegible]	Current schools per borough/level		Vision Statement
Network: N202 Leader: Nancy Di Maggio Contact: ndimagg@schools.nyc.gov	Brooklyn: 1 Manhattan: 1 Queens: 26 Bronx: 2	Elem: 15 K-8: 2 High School: 13	**Mission/Philosophy:** CFN 202 is a dynamic professional learning community of 30 schools spanning Pre-K to 12. Our schools range in size from large comprehensive high schools with over 4,000 students to small elementary schools with just over 200 students. Our network schools serve diverse student populations, including SwDs, ELLs and G&T. The network leader is an experienced and highly-ranked professional with extensive K-12 organizational and instructional expertise, with an emphasis in the field of Students with Disabilities. **Organizational Structure:** We offer a variety of training and coaching supports for all school staff that includes implementing the CCLS and the CIE, meeting compliance demands, assisting with effective budgeting, and using data and technology for instructional improvement. What sets our network apart is the 360 degree, customized support we provide onsite to meet the unique needs of each school. Every team member maintains on-going, personal communication with each school providing individualized attention. This support ensures positive student outcomes. **Special Expertise:** Our dedicated network team consists of a cadre of professionals with expertise in leadership, instruction and operations, including 2 Achievement Coaches who are former principals. Our Director of Operations has expertise in all areas of budgeting and administration. Our team members have experience in all grades Pre-K to 12.
Network: N203 Leader: Dan Feigelson Contact: DFeigel@schools.nyc.gov	Manhattan: 25 Bronx: 4	ECE: 2 Elem: 21 JH/I/MS: 1 K-8: 5	**Mission/Philosophy:** CFN 203 serves a diverse network of elementary and K-8 schools that believes in the power of inquiry based workshop teaching wedded to strong youth development. Our guiding philosophy is that all kinds of students from all kinds of schools deserve equal opportunities for meaningful academic and socio-emotional learning. We pride ourselves on the individual relationships we establish with our schools, and offer high quality, long term professional development as well as being responsive to day-to-day concerns and crises. **Organizational Structure:** Each of our schools has a network point person who works closely with schools on instructional, operational, and any unique needs, alerting appropriate people and following through until the task is completed. Our instructional and youth development specialists coordinate their work closely and often visit schools together to devise 360-degree support. Operational staff provide targeted business and administrative support, making regular school visits to assist principals and school staff with a variety of work streams. **Special Expertise:** We pride ourselves on our ability to help schools make instructional decisions based on both qualitative and quantitative data. Network staff members include an instructional technology specialist, a former district math director, and a former member of the Teachers College Reading and Writing Project.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N204 Diane Foley DFoley@schools.nyc.gov	Brooklyn: 1 Queens: 27 Bronx: 1	ECE: 1 Elem: 20 JH/I/MS: 5 K-8: 3	**Mission/Philosophy:** CFN 204 strongly believes that knowledge sharing fuels relationships and our learning community thrives based on this belief. The network provides expert cross-functional instruction and operations support to schools with students in grades Pre-K through 8. Our blueprint to promote student achievement and ensure that students are college and career ready is to focus on strong leadership, skilled teaching and reflection within a standards-based system. **Organizational Structure:** CFN 204 principals depend on the network's ability to clearly communicate with members of each school community by providing access to information and materials that meet their individual needs. A CFN "Point Person" from the team is assigned to each school as a thought partner to help inform all instructional and operational decisions. **Special Expertise:** In addition to our experienced operations and instruction staff, we also have a designated instructional Data Specialist and SATIF who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.
Network: **Brand:** **Leader:** **Contact:**	N205 LEARN 205 (Learning Enrichment and Responsive Network) Joanne Joyner-Wells/Mary Jo Pisacano jjoyner@schools.nyc.gov mpisaca@schools.nyc.gov	Queens: 28	Elem: 19 JH/I/MS: 1 K-8: 8	**Mission/Philosophy:** CFN 205 recognizes the need for students to be problem solvers and critical thinkers. We provide a rich and diverse range of professional learning opportunities, enabling schools to advance student achievement. We focus on high-quality professional practice for school leaders and teachers. CFN 205 strives to ensure that all students, including SWDs and ELLs, acquire the necessary knowledge and skills needed for college and career readiness, in alignment with the Common Core Learning Standards. **Organizational Structure:** Using a tiered approach, CFN 205's operational and instructional staff provide customized support to each of our schools. With one-on-one assistance, onsite support, collaborative group planning and comprehensive review of available data, we work with schools to ensure their individual needs are met. Our team emphasizes cross-functionality, providing schools with seamless access to the full range of network supports. We are proactive, keeping principals apprised of impending deadlines and anticipating school needs. **Special Expertise:** CFN 205 is led by administrators with expertise in literacy, mathematics, school leadership and special education. Staff includes certified Thinking Maps, Wilson and Fundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCLS lab sites for ELLs.

Department of Education

Spring 2012 - 2013 Network Directory

[illegible]	Current schools per borough/level		Vision Statement
Network: [illegible] Leader: Ada Cordova Contact: acordov@schools.nyc.gov	Brooklyn: 2 Manhattan: 14 Bronx: 3	Elem: 11 K-8: 1 Secondary: 1 High School: 6	**Mission/Philosophy:** CFN 206 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members. **Organizational Structure:** We review school data and instructional goals, and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group. **Special Expertise:** Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.
Network: [illegible] Leader: Danielle Giunta Contact: dgiunta4@schools.nyc.gov	Queens: 25	ECE: 2 Elem: 20 JH/I/MS: 1 K-8: 2	**Mission/Philosophy:** CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers. **Organizational Structure:** CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support. **Special Expertise:** CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N208 Daniel Purus dpurus@schools.nyc.gov	Brooklyn: 3 Queens: 16	Elem: 3 JH/I/MS: 15 K-8: 1	**Mission/Philosophy:** CFN 208 supports dynamic school leaders who oversee grades Pre-K to 9. We commit to providing comprehensive and effective services customized to support and guide schools to meet the challenges of an evolving educational landscape. Our specialists foster a culture of collaborative assistance helping schools navigate the complexities of daily operational and instructional expectations. We build capacity in our schools so that instruction is aligned with CCLS, enabling students to meet their full potential. **Organizational Structure:** The network provides exceptional service to our schools in implementing Citywide Instructional Expectations. Each school is assigned an Achievement Coach who develops close relationships with school leadership providing support and problem resolution through regular visits. Coaches coordinate cross-functional support in areas such as teacher effectiveness, accountability, academic policy, data, goal setting, and planning. Our menu of differentiated support includes mentoring, RTI, SWD/ELL instructional strategies, and much more. **Special Expertise:** Coordinated support in attendance, safety, and youth development ensures integrated connections between schools and families. Schools engaging in accountability reviews are assisted by network-led learning walks, SSEF writing support, and lesson plan clinics that build sustainable capacity to strengthen the instructional core.
Network: **Leader:** **Contact:**	N209 Marlene D. Wilks Mwilks@schools.nyc.gov	Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3	ECE: 1 Elem: 20 JH/I/MS: 1	**Mission/Philosophy:** Our philosophy is that all of our children can succeed academically and learn to adapt and survive in a world that is socially and emotionally demanding, despite the challenges they may face. Most important in overcoming these obstacles are teaching and learning environments that have and produce strong and visionary leaders, as well as bright, creative, nurturing and resourceful teachers. Our ongoing mission is to ensure that all of our schools provide such an environment. **Organizational Structure:** CFN 209 is comprised of highly effective instructional and operational professionals. A group of three to four schools is matched with a liaison (Achievement Coach) based on the schools' strengths and challenges and the expertise of the Achievement Coach. The liaison for each school is responsible for coordinating "residencies" (intensive team support), Learning Walks and any other support needed. Each member of the team is also responsible for providing support to all schools in his/her area of expertise. **Special Expertise:** Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.

Department of Education

Spring 2012 - 2013 Network Directory

[illegible]	[illegible]	Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N210 RISE - Reaching Individual Schools Effectively Joanne Brucella jbrucel@schools.nyc.gov	Brooklyn: 12 Queens: 16	ECE: 1 Elem: 10 JH/I/MS: 8 K-8: 9	**Mission/Philosophy:** CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs. **Organizational Structure:** Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth. **Special Expertise:** In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.
Network: Brand: Leader: Contact:	N211 Your Source For Success Jean McKeon jmckeon3@schools.nyc.gov	Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3	Elem: 12 JH/I/MS: 10 K-8: 3 Secondary: 1 High School: 4	**Mission/Philosophy:** CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve. **Organizational Structure:** The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs. **Special Expertise:** Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N401 Mobilizing Collective Capacity Roxan Marks rmarks@schools.nyc.gov	Brooklyn: 11 Manhattan: 1 Bronx: 10	Elem: 13 JH/I/MS: 2 K-8: 7	**Mission/Philosophy:** The mission of Network 401 is Mobilizing Collective Capacity. We aim for excellence and provide high quality differentiated supports for schools in order to improve learning outcomes for all students. We aim to develop the expertise and effectiveness of staff as we mobilize and build capacity in our community to ensure that our support impacts student achievement and enhances teacher pedagogy. Our goal is to empower school leaders, teachers and staff to prepare and lead our students towards college and career readiness. **Organizational Structure:** An assigned "instructional point" provides direct support for the school. Professional development is not a folder of materials or an isolated event - it is a process. That process is part of being a reflective practitioner, of asking, "How can I make a difference to promote student achievement?" The question is, "How do I put wheels on this and get it on the road to mobilize capacity." **Special Expertise:** We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (reaching the goal, applying learning to meet real-world challenges).
Network: **Leader:** **Contact:**	N402 Cristina Jimenez mjimenez5@schools.nyc.gov	Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10	JH/I/MS: 1 Secondary: 5 High School: 13	**Mission/Philosophy:** We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning. **Organizational Structure:** The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations. **Special Expertise:** Being responsive, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: N403 Brand: The Good Network Leader: Joshua Good Contact: jgood2@schools.nyc.gov		Brooklyn: 10 Manhattan: 8 Queens: 4 Staten Island: 1 Bronx: 4	JH/I/MS: 2 Secondary: 1 High School: 24	**Mission/Philosophy:** Our core values are integrity, professionalism, and collaboration. Trusting relationships with real conversations are necessary for the cycle of learning. We hold ourselves responsible to quickly get answers to school issues. In addition to building strong network-to-school ties, we connect school communities with each other to support collective growth. We recognize that we are learners who look to school communities to foster our own learning. Our aim is to be a team of professionals that helps schools to help kids. **Organizational Structure:** Our philosophy is that we need to know our schools well. To this end, each school has one team member assigned to meet that school's particular needs on a very regular basis. In addition, every school has access to all team members' particular areas of expertise. We feel that this design enables all schools' needs to be met in an individualized and expeditious way, while providing expert professional development in key initiatives around instruction, operations and youth development. **Special Expertise:** We are pleased to boast that we are the only network in the city to be awarded a $700,000 Petrie grant. This generous funding has allowed our network to support our schools with additional time and materials to develop CCLS units, stronger teacher effectiveness models, and a newly-developed tool to support quality IEP writing.
Network: N404 Leader: Malika Bibbs Contact: mbibbs@schools.nyc.gov		Brooklyn: 16 Manhattan: 4 Queens: 7 Bronx: 3	Secondary: 1 High School: 29	**Mission/Philosophy:** CFN 404 is a network of 30 small high schools that values teaching and learning, professional development, instructional leadership and youth development. Students are at the core of everything we do. Advisory and personalization are key components of schools in our network. Our goals include: improving teacher effectiveness using Danielson's Framework, looking at student work to improve teacher practice, developing performance tasks aligned to CCLS, supporting implementation of the special education continuum, and accountability. **Organizational Structure:** Our network has 3 teams: Student Services, Operations, and Instruction. We work cross-functionally to provide optimal support. We pair and share around areas of success and areas of learning. **Special Expertise:** We provide our schools tailored support in the areas of Special Education, Galaxy, and School Quality Review.
Network: N405 Leader: William Bonner Contact: wBonner@schools.nyc.gov		Brooklyn: 12 Manhattan: 8 Staten Island: 4	JH/I/MS: 3 K-8: 1 Secondary: 2 High School: 18	**Mission/Philosophy:** We are a diverse network of high schools and middle schools that recognizes and responds to the needs of all constituencies within our school communities. Over the past seven years, our team has developed a culture that respects individuality while enabling schools and leaders to work collaboratively through the sharing of best practices, intervisitations, and professional learning communities in support of citywide initiatives. **Organizational Structure:** CFN 405 is a team of highly-qualified professionals with a proven track record of student achievement. Our instructional team members have previous experience as teachers, assistant principals, and principals and understand the needs of our schools. The very experienced and strong operational team members ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support the needs of the schools. **Special Expertise:** We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRs; and CCLS/TE Institutes.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N406 Sandra Litrico SLitric@schools.nyc.gov	Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7	ECE: 3 Elem: 21 JH/I/MS: 4 K-8: 5	**Mission/Philosophy:** CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning. **Organizational Structure:** We are partners with our schools and, as a network, we are fully committed to becoming the leading network in the city. We will provide our schools with courteous, reliable, and professional instructional and operational support. **Special Expertise:** We have a dynamic operational team, as well as knowledgeable instructional leaders, which includes experts in common core standards, universal design for learning, and other in-house school support systems.
Network: Brand: Leader: Contact:	N407 Maverick Education Partnership Debra Lamb dlamb@schools.nyc.gov	Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11	Elem: 13 JH/I/MS: 4	**Mission/Philosophy:** Education today needs Mavericks -- people who approach common challenges in uncommon ways. Our network schools and network team share an unyielding focus on cultivating positive school communities where students and educators can thrive socially, emotionally, and, therefore, academically. Our vision for New York City's students is that they succeed both in school and in life. This is why we exist. **Organizational Structure:** Our network team serves as thought partners with our schools. We provide a broad range of high quality support for our network schools, e.g., leadership coaching, teacher development, resource management and development, student support services, and advocacy. Our dedicated network staff focuses on addressing the needs of special populations, early childhood, upper elementary school, and middle and high schools. We value the strengths of each school, and work thoughtfully and diligently for continuous school improvement. **Special Expertise:** We are experts in strategic planning, organizational learning and professional development, leadership coaching, resource management and development, talent management and development, instructional technology and virtual learning, data-driven decision-making, and creative partnerships and practices.
Network: Leader: Contact:	N408 Lucius Young lyoung22@schools.nyc.gov	Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH/I/MS: 1 K-8: 7 High School: 1	**Mission/Philosophy:** Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education. **Organizational Structure:** The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement. **Special Expertise:** The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.

Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N409 Neal Ogromalla nogroma@schools.nyc.gov	Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 26 JH/I/MS: 2 K-8: 5 K-12: 1	**Mission/Philosophy:** Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another. **Organizational Structure:** Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice. **Special Expertise:** CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and Institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.
Network: Brand: Leader: Contact:	N410 The ROCKS Altagracia Santana Asantan2@schools.nyc.gov	Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH/I/MS: 2 K-8: 3	**Mission/Philosophy:** Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving. **Organizational Structure:** CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network. **Special Expertise:** We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N411 Michael Alcoff malcoff@schools.nyc.gov	Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15	JH/I/MS: 12 K-8: 1 Secondary: 3 High School: 12	**Mission/Philosophy:** Effective schools have a strong instructional core, seamless operations, and comprehensive student support systems. We believe this is a direct result of strong principal leadership and are committed as a network to supporting the capacity of our school principals. When consistently and collaboratively engaged in reflective practice, effective principals foster great learning communities. **Organizational Structure:** Our professional development aligns to the belief system that students learn best by doing and thinking. Our instructional PD has a strong focus on Common Core-aligned unit design, daily lesson planning around rigorous tasks, the pedagogy to support student thinking around those tasks, and instructional strategies to allow entry points for all students. We also offer PD to build administrative capacity, the work of teacher teams, and student support systems that develop positive academic and personal behaviors among students. **Special Expertise:** - Supporting leaders of small schools in their instructional supervision and organizational capacity building. - Supporting teacher teams in their work looking at tasks, student work, and data to inform planning. - Common core aligned literacy and math curriculum and instruction for high school and middle school teachers.
Network: **Brand:** **Leader:** **Contact:**	N412 Making it Happen Daisy Concepcion DConcep@schools.nyc.gov	Brooklyn: 19 Manhattan: 1 Queens: 1	ECE: 1 Elem: 16 JH/I/MS: 2 K-8: 2	**Mission/Philosophy:** Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students. **Organizational Structure:** The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service. **Special Expertise:** The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N511 FHI360 Jorge Izquierdo, I.A. jizquierdo@fhi360.org	Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	Elem: 6 JH/I/MS: 11 K-8: 2 Secondary: 1 High School: 2	**Mission/Philosophy:** FHI360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices. **Organizational Structure:** We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement. **Special Expertise:** Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.
Network: Brand: Leader: Contact:	N521 CUNY Dennis Sanchez DSanche@schols.nyc.gov	Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	JH/I/MS: 3 Secondary: 6 High School: 9	**Mission/Philosophy:** The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation. Our schools: - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. **Organizational Structure:** Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year. **Special Expertise:** The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N531 CEI-PEA Joseph Blaize jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	**Mission/Philosophy:** The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders. **Organizational Structure:** Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans. **Special Expertise:** Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.
Network: **Brand:** **Leader:** **Contact:**	N532 CEI-PEA Ben Soccodato BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH/I/MS: 10 K-8: 9	
Network: **Brand:** **Leader:** **Contact:**	N533 CEI-PEA Nancy Ramos NRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH/I/MS: 8 K-8: 2	
Network: **Brand:** **Leader:** **Contact:**	N534 CEI-PEA Ben Waxman BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH/I/MS: 12 K-8: 2	
Network: **Brand:** **Leader:** **Contact:**	N535 CEI-PEA Ellen Padva EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH/I/MS: 11 K-8: 2	
Network: **Brand:** **Leader:** **Contact:**	N536 CEI-PEA Bill Colavito / Gerard Beirne WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH/I/MS: 9 K-8: 1 Secondary: 5 High School: 10	

Department of Education

Spring 2012 - 2013 Network Directory

[illegible]	Current schools per borough/level		Vision Statement
Network: N551 Brand: Fordham University Leader: Dr. Anita Batisti/Marge Struk Contact: abatisti@fordham.edu struk@fordham.edu	Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16	Elem: 20 JH/I/MS: 5 K-8: 2 Secondary: 2 High School: 6	**Mission/Philosophy:** The mission of the Fordham PSO collaboration with New York City schools is to help teachers and administrators drive academic achievement through a process of reflection, self-analysis, and the integration of perspectives gained from research into school-wide and classroom practice. The goal is to move each school toward the "tipping point" at which its culture becomes one of accountability and accomplishment. **Organizational Structure:** We acknowledge the "uniqueness" of each school and tailor our supports to meet their individual needs. Through a designated network team point person, outside consultants, Fordham faculty and resources, we keep each school prepared to meet the challenges of an evolving system by providing operational, instructional, and leadership supports that will maximize academic achievement, build teacher capacity and create environments that best serve all constituents. **Special Expertise:** Our special areas of expertise include: English Language Learners (Bilingual/TESOL) professional development by renowned faculty and technical assistance and compliance expertise from Fordham's NYC Regional Bilingual ELL Resource Network. As a result of our grant writing to date, Fordham PSO schools have received grants totaling $2,750,000.
Network: N561 Brand: New Visions 561 Leader: Derek Jones Contact: djones@newvisions.org	Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1	K-8: 2 Secondary: 8 High School: 15	**Mission/Philosophy:** We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other. **Organizational Structure:** Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common. **Special Expertise:** New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.
Network: N562 Brand: New Visions 562 Leader: Barbara Gambino Contact: bgambino@newvisions.org	Manhattan: 3 Bronx: 22	Elem: 1 JH/I/MS: 1 Secondary: 4 High School: 19	
Network: N563 Brand: New Visions 563 Leader: Alexis Penzell Contact: apenzell@newvisions.org	Brooklyn: 20 Queens: 1 Staten Island: 2	Elem: 1 JH/I/MS: 1 Secondary: 1 High School: 20	

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N602 Julia Bove JBove@schools.nyc.gov	Brooklyn: 32 Staten Island: 2	ECE: 1 Elem: 16 JH/I/MS: 14 K-8: 3	**Mission/Philosophy:** We are a network committed to excellence in every aspect of the CFN initiative. The motto we have adopted this year is, "Professional Urgency." This motto has allowed us to transport our instructional focus of rigor and engagement through differentiation for all students to another level of commitment. Our instructional and operational teams provide customized service to meet instructional goals and all compliance mandates with a smile. **Organizational Structure:** Our instructional and operations staff work cross-functionally to address each and every school need in a timely, professional manner. This approach enables us to be both responsive to need and proactive in creating strategic plans to assist schools in fulfilling their goals. **Special Expertise:** Our multi-layered professional development approach is designed to support implementation of the CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.
Network: **Leader:** **Contact:**	N603 Lawrence Pendergast LPender@schools.nyc.gov	Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17	JH/I/MS: 3 Secondary: 5 High School: 16	**Mission/Philosophy:** Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes. **Organizational Structure:** Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success. **Special Expertise:** Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.

		Current schools per borough/level		Vision Statement
Network: [illegible]		Brooklyn: 3 Staten Island: 23	Elem: 19 JH/I/MS: 5 K-8: 2	**Mission/Philosophy:** CFN 604 is committed to its enduring mission: - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. **Organizational Structure:** We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff. **Special Expertise:** CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.
Leader: Richard J. Gallo Contact: [illegible]				
Network: [illegible]		Brooklyn: 26	ECE: 1 Elem: 15 JH/I/MS: 3 K-8: 6 High School: 1	**Mission/Philosophy:** CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready. **Organizational Structure:** As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development. **Special Expertise:** Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.
Leader: Wendy Karp Contact: [illegible]				

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N606 Making a Difference Petrina Palazzo ppalazz@schools.nyc.gov	Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17	ECE: 2 Elem: 21 JH/I/MS: 1 K-8: 1	**Mission/Philosophy:** CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen understandings, improve effective practices, and promote the success of each student and school. **Organizational Structure:** The CFN 606 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity. **Special Expertise:** - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing-in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations.
Network: **Leader:** **Contact:**	N607 Elmer Myers emyers@schools.nyc.gov	Manhattan: 4 Queens: 1 Bronx: 24	ECE: 1 Elem: 22 JH/I/MS: 4 K-8: 2	**Mission/Philosophy:** We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs, and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments. **Organizational Structure:** We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school. **Special Expertise:** Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.

		Current schools per borough/level		Vision Statement
Network: N608 Leader: Rudolph Rupnarain Contact: rrupnar@schools.nyc.gov		Bronx: 27	ECE: 1 Elem: 2 JH/I/MS: 22 K-8: 2	**Mission/Philosophy:** Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools. **Organizational Structure:** The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CIE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures. **Special Expertise:** Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.
Network: N609 Leader: Debra VanNostrand Contact: dvannos@schools.nyc.gov		Brooklyn: 11 Queens: 4 Staten Island: 6	Elem: 13 JH/I/MS: 8	**Mission/Philosophy:** CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits). **Organizational Structure:** School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth. **Special Expertise:** We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.
Network: N610 Brand: Transition Support Network Leader: Steven Chernigoff Contact: schern@schools.nyc.gov		Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15	Elem: 8 JH/I/MS: 7 Secondary: 2 High School: 21	**Mission/Philosophy:** TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process. **Organizational Structure:** TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets. **Special Expertise:** We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N611 Roberto Hernandez Rhernandez@schools.nyc.gov	Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1	Elem: 2 K-8: 5 Secondary: 6 High School: 14	**Mission/Philosophy:** CFN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job. **Organizational Structure:** Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools. **Special Expertise:** Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.
Network: **Brand:** **Leader:** **Contact:**	N612 The Grapevine Network Margarita Nell mnell@schools.nyc.gov	Brooklyn: 32 Queens: 1	Elem: 32 K-8: 1	**Mission/Philosophy:** Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish. **Organizational Structure:** The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them. **Special Expertise:** The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.

Department of Education

Spring 2012 - 2013 Network Directory

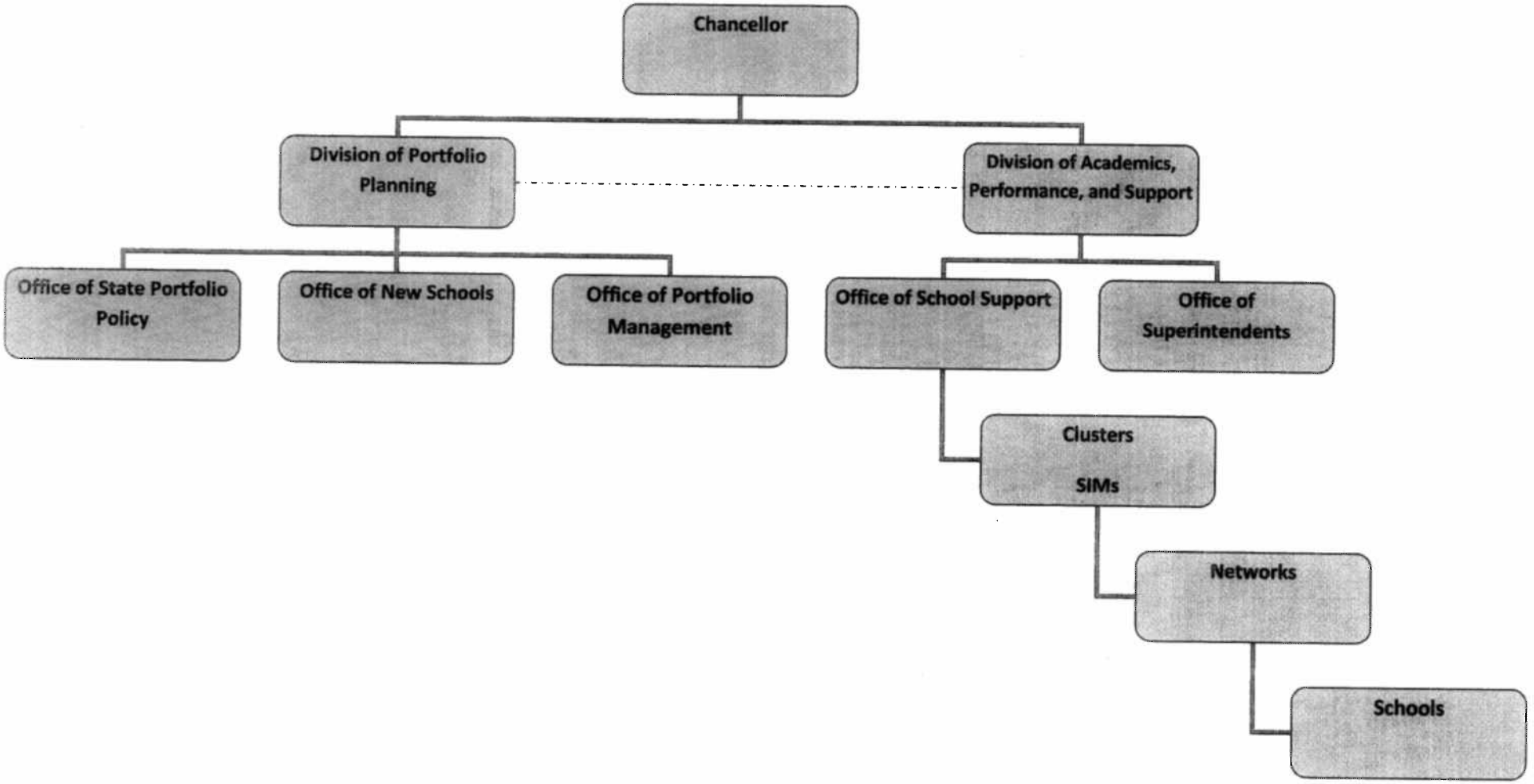
[illegible]	Current schools per borough/level		Vision Statement
Network: Cluster 5 Brand: Diploma Plus Leader: Crystal Joye Contact: cjimmons-joye@diplomaplus.net	N/A		**Mission/Philosophy:** It is our belief that the Diploma Plus model successfully transforms students' learning experiences through the implementation of our Four Essentials for Success: - Performance-based Systems - Supportive School Culture - Future Focus - Effective Supports. Our Essentials provide a detailed framework for modifying instruction, building student-teacher relationships, and policy and procedural analysis to ensure positive academic outcomes. Each essential influences the school's academics, climate, expectations, and structure. **Organizational Structure:** Diploma Plus implements its staff development program through a series of professional development (PD) modules, which builds the school's capacity to improve teaching and student outcomes. Our team will work with each school site to self-assess current programmatic needs. Our team will use this information to identify the PD modules needed to address the schools' areas of need and continued enhancement. The team will also monitor growth and adjust support services as needed. **Special Expertise:** While we specialize in providing Competency-based professional development to those educators serving off-track youth, the Diploma Plus model benefits students at all levels. Competency-based services include: curriculum development, instruction, grading, portfolio development, and college and career readiness. Diploma Plus services support staff to codify the current systems to improve student outcomes.

Spring 2012 - 2013 Network Directory

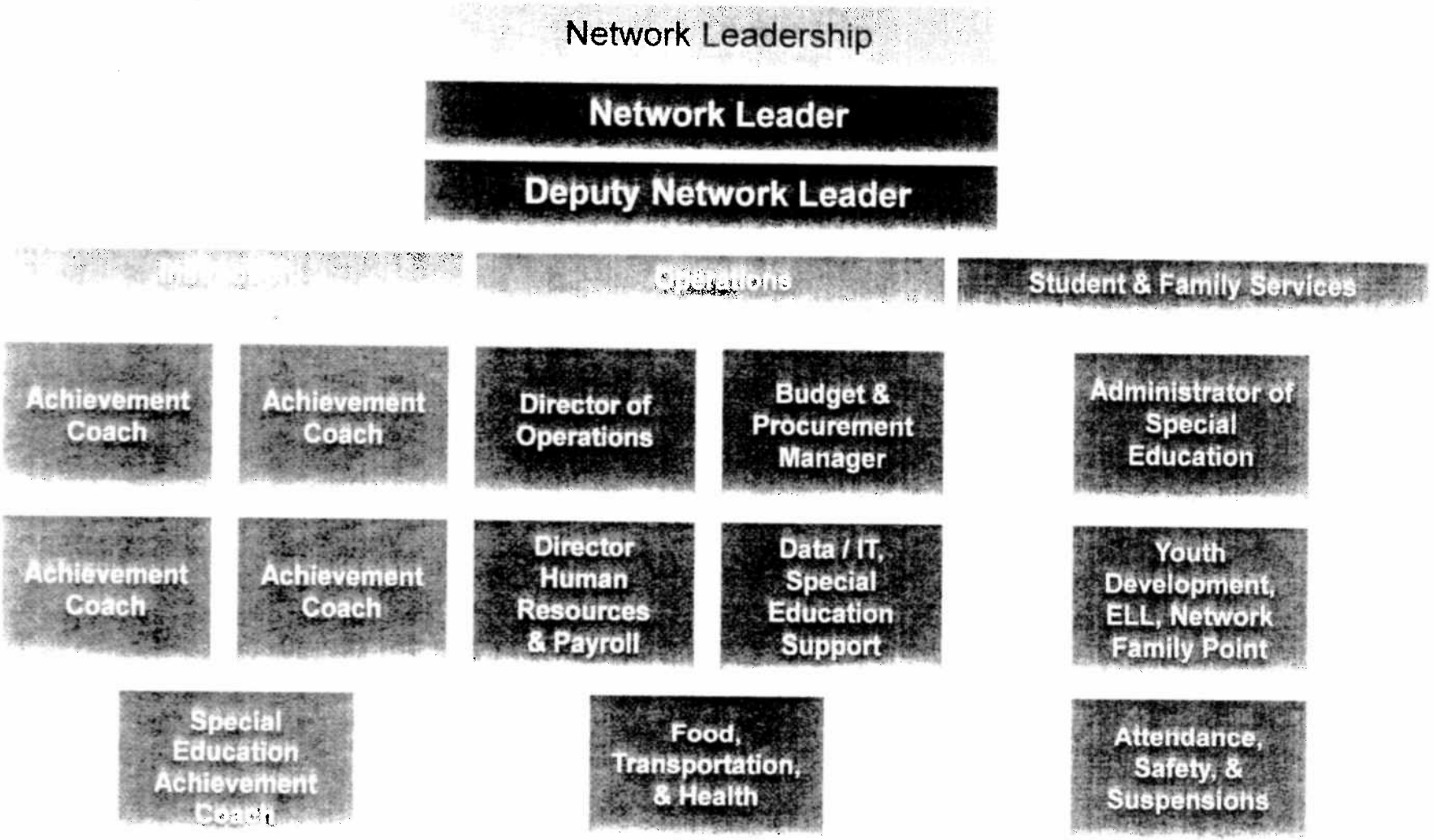
Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	Cluster 5 Teaching Matters PSO Lynette Guastaferro lguastaferro@teachingmatters.org	N/A		**Mission/Philosophy:** The Teaching Matters PSO is an innovative support organization focused on measurably improving teacher effectiveness and student learning aligned to the new demands of Common Core Standards. Our service model is informed by a distinguished group of advisors including Linda Darling-Hammond, Kim Marshall, Alan Lesgold, Paul Vallas, and Sandy Kase. They provide guidance in school leadership, management, instruction and teacher development. Our network will build leadership at teacher and principal levels, and organize through small principal-led learning communities that will inform PSO decisions. **Organizational Structure:** For 20 years, Teaching Matters has offered differentiated services to hundreds of NYC schools as their primary educational support partner. Our model offers 35 days of direct instructional support, and additional operations and accountability supports. Our network will develop and support the implementation of rigorous curricula, common assessments, Common Core-specific coaching, and teacher teams. In each school, the exact formulation will vary, but the result will be students meeting Common Core challenges. **Special Expertise:** In addition to Operations, Budget, and Compliance support, we offer access to 60 experts in the following areas: - Leadership Coaching - Common Core Curriculum and Assessment Support - Danielson Observation/Feedback - QR Support - Coaching Teacher Leaders/Teacher Teams - Content Coaching in Math/ELA Common Core - Humanities/Science Coaching - ELLs/Special Education - Student Interventions (RTI) - Assessment/Data Systems Support - Technology - Hotline support - Grant writing

Section C i

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



NYC Department of Education

Note: not all networks are configured the same way.

Section 6 iii

iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Quality Review	Schools that meet at least one of the following criteria will have a formal Quality Review during the 2012-13 school year: • 2011-12 Quality Review of Underdeveloped • 2011-12 Progress Report of F, D, or ***third C or below in a row (09-10, 10-11, and 11-12) • Schools who participated in a Developing Quality Review (DQR) in 2011-12 • Schools in the 10th percentile or below of the Progress Report scores • Schools in their 3rd year of existence (that did not have a formal Quality Review in 2011-12) • All schools that have not had a review since 2008-09 (that do not qualify for a peer review) • Schools that were proposed for closure as part of the Turnaround process and who did not receive a QR in 2011-12 • A portion of schools chosen from a lottery, within districts, that have not had a review since 2009-10 (and that do not qualify for a peer review); those schools in the lottery that do not receive a review this year will receive one in 2013-14.	Chief Academic Officer and Senior Deputy Chancellor, Shael Suransky Division of Academics, Performance, and Support; Academics; Office of School Quality
Progress Report	Fall, For each school annually	Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support; Office of Performance
Principal Performance Review	Goals and Objectives: A minimum of four and a maximum of five goals and objectives are due October 15, 2012. The school leader has an opportunity to revise the goals and objectives through November 30, 2012. The superintendent will provide initial feedback by November 15. Mid-Year Summary: On January 31, 2013, the school leader's mid-year summary is due to his/her superintendent. End-of-Year Summary: On June 28, 2013, the school leader's final summary is due to his/her superintendent. Final Rating: The annual PPR will be completed immediately after issuance of the previous year's Progress Report results. We are currently in arbitration regarding our annual performance process for school leaders.	Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support; Office of Superintendents

Struggling Schools Review Process	Consultation with Stakeholders: October-November 2012 Notification of staff, parents, and community: January-March 2013 Enrollment/Transfer Process: March-September 2013 Staffing Reassignments: Summer 2013 District Support: September 2013 and ongoing	Senior Deputy Chancellor Marc Sternberg Division of Portfolio Planning; Office of Portfolio Management & Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support

* Note: Some timeframe dates provided are for School Year 2012-13; School Year 2013-14 and future dates will be similar

section D

i. **District trainings offered for Year One (September 2013-August 2014)**

Planned Event	Office Responsible	Rationale	Outcomes
Leaders in Education Apprenticeship Program	Office of Leadership, DAPS	Develops individuals who demonstrate leadership capacity and readiness to take on school leadership positions in their existing school environments	Number of certificates obtained for: School Building Leader (SBL) certification Program certificate of completion
NYC Leadership Academy Aspiring Principal Program	Office of Leadership, DAPS	Focuses on leaders interested in ensuring high academic achievement for all children, particularly students in poverty and students of color	Number of School Building Leader (SBL) certificates obtained
New Schools Intensive	Office of New Schools, DPP	Supports new school principals in fully realizing the vision of opening a new school	Number of new schools opened
Lead Teacher Program	Office of Teacher Recruitment and Quality, Division of Talent, Labor, and Innovation (DLTI)	In the classroom for half of the day, Lead Teachers (LTs) create model classrooms to demonstrate best practices and try out new curriculum and pedagogical strategies. LTs spend the remainder of their time coaching peers, co-teaching, and facilitating teacher teams.	SY12-13: 225 LTs (140 schools); SY13-14 #s not finalized yet
Teacher Leadership Program	Office of Leadership, DAPS	Strengthening content knowledge, coaching, and facilitative skills are the key elements of this program for teachers already serving in school-based leadership roles	Number of teachers trained
Common Core Fellows	Office of Academics, DAPS	Intensive professional development that prepares teachers to become Common Core Learning Standards (CCLS) experts by evaluating and developing a robust set of resources aligned to the CCLS to share within their network and citywide	Number of work samples reviewed by Fellows

A. School Overview

i. *School vision, mission, and goals of this plan*

PS 15's vision is to create a dynamic, academically rigorous neighborhood school, sought after by families who value a creative, intellectually challenging, diverse and nurturing school culture. Students and faculty will inquire, explore and discover together, with delight in learning, in an atmosphere of respect and mutual trust.

The mission is to advance students on their journey towards college and career readiness by fueling their drive to explore and learn about the world and connect to others. PS 15 strives to develop students' and staffs' inner resources of creativity and connection by:

-Engaging in rigorous learning experiences. With the Common Core Learning Standards as a guide, PS 15 embraces intellectual challenges and develop an attitude of perseverance in problem-solving and academic growth. Learning is infused with art, and students demonstrate their learning in many ways, with an ever-growing sense of agency.

-Providing a safe and trustworthy environment. PS 15 is guided by an understanding of social-emotional literacy in relationships and in teaching. Within a reliable and consistent atmosphere, the school develops an understanding of self and peers. PS 15 communicates and work together openly, honestly, and productively. The school honors the experience and perspective of each individual, and seek to be responsive to his or her points of view and needs.

-Using precise and multi-faceted data. PS 15 continually assesses students' and staff learning using a variety of assessment instruments in order to craft meaningful goals and plans for growth and achievement.

PS 15 faculty models collaboration and reflection through its practice. Families join with us as vital partners in growth. Together, the school creates a vibrant community where policies and practices are formed collaboratively and revisited continually to ensure that PS 15 is providing a dynamic, rigorous and motivating environment for all stakeholders in the school community.

Goals to be achieved at the end of three years are as follows:

Goal One: To raise student achievement by further developing curricula that challenge students to think, write, and solve problems at higher levels.

Goal Two: To raise student achievement by continuing to develop teaching practices that extend students' critical thinking and independence.

Goal Three: To strengthen socio-emotional supports that result in a safe environment and inclusive culture for student and teacher growth.

ii. *School plan to achieve its vision, mission, and goals*

The school plans to achieve its goals by enhancing its ongoing efforts:

1. To use formal and informal data consistently to inform next steps in the growth of individual students and teachers.
2. To transition systematically to CCLS-aligned curricula, including necessary supplemental curriculum components.
3. To augment professional development that deepens teacher content knowledge in support of more ambitious standards and raises the effectiveness of instruction in all classes.
4. To maximize time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs.
5. To continue providing individualized, goal-oriented instruction to all students with regular opportunities for feedback.
6. To give students a clearer portrait of higher-level work by developing and implementing student-friendly, CCLS-aligned rubrics.
7. To use Danielson's *Framework for Teaching* to evaluate teachers' practice, promote their development, and meaningfully align professional expectations.
8. To ensure adequate arts and technology instruction to prepare students for college and beyond.
9. Through the addition of a supplemental guidance position, to intensify socio-emotional support for students and families.
10. To assist families, especially the school's high population of families in temporary housing, in accessing concrete services and material resources.
11. To continue creating and fostering partnerships with community-based organizations and private companies that strengthen curricula and support children and their families.

Key partnerships that will assist in the plan implementation include American Reading Company, Great Books Foundation, and Metamorphosis (see Fi) to augment professional development.

B. Assessing the Needs of the School Systems, Structures, Policies, and Students

i. *School-level Baseline Data and Target-Setting Chart* (Attachment B).
ii. *Description of school's student population and needs of sub-groups*
PS 15's eligibility for a school improvement grant reflects its recent enrollment patterns. State exam results suggest the school's recent history of transience and struggle. As the school has begun to reverse years-long decline, additional demographic data signal sustainable improvements.

PS 15 is located in New York City's District One, which years ago eliminated traditional catchment zones to enable its residents to enroll in any elementary school they choose. For most of the last decade, PS 15's deteriorating instructional quality led families to choose other schools. In October 1999, PS 15 had 352 students. Twelve years later, enrollment had plummeted almost by half, falling to just 189 students. Families in a position to choose their child's school rarely chose PS 15. This exodus left hundreds of seats available at PS 15, and the continual availability for placement made PS 15 a ready destination for students from all over the city who entered the shelter system. Today, PS 15's percentage of students in temporary housing is six times greater than the citywide average. In a city of 1,591 schools, PS 15 has the sixth-highest percentage of

students in temporary housing, and ranks as the highest-need school on last year's New York City Department of Education Economic Need Index.

This concentration of students in temporary housing has significant implications for the school's academic program. High rates of transience dramatically affect the school's standardized exam scores. Last year, 72 PS 15 students sat for the statewide exam in mathematics. Fully one-third had been admitted to the school in September or later. Conversely, 39 students in testing grades left between the first day of school and the first day of the exam, leaving fewer opportunities to demonstrate quantitatively the strengths that several years of intervention and core instruction had developed. This year again, 26 students have entered the school's testing grades mid-year, with 20 more exiting prior to the exam.

Of far more importance than these testing challenges is the academic needs they imply. Students who enter the school after first grade often arrive with conceptual misunderstandings from earlier in their school careers. Compromised attendance rates often exacerbate gaps in learning. Last fall, third, fourth, and fifth graders across the school were assessed to be reading, on average, 3.98 reading levels below their grade's benchmark – roughly one-and-one-third years below grade level. Intensive academic interventions support the remarkable gains: students who remained at PS 15 throughout the entire school year finished an average of 2.40 reading levels below benchmark. Thus, in spite of remaining well behind grade-level expectations, continuously enrolled students saw those deficits that took years to develop cut almost in half in just ten months. Such growth results from an intentional allocation of available resources to intensify intervention. In recent years, the most predictable element of PS 15's student population is that it will change. Over the past three years, the school has focused staffing and professional study to support collaborative high quality instruction informed by the use of summative and formative data from multiple sources, leading to individualized and focused support for all learners. Attendance outreach has helped students make gains as well. From 2004-2005 to 2008-2009, PS 15's annual attendance averaged 89.92%. In 2010-2012, as the school began to track and communicate with families when students miss crucial learning opportunities, attendance jumped nearly three percentage points, shooting up to 92.81%.

Working with PS 15 students involves supporting families with limited resources. High rates of transience tend to correlate with financial instability. Students in the city's shelter system enter as a result of domestic violence – almost definitionally traumatic for the children who witness it – or an inability to afford and secure permanent housing – often, a sign of a family's economic vulnerability and severely limited earning potential. To address the students' socio-emotional needs, the school has implemented several levels of emotional literacy programming, including school-wide PBIS and The Yale Center for Emotional Intelligence's RULER approach. In addition, it has established a number of community events, such as Thanksgiving Feast for families in temporary housing, and it provides school supplies, backpacks, and uniforms to families in need. To strengthen families' ability to help their children, PS 15 holds parent workshops on health and nutrition, personal finance, and computer skills. The school provides guidance on helping children with reading through home coach contracts and skills cards identifying students' specific needs, and by inviting parents into the classroom for monthly *Learning, Eating, Sharing* events.

PS 15 remains dedicated to meeting the needs of students and families, and works with urgency to provide them more secure futures. At the same time, there are signs the improvements of the last few years will change the school's demographics. With a successful application to expand pre-kindergarten opportunities for neighborhood children, PS 15 has been approved to double the number of students it can take into pre-K. Building readiness among children coming into kindergarten will alter the trajectory of early childhood learning, leaving fewer students in need of remediation in the early grades. Simultaneously, PS 15 has been selected as the location of a new district-wide gifted and talented program. Beginning in September 2013, eligible students from across the district will begin in PS 15's kindergarten. As this program grows across the years, it will help to shape the school's increasing emphasis on rigor in all classrooms, and add stability to the student population overall. Finally, this spring, 88 families applied for PS 15's 50 kindergarten spots. For the first time in years, PS 15 has more interested students than seats to offer them. PS 15 is not being chosen for families. Families are choosing PS 15. No gesture of confidence better conveys how much stronger the school has become and how sustainable these improvements will turn out to be.

iii. ***Diagnostic school review of the school conducted by the district or NYSED***
In 2011-2012, a School Quality Review was conducted jointly by NYSED and NYCDOE. More recently, a NYCDOE quality review took place in January 2013.

iv. ***Results from systematic school review***
One overarching recommendation from the SQR fits especially well with a School Improvement Grant's potential to increase administrative, coaching, and guidance at PS 15:

"The Principal should continue to assess the support services needs of students, align and supplement existing resources for maximum effect, and seek out additional resources." This year's NYCDOE quality review recommends that the school develop "further curricula and tasks that challenge students to think, write, and problem solve at higher levels" (see A.1, Goal One). A second recommendation encourages PS 15 to strengthen practices "with questioning, discussions and routines that extend students' critical thinking and independence" (A.1, Goal Two).

v. ***Priority areas of identified needs for school's improvement***
Broadly, Goals One and Two (A.i) respond directly to the recent NYCDOE quality review recommendations. In section A.ii, bullets 1-7 describe specific, school-wide priorities to meet these goals. Goal Three (A.i) results from the assessment of "support services needs" recommended by the SQR; bullets 8-11 are informed by that assessment, prioritizing how the school will seek to "supplement existing resources."

C. School Model and Rationale

i. ***Model rationale and key school design elements:*** The school was selected for the Transformation model based on improvement practices already in place or planned that aligned with the federal principles for school turnaround. By rapidly strengthening the supports

available to the school, the Transformation model will allow the school to move toward a stronger culture of teaching and learning.

PS 15's aspirations for ongoing improvement involve supplementing its existing program sustainably. The description of the school community in B.ii above suggests rationales both for why the school currently needs intense, supplemental support, and why the investment in those supports will endure beyond the life of the grant. Over a period of a dozen years, PS 15's student population fell by almost half; the concentration of students in need of intense support rose dramatically. PS 15 has had a shrinking budget to pool into discretionary, at-risk support to address the effects of student transience and family trauma. The dwindling economy of scale has struggled to meet the needs of New York City's school of highest economic need.

A very small leadership team - one administrator, one coach, and one guidance counselor - has worked to design supplemental programs to stabilize the high needs of the students and families. A School Improvement Grant could coherently supplement those efforts with *two* administrators, *two* coaches, and *two* guidance counselors. The coaches would expand existing work to deepen teachers' curricular and content understanding (A.i, Goal One). The guidance counselors would amplify socio-emotional support (A.i, Goal Three) to allow at-risk counseling support for children and families, often at moments of particular strain, when housing is not secure. Supplemental guidance would allow more support for students in crisis who do not have mandated counseling per existing individualized education plans; such at-risk counseling in the short-term could reduce initial referrals for special education. Finally, an additional administrator would allow the coordination and support of these additional coaching and guidance efforts. PS 15's principal already complies with required teacher evaluation and development; a second administrator to evaluate and develop teaching practice (A.i, Goal Two), particularly while the school has a relatively small staff, would strengthen classrooms through especially focused observation, feedback, and involvement of teachers in professional goal setting.

Several features make these improvement efforts sustainable. For the first year of the grant, when the teaching staff and student populations are expected to remain relatively small, these key, supplemental staff will provide greater balance between supports the school can offer and the atypically high concentration of students with significant needs. Going forward, student transience is expected to be reduced as the student populations (and consequently, the school's long-range budget) are expected to increase. As noted in B.ii, dozens of applicants have listed PS 15 as a choice for next year's kindergarten, and a district-wide gifted and talented program will be added over and above the unprecedented number of applicants. Projecting that rate of growth upward into the future, by the expiration of the School Improvement Grant, PS 15 is likely to have as many students in its primary grades alone as there in the entire school today. Positions requiring supplemental funding in the short-term will be sustainably funded in the long-term.

The fiscal sustainability of these school improvement efforts matches the school's enduring instruction foci established by the current principal. The grant will build on work that has been building over the previous three years, especially in the three broad goals (more rigorous

curricula, increasing teacher effectiveness, and magnifying socio-emotional supports) of this proposal.

ii. ***Process for model selection and stakeholder engagement:*** A dedicated cross-divisional work group is in place to recommend whole school reform models for the NYCDOE's 122 Priority Schools. The work group met weekly beginning in September 2013 to review school data points and alignment to one of the three intervention options: the School Improvement Grant plan, School Innovation Fund plan, or School Comprehensive Education Plan (SCEP) crosswalk. In early 2013, the work group began to focus specifically on examining candidates for the Transformation model. The group also consulted with the Clusters and Networks for feedback on any early wins or progress seen from supports already provided, or discussions they have had with principals. Schools that did not yet have the capacity or momentum to drive change under the model were removed from consideration. The group also removed schools that are already making huge strides in improving student outcomes and did not necessarily need the model to further enhance its efforts. Once the work group solidified its list of schools proposed for Transformation in April 2013, schools were officially notified about their eligibility to apply for the Transformation model and began working on their applications in late April. Information on stakeholder consultation and collaboration for the plan development is described in Section G. of the District-level plan and Section J. in the School-level plan.

D. School Leadership

i. ***Characteristics and core competencies sought for school principal***

The primary hurdle facing PS 15 is finding an effective approach to raising levels of achievement with its large STH population. Indeed, the students on register in April are about 40% different than those on register in September. The high turnover of students requires an innovative approach to programming, as well as extensive family outreach. An effective principal for this school would need to have a vision for dealing with these particular issues, as well as expertise in curriculum and providing instructional feedback to teachers.

ii. ***Principal's biography***

Irene Sanchez became principal of PS 15 on the Lower East Side in September of 2012, and is currently in her second year leading the school. Prior to taking this position, she worked as assistant principal and data specialist at nearby M188 for three years. Additionally, she has two years of experience as a math coach, providing professional development and designing math curriculum for a wide array of teachers. This instructional expertise served her well at M188, where she supervised instruction for teachers grades K-8 and helped lead the school to consecutive A grades on the City Progress report.

From the moment Ms. Sanchez took over At PS 15, she began analyzing data and getting into classrooms to gather both quantitative and qualitative information about the school. She put together a rigorous professional development plan involving frequent classroom observations and teacher reflections, with different areas of focus determined by each teacher's individual data. She revamped the budget, devoting as much money as possible to academic intervention, resulting in a slow but steady increase in reading levels across grades. Additionally, realizing

that a lot of the achievement issues at PS 15 have to do with its high percentage of transient students (6th most in all of New York City) with erratic attendance, she launched extensive outreach systems and incentives to families, designed to bolster attendance. Already the payoff is beginning to show; from 2009 to the present, overall attendance has increased by 3 percent.

One of the primary obstacles to more dramatic improvements at PS 15 has been its woefully inadequate budget. Indeed, with a total enrollment of 189 students, Ms. Sanchez has been the sole administrator, and has been forced to excess teachers to make ends meet. There is no principal I have ever worked with that I believe would be more able to use the money from a SIG grant successfully than Ms. Sanchez. Her organizational systems, strong instructional expertise, and sensitivity to both the numbers and the human side of school improvement make her the ideal candidate for this award.

iii. ***Supporting leadership job description and duties aligned to the needs of the school***
The assistant principal's job description and duties necessary for successful implementation of the plan are:

- Use data to set ambitious, achievable goals for student learning and teacher development
- Collect and monitor data to assess progress toward goals
- Leverage deep knowledge of curriculum, instruction, and assessment
- Manage resources
- Build strong relationships based on mutual respect, trust, and empathy
- Strategically align leadership behaviors with stated values and goals to drive required change
- Demonstrate emotional fortitude and perseverance in the face of obstacles
- Adapt appropriately to situation, audience, and needs
- Demonstrate dedication to professional growth by incorporating into practices feedback from principal, teachers, students, and families
- Coordinate and effectively maximize grant resources to support broad goals in curricular development, teacher development, and socio-emotional support

Working closely with the DOE's existing Cluster and Network Teams that support all schools, the School Implementation Manager serves as the project manager ensuring that schools and networks receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance.

iv. ***Current supporting leadership profile for model and strategies for plan buy-in***
The current leadership profile of the school includes the principal, guidance counselor, and literacy coach. Because the school's relatively small size and budget has not allowed a larger team to address the atypically intense needs of the broad student population, this small leadership group currently tries to increase its effects through careful collaboration. PS 15 supports problem solving that fosters learning among students and adults. The school reaches out to staff

members regularly to discuss important issues and receive feedback. Through staff meetings, one-on-one conversations, and team meetings, PS 15 develops buy-in or support for strategies that are utilized or implemented. Teacher surveys are conducted frequently and devote ample time for questioning and discussion. Thoughtful and well-developed discussions enable the school to develop support. As a collaborative school environment where leadership is fostered among staff, PS 15 rarely moves forward without having buy-in from the majority of the staff. When obstacles are encountered, the school devotes time for necessary conversations with staff where pros and cons are discussed in a professional way will lead to positive results. Staff and families serving on the school leadership team collaborate to ensure that the school achieves goals set forth in the CEP.

E. Instructional Staff

i. ***Current school staff overview and changes needed for model***

Staff consist of general education and special education teachers who range in experience from 1-25 years. They have received significant professional development in RTI, data driven instruction, and effective practices aligned to the Danielson framework. Given the unique needs of the population, teachers must have an in-depth understanding in the identification and remediation of specific learning targets within a CCLS-aligned scope and sequence. A cycle of support and evaluation is in place for two identified ineffective teachers who will either improve or be replaced. Teachers are organized to ensure strength on each grade and strategic partnerships especially for the ineffective teachers provide a model of instruction and ensure effective instruction for all students.

Two new positions are anticipated for the 2013-2014 school year to expand pre-K and add a Gifted and Talented Kindergarten class. New teachers will be carefully selected and will be made fully aware of the SIG plan and the commitment required of all staff members.

In order to implement the proposed plan under SIG, PS 15 is increasing administrative and supportive body to include a math coach for instructional support, a guidance counselor to support the high number of homeless students and students in crises, and an assistant principal to provide instructional support, evaluation, and grant implementation.

ii. ***Characteristics and core competencies of instructional staff to meet student needs***

PS 15 requires all teachers to demonstrate motivation, resilience, collaboration, the ability to organize and plan, high expectations for student achievement, and a positive and optimistic outlook as core characteristics. It is expected that teachers will use data to set ambitious, achievable goals for student learning; collect and monitor data to assess progress toward meeting goals and overall student achievement; leverage deep knowledge of curriculum, instruction, and assessment; build strong relationships with students, families, and colleagues based on mutual respect, trust, and empathy; demonstrate dedication to professional growth by incorporating into practices feedback from principal, colleagues, and professional learning; coordinate and effectively maximize grant resources to support broad goals in curricular development, teacher development, and socio-emotional support.

iii. ***Process and action steps taken to inform existing instructional staff about model***

Instructional staff was informed of the SIG application during the SLT meeting May 1, 2013, and school faculty meeting May 6, 2013. If the SIG is approved, staff will be notified over the summer via email communications, the first SLT meeting for the school year will be dedicated to reviewing the model and expectations, and the first faculty meeting will outline the expectations and specific details relating to the model.

iv. ***Formal hiring mechanisms for instructional staff, strategies to assign necessary staff***
A citywide "open market" staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools' budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas and new schools. Schools are also supported by the human resources directors from their networks on budgeting, recruiting and hiring procedures. In addition, all principals have access to online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

PS 15 utilizes the NYC DOE open market system to attract effective teachers to the school. A hiring committee conducts joint interviews, watches demonstration lessons, and debriefs the observed pedagogical practices to determine if the necessary characteristics are displayed that are aligned with the vision and mission.

F. Partnerships

i. ***Partner organizations working with school and their roles under SIG***
The partner organizations that PS 15 will utilize to provide services critical to the implementation of school improvement plan under SIG all support curricular development and deepened teacher content knowledge (see A.i, Goal One).

- Junior Great Books - One of the recommendations in PS 15's most recent NYCDOE quality review is that students are challenged to "think, write, and problem solve at higher levels." Junior Great Books supports students in higher-level work. This organization will be critical in the development of teachers' use of the shared inquiry method of instruction, which utilizes complex text with higher-order questioning. More ambitious questioning and discussion will further teacher effectiveness more generally, extending this program's value to a second school-wide goal (A.i, Goal Two).
- American Reading Company - American Reading Company has a valuable existing partnership with PS 15. Last year's NYSED School Quality Review found that ARC's One Hundred Book Challenge has enabled students to increase "reading stamina by reading an increased number of fiction and non-fiction books," and has provided a

framework for teachers to confer regularly with students about "their reading level, sight word acquisition, phonemic awareness, and comprehension." An expansion of this partnership would be used to increase opportunities for crucial nonfiction reading and assessment of students as they read informational text. Additional informational texts and supports will further PS 15's movement to Expeditionary Learning in the upper grades, and give teachers more resources to align instructional opportunities to key shifts associated with CCLS.

- Metamorphosis - This company will provide PS 15 with professional development around mathematical content and teaching practices. Consultants will support us as we transition to a new mathematics curriculum over the course of three years. Metamorphosis' emphasis on content-focused coaching "cultivates the skills educators need to empower students to engage in intellectual habits of reasoning, discourse and mastery of important, relevant content in the academic domain being taught." Raising the level of teacher understanding of content will enable us to respond to the 2012-2013 Quality Review's recommendation to "develop further curricula and tasks that challenge students to think, write and problem solve." Specifically, consultants are committed to helping teachers enrich their content knowledge in order to craft content-rich instruction focused on essential questions connected to standards, and to develop strategies for teaching in ways that give all students access to complex ideas.
- Ramapo - This existing partnership provides job-embedded professional development to enrich teachers' use of social and emotional skills, develop structures to build healthy relationships, and learn practical techniques for de-escalating disturbing or aggressive behavior. This addresses the recommendation in regards to the social and emotional needs of students in crisis articulated in the March 2012 SQR that "The principal should continue to assess the support services needs of students, align and supplement existing resources for maximum effect, and seek out additional resources, such as CBO's to address concerns." This is directly aligned with A.i Goal Three.

ii. ***Evidence of Partner Effectiveness Chart*** **(Attachment C)**

iii. ***Partner accountability***

At the start of the year, goals are established with each partner. Goal check-ins involving partners and administration will be conducted at mid-year and year end. Planning meetings between administration, coaches and partners will take place prior to professional development workshops and job-embedded days. Administration and coaches, who will attend all events to ensure coherent implementation and sustainability, will monitor ongoing services. Partners will provide explicit next-step expectations in writing to ensure that teachers are en route to delivering expected outcomes and to ensure that Supplemental AP and coaches can effectively provide instructional monitoring of implementation. Where services are not yielding expected outcomes, partners will join coaches and administration to diagnose and troubleshoot the situation through action planning.

Partner affiliation will be revisited yearly to determine the effectiveness of the partnerships and whether or not continued collaboration will be beneficial.

G. Organizational Plan

i. ***Organizational chart***

See Attachment G, School Organization Chart.

ii. ***Day-to-day operations under the school's structure***

The decision-making process involves all staff members in a variety of capacities. Advisory committees are created to address issues of importance. These committees include recruitment, grants writing, response to intervention and academic intervention services, hiring, attendance, and safety. Committee members include teachers, parent coordinator, coach, guidance counselor, school safety officer and service providers. PS 15 believes that all stakeholders should have a voice in solving problems and setting goals for the whole school community. In addition, teachers work with coach and administration on instructional decision-making and action planning on a weekly basis. Together, action plans are created and implemented. This approach allows PS 15 to remain a collaborative community and ensures buy-in for all initiatives. All committee discussions are informed by relevant data collected at all levels. Committees meet quarterly, monthly, or weekly, depending on the topics to be discussed. When necessary, principal makes decisions in consultation with coach and guidance counselor. These decisions are communicated verbally and in writing via interoffice memos and weekly messages sent to the entire faculty.

iii. ***Annual professional performance review (APPR) process***

Our school will implement New York City's newly approved APPR plan for teachers beginning in the 2013-2014 school year. Central staff and our Network team will support us with training in the new system this summer. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

Beginning in the 2013-14 school year, teachers will select from one of two options during the Initial Planning Conference, to take place by no later than the last Friday in October: Option 1) 1 formal observation and a minimum of 3 informal observations or Option 2) A minimum of 6 informal observations. The formal observation will have a pre-observation conference where the teacher can provide up to 2 artifacts and/or a pre-observation conference form. The observation will be a full period and the teacher will be rated on the Danielson rubric. A post observation conference will be held within 20 days and a post observation report will be provided to the teacher and put into the file. Informal observations will be unannounced and a minimum of 15 minutes. Feedback will be provided after informal observations in person or using some other form of communication. A pre and post observation conference is not required, but a post observation report will be provided to the teacher and filed within 90 school days of the observation.

A summative End of Year Conference will take place between the last Friday in April and the first Friday in June. Teachers can provide artifacts for review/discussion at the Conference. Artifacts must be submitted no later than the last Friday in April. If the Principal needs more artifacts to rate a component, they must request them of the teacher. If the teacher

does not provide, they will be scored as Ineffective (1) on that component. Teachers will be provided with forms including rubrics with evidence statements.

Further, PS 15's plan for implementing the APPR for all instructional staff is as follows:

1. Implementation of the Danielson Framework as a means of evaluating teacher effectiveness.

2. Danielson framework is used to bridge gap between evaluation and professional development. As such, teachers begin the year by setting a goal for themselves for the year. Administration simultaneously determines a goal for all teachers based on data collected from the previous year. Professional development and observations focus in on the goals chosen and progress toward attaining them.

3. Data binders are reviewed and analyzed multiple times throughout the year to ensure consistent conferences and small group instruction, student goals are followed over a period of time, and to evaluate our understanding and use of data to inform instruction. Teachers are held accountable for maintaining and using data to inform instruction.

4. Principal conducts regular walk-throughs and informal observations to evaluate teacher effectiveness, classroom environments, movement towards achieving school-wide goals, and identify where adjustments to current action plans need to be made.

5. For formal observations, a feedback loop system has been created to ensure that the feedback in not only timely, but involves the teacher as a professional partner. During the pre-observation conference, teachers can provide up to 2 artifacts and have the option to provide a pre-observation form along with their lesson plan. The observation will be a full period and focused on Domains 2 and 3 of the rubric. Teachers will receive a post observation report to ensure follow through and an understanding of expectations. During post-observation discussion, administrators and teachers discuss evidence of effective instruction and next steps for improvement. The administration then responds with a recommendation shaped by the teacher's reflection as well as her own observations.

iv. ***Calendar of events for the 2013-2014 school year***

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment H. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year Conference will occur by June 27. Measures of Teacher Practice will occur between the Initial Planning Conference and the first Friday in June. Our school will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to attachment H for further detail. As discussed in section iii, we will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

Our tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment H. Final schedule will depend on teacher Initial Planning Conference.

	Goal Setting	**APPR**	**Danielson Frame-work**	**Data Binder collection**	**Classroom Environment Assessment**
September	Initial Planning Conference	Observations conducted based on option chosen during Initial Planning Conference/feedback provided and progress of teacher goal assessed			Walk through and feedback cycle
October			PD provided/ Reflection completed		
November	On-going progress monitoring			Binders Collected Feedback given	
December			PD provided/ Reflection completed		
January					Walk through and feedback cycle
February			PD provided/ Reflection completed	Binders Collected Feedback given	
March					
April			PD provided/ Reflection completed		Walk through and feedback cycle
May	Initial teacher goal setting meeting			Binders Collected Feedback given	
June			PD provided/ Reflection completed		

H. Educational Plan

i. *Curriculum*

- In ELA, K-2 will implement Teacher's College units of study. The units will be modified to ensure closer alignment to the CCLS. They will be supplemented with Junior Great Books units to ensure close reading of complex text and higher order thinking, questioning, and discussion opportunities. Grades 3-5 will implement Expeditionary Learning and begin supplementing with

Junior Great books in years 2 and beyond. All grades will supplement with American Reading Company book libraries and CCLS-aligned framework for individual teaching and learning. All classes will continue to read independently from leveled texts. To address decoding and fluency, K-2 classes will use Wilson's Foundations for systematic multi-sensory word study, which supports CCLS Foundational Standards.

-In Math, the school will continue to use the Everyday Math (EDM) Curriculum during year 1. PS 15 will supplement this curriculum with Context for Learning Units, which develop problem-solving skills and provide students opportunities for developing critical thinking skills and application of learned content. The school will implement two units in each grade from TERC Investigations. This strategy will enable the school to slowly phase out EDM and introduce the TERC Investigations curriculum. By slowly phasing out EDM, PS 15 will be able to focus work on building teacher content knowledge rather than program materials management. The school will continue to implement weekly Exemplars in all grades.

PS 15 utilized the DOE rubric to evaluate the programs to ensure alignment with the CCLS and continue the professional development work started over the past several years to develop teacher understanding of the CCLS.

PS 15 has chosen these curricula because they enable the school to meet the needs of students. For example, many students come with limited experiences. The use of Context for Learning will enable PS 15 to provide students with mathematical experiences. Combined, these programs address all aspects of CCLS.

ii. *Instruction*

Multiple instructional strategies will be utilized to ensure accelerated learning. In ELA the school is focused on ensuring a balance between fiction and non-fiction reading, content and instruction that focuses on literacy development, an increased focus on reading closely to ensure text based responses and writing from sources, increasing complexity of text levels students are exposed to and able to comprehend, and a focus on promoting academic vocabulary development. In Math, the school is focused on increasing depth in content and concepts, ensuring coherence, the ability to connect learning to various content areas and apply learning in meaningful ways, developing fluency, promoting a deep understanding of students' content knowledge, and ensuring dual intensity in practice and understanding. The plan to accelerate learning in academic subjects is to make meaningful improvements to the quality and quantity of instruction. In order to accomplish this and implement the instructional shifts required to meet the CCLS standards teachers will establish goals and provide timely feedback to students, scaffold instruction to allow for the development of complex reading and tasks, model new learning, implement cooperative learning structures and opportunities, provide students with ample time for independent work, provide students with choice, activate and develop background knowledge and experiences. This is especially important due to the unique needs of the student population. Teachers will implement a shared inquiry method of instruction, maximize the amount of time spent in small group and individual instruction, provide opportunities in problem solving to increase critical thinking skills and ensure application of learned content, and incorporate the use of technological tools to integrate and evaluate mixed media. Teachers will provide extended learning time for students to

increase the quantity of instruction received. Finally, teachers will receive extensive professional development to ensure that they are able to implement these instructional strategies effectively.

iii. ***Use of Time***

The strategy for structuring instructional time will be to include extended learning time before and after school for students identified via ongoing assessment as at-risk and in need of additional academic supports. Extended learning time will target skill development for these students and will be staffed by classroom teachers.

Sample Class Schedule Chart

	Monday	Tuesday	Wednesday	Thursday	Friday
Extended Day 8:00 – 8:38	Academic intervention services	Academic intervention services	Academic intervention services	Inquiry – Teacher team meeting	
8:40-9:25	Emotional Literacy	Science	Math	Emotional Literacy	Technology
9:25-10:10	ELA	ELA	Math	ELA	Math
10:10-10:55	ELA	ELA	Science	ELA	Math
10:55-11:40	Phys. Ed.	Phys. Ed.	Science	ELA/ SS	Phys. Ed.
11:40-12:40	Lunch/ Enhanced Recess	Lunch/ Enhanced Recess	Lunch/ Enhanced Recess	Lunch/ Enhanced Recess	Lunch/ Enhanced Recess
12:40-1:30	Math	Technology	ELA	Math	ELA
1:30-2:15	Math	Math	ELA/SS	Math	ELA
2:15-3:00	Social Studies	Math	Art	Social Studies	Art
3:00 -	Extended Learning Time		Extended Learning Time		

iv. ***Data-Driven Instruction/Inquiry (DDI)***

PS 15's instructional approach relies on DDI – the effective identification and understanding of student needs and an emphasis on varied and responsive instructional approaches to those needs. The school uses a combination of regular formative assessment administered by teachers individually, and summative assessment administered whole class, both online and with paper and pencil. Assessment data for every student is available to all faculty members online and on a Data Wall. Teacher teams meet with coaches and administration to analyze the data and create action plans every 4-6 weeks. In addition, teacher teams examine student work during weekly inquiry meeting to guide instruction. Finally, group professional development is strategically planned to help teachers respond to the academic needs revealed by assessment analysis.

Sample English Language Arts Assessment Calendar

Independent Reading Level Assessment	Action Plan Meetings (Grade teams with coach)	PD with consultants/ Administration

K-5	Ongoing and continuous individual running records and phonics assessments: *First assessment within two weeks of school start continuing at intervals between four and eight weeks* as *determined by learning targets developed through conferring and small group work.*		9/25, 10/23, 11/20, 12,18, 1/22, 2/19, 5/7, 6/18	9/13, 12/3, 3/3, 5/21
Acuity Interim Assessments			Analysis Meetings (Grade teams)	PD with coach/ Administration
3-5	Projected Assessment Dates November January	Weeks of Instruction Prior to Assessment 8 weeks 8 weeks	Grade team meeting immediately following release of results	December

Sample Math Assessment Calendar

Formative Content-Based Assessments			**Analysis Meetings (Grade teams with coach)**	**PD with consultants/ Administration**
K-5	Ongoing individual Assessments to ascertain content learning needs		9/27, 10/16, 11/27, 12,03, 1/6, 2/05, 5/14, 6/06	9/16, 12/10, 3/17, 5/27
Acuity Predictive and Instructionally Targeted Interim Assessments			**Analysis Meetings (Grade teams)**	**PD with coach/ Administration**
3-5	Projected Assessment Dates November January	Weeks of Instruction Prior to Assessment 8 weeks 8 weeks	Grade team meeting immediately following release of results	December

v. ***Student Support***

The school-wide framework for student support is a collaborative three-tiered model that involves all stakeholders. At the tier 1 level, CCLS-aligned curriculum, PBIS/Emotional Literacy and bullying-prevention instruction is delivered at the classroom level with involvement and support from administration, coaches, consultants, and guidance counselors. Students needing additional supports and interventions are identified not only via assessment instruments, but also through observations stakeholders in the school community. Regularly scheduled meetings include the Response to Intervention Team, the Pupil-Personnel Committee, the Attendance Committee, and regular teacher team meetings. Students determined to be at risk in any venue receive strategic Tier 2 supports that may include academic or social-emotional intervention, or attendance support. Supports provided are supplementary to continuing Tier 1 instruction. Students identified as needing Tier 3 support receive intensive, individualized interventions in addition to continued access to Tier 1 instruction.

In grades K-2, students at risk for academic failure are identified through research-based assessment instruments that allow examination of current achievement and growth compared to expected achievement and growth within a normal range of development. Similar formative assessments are used to identify at-risk students in grades 3-5, as well student performance below proficiency on New York State assessments, including the NYSESLAT. Services begin as soon as student in need is identified. Academic services are provided in small groups and individually both during the school day and during extended day, with duration and frequency of services determined by specific need and documented by provider on AIS tracking forms, which are uniformly maintained across the school. Families are notified via letter when academic intervention services begin. Services continue until student performance is determined to be proficient as measured by assessment instruments and /or New York State assessments. As detailed in the DDI section, systems for continuous assessment ensure that all students in need of support are identified with immediacy. Continual tracking of progress is embedded in instruction and documented in both digital and paper form.

vi. ***School Climate and Discipline***

PS 15 uses a tiered approach to sustaining a safe and orderly environment through the use of preventative measures, escalating supports, and professional development. PS 15 defines discipline as helping children develop self-control and self-motivation to keep the community safe for all members. As issues and challenges come up, the consistent message is: Problems must be solved through non-violent means. The success of these goals depends upon a caring partnership between school and home. The school depends on PS 15 staff as well as parents and guardians to be role models and facilitators in their relations with one another and with children. Throughout the school year, community discussions about behavior, safety, rules, and consequences take place in the classrooms. Children also take part in problem-solving discussions and learn to use a variety of age-appropriate techniques to resolve issues. The school uses PBIS and the RULER approach to develop school behavior norms, character, and inclusive practices. All teachers receive training on the implementation of PBIS and RULER to ensure consistency across the school. The school will utilize two guidance counselors, one K-2 and one 3-5, to provide AIS supports for students, teach social/ emotional lessons in the classroom, and provide the teachers with professional development. The network provides professional development on PBIS and classroom management. The school provides teachers in need of support with Ramapo professional development. PS 15 views discipline as a process. PS 15 deals with each problem individually, and for each unacceptable behavior there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the child and severity of the behavior. The specific situation dictates which consequences will be utilized, revisited or skipped. For student with special needs, functional behavior assessments are completed and behavior interventions plan are created and implemented. The school wants the outcome of consequences to reinforce not only the essence of what is unacceptable to the group but also how one's behavior impacts school climate.

vii. ***Parent and Community Engagement***

The formal and informal strategies PS 15 will employ to engage families is as follows:

<u>Parent-School Connections</u>

- Collaborate with the Mayor's Initiative on Truancy and Chronic Absenteeism to seek resources for improving attendance school-wide.
- Host events to welcome and involve families with school, for example: offer many family nights, BBQs, parent workshops, and a monthly Learning, Eating, Sharing (L.E.S.) in the morning whereby parents attend class with their child and learn about school-wide initiatives, academic expectations, and ways to continue the work at home
- Routinely survey parents to determine needs and interests
- Create a network of support among parents through social and learning events
- Hold PBIS Rallies with families invited to participate and see their children perform and be recognized for attendance and positive behaviors
- Maintain "Wash and Learn," a program established through a grant proposal to install a washing machine and drier in the school. As an additional incentive to stay connected to students' learning experience and express appreciation for their involvement, when families participate in any school event they receive a Wash-and-Learn voucher, entitling them to a free load of laundry at the school.
- Continue the Blessings-in-a-Backpack program to send food home each weekend.
- Continue to distribute monthly school letter and calendar to communicate events, important dates, and ongoing initiatives within the school.
- Continue to seek enrichment activities to meet socio-emotional needs of students thereby creating a bond between school and family and fostering a feeling of belonging and pride in the school community.

Parent-Child-Teacher Connections

- Continue to encourage family involvement in the reading program, with student goals shared with family on take-home Skills Cards, Home Coach Contracts for providing and documenting time spent reading at home, student medals to celebrate time spent reading.
- Maintain improvements in communication regarding attendance through the use of assigned staff for follow-up in each grade, in addition to success mentors, teachers, and parent coordinator routinely following up on attendance.
- Send home individualized progress report narratives (in addition to report cards) three times each year to share specific information about student accomplishments, learning goals, and suggestions for home learning support.
- Send home monthly newsletters to communicate classroom curriculum, academic expectations and school events.

School guidance counselors and parent coordinator will maintain close relationships with parents, offering support and referring them to resources available to provide for their particular needs. The school community will track parental attendance at events to understand success toward meeting goals. In addition, the school will evaluate the PTA's impact on the school community by measuring its contributions towards the overarching school goals. Finally, the school will involve as many families as possible in the annual Learning Environment Survey to gauge progress in communicating academic expectations and goals in engaging parents.

I. Training, Support, and Professional Development

i. ***School leadership/staff involvement in SIG plan development***

The SLT, composed of the principal, guidance counselor, parent coordinator, UFT representative, SETTS teacher, classroom teachers, and parents met to discuss the SIG application. The school has discussed needs as a school in terms of the instructional core (teacher, student, and content). PS 15 listed a preliminary set of goals and key strategies already in place and determined in which ways the SIG could supplement the work that PS 15 is doing to ensure success. After developing the initial plan, the principal presented the goals and key strategies to the staff. Time was provided during a faculty meeting to discuss the goals and key strategies with all faculty members. Faculty members provided feedback that was used to finalize the improvement plan under SIG.

ii. ***Year One Implementation Period*** **(September 1, 2013, to August 31, 2014)**

PD Activity and delivering agent	**Schedule of Implementation & target Audience**	**Desired Measurable Outcome**	**How Outcomes will be Analyzed and Reported**
Metamorphosis PD for teachers to develop content knowledge in mathematics and effective implementation of replacement units of study	September through June, 6 1-day workshops Summer 2014 1-week intensive training K-5th grade, ESL, and SETTS teachers	Students will demonstrate progress of no less than 0.5 points on CCLS mathematics performance tasks as evaluated by CCLS- aligned rubric. Unit plans will be submitted for each replacement unit.	Math coach and teacher teams will analyze student work against CCLS-aligned rubric. Results will be shared quarterly with administrators, with the school community during inquiry team meetings, and displayed on the PS15 Data Wall.
Metamorphosis Metamorphosis PD for teachers to develop effective practices in mathematics instruction	September through June, every 5-6 weeks Kindergarten to 5th grade, ESL, and SETTS teachers	Classroom instruction will incorporate the strategies and understandings addressed in PD.	Teachers will have a minimum of one observation per quarter. Teachers and administration will jointly analyze low-inference transcripts and observation feedback to

			determine next steps.
Great Books Foundation PD to enable teachers to learn and implement a shared inquiry method of instruction	10 consultant days of from Sept 2013 through December 2014 Approximately every 2 weeks. Kindergarten to 2nd Grade	Classroom instruction will incorporate the strategies and understandings addressed in PD.	Teachers and administration will analyze low-inference transcripts and observation feedback to determine next steps.
PS 15 Math Coach Math coaching to support all teachers in the use of student data to ensure strong instruction which implements new teacher learning in content and practice.	Weekly in class and one-on-one support for all teachers From September through June Pre-Kindergarten to 5th grade teachers, SETSS& ELL teachers	Individualized instruction addressing specific student needs will incorporate the strategies and understandings addressed in PD.	Action plans and small group lesson plans will be submitted to administration and uploaded into shared teacher intranet site and examined by administration and coaches to ensure that they address specific learning targets as indicated by data analysis. Triennial examination of data binders will show evidence of individualized instruction.
PS 15 Asst. Principal Instructional support provided by AP to (1) advance professional learning initiatives of the SIG plan, and (2) ensure that student data shapes instruction.	Weekly support for all teachers, Tri-annual observation cycle consisting of formal observation, feedback, and informal observation and feedback from September through June	Individualized instruction addressing specific student needs will incorporate the strategies and understandings addressed in PD.	Action plans and small group lesson plans will be submitted to administration and uploaded into shared teacher intranet site and examined by administration and coaches to ensure that they address specific learning targets as indicated

	Pre-Kindergarten to 5th grade teachers, SETSS& ELL teachers		by data analysis. Triennial examination of data binders will show evidence of individualized instruction.
Network Instructional Liaisons, and Network Leader Ongoing job-embedded support in PBIS/emotional literacy, English Language Arts, special education instruction	Monthly/ Bimonthly in class and one-on-one support for all teachers From September through June Pre-Kindergarten to 5th grade teachers, SETSS & ELL teachers	Classroom and individualized instruction will incorporate the strategies and understandings addressed in PD.	Teachers and Administration will analyze low-inference transcripts and observation feedback to determine next steps.
PS 15 Literacy Coach, PS 15 Math Coach, PS15 AP PD in developing CCLS-aligned curriculum provided to all grade levels by literacy and math coaches.	Weekly in class and one-on-one support for all teachers From September through June Pre-Kindergarten to 5th grade teachers, SETSS & ELL teachers	Units of Study will be Common Core aligned, with inclusion of complex text and cognitively challenging questioning and discussion points.	Units of Study will be submitted to administration and uploaded into shared teacher intranet site. Coaches and administration will examine units for evidence of alignment and cognitively challenging content.
Ramapo Job-Embedded PD from Ramapo to enhance teachers use of social-emotional literacy strategies and structures for behavior management and	Weekly support for selected teachers, September through February Kindergarten to 5th grade selected teachers	Classroom management structures and individualized behavior supports will incorporate the strategies and understandings addressed in PD.	Ramapo consultant observes teachers to ensure that the specific structures and techniques are effectively deployed and reports observation data to both administration and teacher, with feedback to determine next steps.

iii. *Plan for training, support and professional development*

The schedule and plan to be implemented for evaluating the effects of training, support and professional development is as follows:

There will be a continuous cycle for implementing, evaluating, and modifying all components of the plan involving training, support and professional development.

The goals for Metamorphosis PD are to develop teachers' content knowledge in mathematics, ensure high-quality implementation of replacement units of study, and enhance effective practices in instruction. Impact will be measured by (1) student progress on performance tasks evidenced by CCLS-aligned rubrics and other interim evaluations (see section H-iv), (2) evidence of growth in teacher practice as measured by administration using the Danielson Framework, and (3) teacher satisfaction regarding the relevance and usefulness of the PD, as documented on PD Reflection Sheets and communicated to Metamorphosis by administration. Adjustments and modifications to the plan will be effected as follows: (1) student assessment data will be analyzed during regularly scheduled teacher team meetings in concert with coach and administration and plans will be created for targeted instruction, with involvement of Metamorphosis, (2) administration will conduct observations and reflect on practice with teachers through a formal and informal observations and feedback cycle occurring tri-annually, and (3) administration will monitor teacher PD reflections throughout the cycle. In addition, coaches and administration will attend and participate in PD events to ensure quality and appropriate focus.

The goals for Great Books PD are to enable teachers to learn and implement a shared inquiry method of instruction. Impact will be measured by (1) student progress articulating higher level critical thinking as framed by expectations, measured by teacher records and notes in Data Binder, and in interim assessment data, (2) evidence of growth in teacher practice as measured by administration using the Danielson Framework, and (3) teacher satisfaction regarding the relevance and usefulness of the PD, as documented on PD Reflection Sheets and communicated to Great Books by administration. Adjustments and modifications to the plan will be effected as follows: (1) in response to student assessment data, as part of regularly scheduled teacher team meetings, teachers and administration will create plans for targeted instruction to address student growth as needed, (2) administration will follow up on growth plans created as a result of observation and feedback cycles, and (3) administration will monitor teacher PD reflections throughout the cycle. In addition, coaches and administration will attend and participate in PD events to ensure quality and appropriate focus.

The goals of Ramapo PD are to enhance teachers' use of social-emotional literacy strategies and develop structures for behavior management. Impact will be measured by (1) observation of growth in teacher practice as measured by administration using the Danielson Framework, and (2) teacher satisfaction regarding the relevance and usefulness of the PD, as documented on PD Reflection Sheets and communicated to Ramapo by administration. Adjustments and modifications to the plan will be effected as follows: (1) Ramapo coaches will submit precise written recommendations for next steps and will conduct follow-up visits to support implementation, (2) Ramapo coaches will meet to debrief with administration following each PD

event, and (3) administration will monitor teacher PD reflections throughout the cycle, and in addition, will attend and participate in PD events to ensure quality and appropriate focus.

J. Communication and Stakeholder Involvement/Engagement

i. Method of regularly updating school stakeholders on SIG plan implementation

The NYCDOE and the Priority School fully and transparently consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIG plan. Upon designation of the school as a Priority School by the New York State Education Department in August 2012, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation.

Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status within 30 days of the State's designation. Principals were also invited to two different meetings with Senior Deputy Chancellors Shael Suransky and Marc Sternberg on August 31 to learn more about the school's Priority status, intervention model options, and next steps for the NYCDOE and school. Superintendents, clusters, networks school support staff, and principals participated in trainings on the ESEA waiver and Priority status to turn-key the information to stakeholders. NYCDOE staff also presented the information directly at information on state accountability designations and implications during Community Education Council meetings, a meeting of the Panel on Education Policy, and other community meetings.

As the Priority School developed its School Improvement Grant, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level. When it was brought to the attention of the NYCDOE that further school-level consultation and collaboration efforts needed to made, the NYCDOE extended the deadline for submission of Attachment A and provided additional guidance to schools to ensure appropriate consultation and collaboration took place prior to submission of the SIG plan.

The Priority School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2013-14 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

PS 15 will communicate regularly on the implementation of the SIG plan with families through monthly newsletters, PTA meetings, SLT Meetings, emails via the principal's parent listserv, and updates on the school website. Teachers will be updated through weekly messages from the principal delivered in paper and digital form, weekly grade level study group meetings, monthly staff meetings, and SLT meetings. Network personnel will be informed during monthly principal meetings and walkthroughs.

K. Project Plan and Timeline

i. ***Goals and key strategies for <u>Year One implementation period</u>*** **<u>(September 1, 2013, to August 31, 2014)</u>**
ii. ***"Early wins" as early indicators of a successful SIG plan***
iii. ***Leading indicators of success to be examined at least quarterly***

Goal One: To raise student achievement by further developing curricula that challenge students to think, write, and solve problems at higher levels.

Strategies, Early Wins and Benchmarks:

1. Develop further and implement rigorous CCLS-aligned curricula and tasks that challenge students to think, write and problem-solve at higher levels so that they are better prepared for middle school and beyond. Early indicator of success would be the initial implementation of professional development with all grades to facilitate curriculum and lesson planning, curriculum calendars are created for each grade, replacement units are ordered and available for planning, at least two units of study in core content area are planned by December 2013 and units show evidence of instruction that will challenge students at cognitively high levels. As a quarterly benchmark, planned CCLS-aligned units of study will be submitted for each unit developed during the benchmark periods. Student CCLS-aligned performance tasks will be collected and analyzed each quarter for growth along grade level rubrics. Students will average a 0.5-point increase per quarter.
2. Ensure adequate resources to enable teachers and students to reach full potential in teaching and learning. Early indicators of success are that coaches and teacher teams have met to determine needs with consideration to specific student learning needs. Appropriate classroom libraries and student materials have been selected and ordered. Quarterly benchmarks would include the utilization of materials as confirmed by classroom environment surveys completed by administrators. Administrators and coaches will work together to identify area of need, and effectiveness of implementation. Action plans will then be created to support this work.
3. Provide teachers with per session opportunities to collaboratively plan units of study with content coaches and administration. Early indicators of success include one completed unit plan, and time cards demonstrating use of time.

Goal Two: To raise student achievement by continuing to develop teaching practices that extends students' critical thinking and independence.

Strategies, Early Wins and Benchmarks:

1. Strengthen teaching practices with questioning, discussions and routines that extend students' critical thinking and independence to promote rigor. Early indicators of success include schedules created and per diem and per session funds allocated to allow for professional development and common planning time around higher order thinking and CCLS-aligned instruction. Consultant and coach schedules are established and in progress. Informal observations will show evidence of teacher effectiveness in areas of new learning. Teachers will have a minimum of one observation per quarter to assess effectiveness. Principal and AP will use the Danielson framework for observation. Teachers and administration will analyze low-inference transcripts and provide observation feedback. Units of Study will be shared via the school's intranet site for analysis and feedback from coaches, administrators, and teachers. Administrators will collect observation and teacher reflections to follow up on individual teacher goals/ recommendation and evidence of effective practices as a result of professional development. As a quarterly benchmark, planned CCLS-aligned units of study will be submitted for each unit developed during the benchmark periods. In addition, instructional staff APPR ratings will demonstrate growth on their individual goals.

2. Utilize the expertise of coaches and consultants to provide teachers with a deeper understanding of concepts and content knowledge. Early indicators of successful implementation include established consultant and coach schedules. Informal observations will show evidence of teacher effectiveness in areas of new learning. Teachers will have a minimum of one observation per quarter to assess effectiveness of professional development. Teachers and administration will analyze low-inference transcripts and observation feedback.

Goal Three: To strengthen socio-emotional supports that result in a safe environment and inclusive culture for student and teacher growth.

Strategies, Early Wins and Benchmarks:

1. A mental health and counseling library will be developed to ensure guidance counselors and teachers have adequate resources to address the vast needs of the population. The mental health and counseling library will serve as a resource for counselors, teachers, social workers, parents and students. The library will consist of a range of topics including, but not limited to: positive behavioral interventions, social skill building, character education, diversity and cultural awareness, conflict resolution, bullying, special education and learning disabilities, and college and career readiness. For teachers and parents, workbooks will also be available on managing academic and behavioral difficulties. Early wins will include the guidance counselors' gathering of information from teachers, students, and parents on the specific subjects they feel should be addressed, benefitting the school, classroom, and home environment. Benchmarks for the first quarter will include a compiled list of resources to order, and for the following quarters, the acquisition and organization of resources. School counselors will provide workshops for teachers and families on how to utilize the literature and tools in order to support students. Counselors and teachers will also collaborate on classroom topics and incorporating guidance related storybooks. Each book/ tool will be classified under one of the following domains: academic, personal/social, or college/career readiness. Students, teachers, and parents will acquire knowledge and skills that contribute to effective academic learning, positive personal and social

skills, and increased awareness of preparation for college/career pathways. Through observation and data, school counselors will measure effectiveness of books utilized. School counselors will ask teachers and parents to rate book used and document how it was used by developing a user-friendly worksheet to evaluate various books used. Data collected will be in the following forms: Likert scales (strongly agree, agree, undecided, disagree, strongly disagree), true/ false questions, fill in blanks, and short answer questions. Counselors and administration will share results from data collection with appropriate school groups (parent association, SLT, School Safety, Attendance, and PBIS committee).

2. School counselors will provide counseling-related classroom lessons targeting academic, personal/social development, and college/career exploration. Teachers will be provided with professional development on topics in these domains as well as mental health related topics that affect students and families. School counselors will collaborate with teachers, school staff, and parents to reinforce school wide PBIS and emotional literacy programs, fostering a safe and holistic school environment which aims to close achievement gaps. Classroom lessons for students and counselor provided workshops for teachers reach larger audiences for a more preventative approach. By providing a guidance curriculum targeting academics, personal/social development, and college/career exploration, in alignment with the PBIS and emotional literacy programs, PS 15 students will excel in each domain. Teachers and support staff will also acquire knowledge through collaboration and professional development in areas of mental health awareness and utilize techniques. Benchmarks will include the development a theme per month, with the offering of a lesson plan per month per grade and the delivery of professional development to teachers, targeting topics in each domain, so that the lessons will be incorporated in the classroom. Indicators of success will be the incorporation of lessons and themes into classroom teaching. School counselors will also look at referrals, incidents and infraction codes, monitor number of discipline referrals on a monthly basis and separate by gender and grade to ascertain whether preventative measures are influencing behavior. School counselors, when appropriate, will evaluate pre and post information incorporated into classroom lessons for students and workshops for teachers. Data will be reported to school staff, administration, and specialized teams within the school (PPT members, safety committee, PBIS committee, SLT members).

3. Culturally competent and dedicated early childhood school counselors for grades K-2 and 3-5 will work to dedicate specialized attention to students, including socio-economically disadvantaged and special education students. By collaborating with teachers, school staff, and Community Based Organizations (CBOs), school counselors will work to offer support for the parental and family unit, offer preventative measures, create intervention plans, and engage families in their child(ren)'s education, fostering positive relationships, thus helping to close achievement gaps. Early wins will be the use of a needs assessment tool to be filled out by parents during registration periods and workshop days and nights. Combining the results of the needs assessments with registration forms (meals application, ATS forms, housing information, previous academic data, ARIS, etc.) school counselors and parent coordinator will best match organizations with families. Community Based Organizations (CBOs) will be invited to speak at school functions throughout the 2013-2014 school year, continuing to garner interest and provide various supports. School counselors will track the number of referrals initiated by the school staff and those initiated by the family. School counselors will also work with CBOs to track

student and family progress to determine appropriateness of the referral(s). The data to be collected and analyzed will be the needs assessments, the CEP, registration information, teacher assessments, attendance data, school report cards, behavioral referrals, and online occurrence reports. School counselors will collaborate with administration, teachers, and CBOs in reviewing this data and analyze the progress of individual students and family involvement. Comprehensive action plans will be created as a method of evaluating the success of the support provided.

4. Provide parents with workshops on a variety of topics that will enhance their ability to make informed parenting choices. To determine early wins, PS 15 will create a survey to ascertain parent interests and needs to guide our workshop program. PS 15 will compile results of the survey. Survey results will be used to create and distribute schedule of workshops planned for 2013-2014 school year. At least one workshop will be delivered before December 2013. This will show us the interest of parents, provide teachers with the opportunity to adjust schedules in advance, and ensure that one workshop per quarter is scheduled. As a quarterly benchmark, PS 15will deliver at least one workshop per quarter. This will show that PS 15 is on track towards delivering intended workshops and allow the school to refine the process. Sign in sheets will be used to determine extent of parent participation for action planning and next steps. The variety of methods for parental outreach and the volume of such outreach will be analyzed to determine effectiveness of efforts. Parent satisfaction surveys will be collected to determine the parental satisfaction and usefulness of workshops. Data collection will consist of parent sign-in sheets and parent satisfaction surveys. Guidance will collect sign-in sheets and surveys and analyze data to ensure parent participation and satisfaction. Data will be shared with parent coordinator and school leadership immediately following each workshop. Information will be shared with staff on a quarterly basis during staff meetings.

5. Continued implementation of PBIS and Emotional Literacy. Early wins will be classroom charters visible in all classes, regular use of mood meters, PBIS expectations for personal behavior matrices visible in all areas of the school, initial use of upper grade emotional literacy word walls, and evidence of emotional literacy vocabulary lessons visible in k-2 classrooms. These early indicators will ensure that the entire school community is consistently implementing PBIS and emotional literacy. As quarterly benchmarks, evidence of continued implementation will be observed a minimum of two times each quarter. Data collection will consist of checklists indicating environmental evidence of PBIS and EL, observation checklist of observed implementations, and class participation in PBIS rallies. Guidance counselors will analyze the data to determine the effectiveness of implementation and effect on student character, social, and emotional development. Results of this work will be shared with the SLT and PTA quarterly.

iv. ***Goals and key strategies for Year Two and Year Three of implementation***

Goal One: To raise student achievement by further developing curricula that challenge students to think, write, and solve problems at higher levels.

Strategies:

1. Develop further and implement rigorous CCLS-aligned curricula and tasks that challenge students to think, write and problem-solve at higher levels so that they are better prepared for middle school and beyond as evidenced by well-planned CCLS-aligned units of study and growth in student CCLS-aligned performance tasks determined by rubric.

2. Ensure adequate resources to enable teachers and students to reach full potential in teaching and learning. Appropriate classroom libraries and student materials will continue to be present in all classrooms.

3. Provide teachers with per session opportunities to collaboratively plan units of study with content coaches and administration, evidenced by well-planned CCLS-aligned units of study.

Goal Two: To raise student achievement by continuing to develop teaching practices that extend students' critical thinking and independence.

Strategies:

1. Strengthen teaching practices with questioning, discussions and routines that extend students' critical thinking and independence to promote rigor, as evidenced by informal observations and formal evaluations.

2. Utilize the expertise of coaches and consultants to provide teachers with a deeper understanding of concepts and content knowledge, as evidenced by informal observations and formal evaluations.

Goal Three: To strengthen socio-emotional supports that result in a safe environment and inclusive culture for student and teacher growth.

Strategies:

1. A mental health and counseling library will be developed to ensure guidance counselors and teachers have adequate resources to address the vast needs of the population, evidenced by survey data that records usage and user satisfaction.

2. Provide parents with workshops on a variety of topics that will enhance their ability to make informed parenting choices, evidenced by participation and satisfaction data.

3. Continued implementation of PBIS and Emotional Literacy, evidenced by observation checklist.

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	54600	56000	56000	56000
b. Student participation in State ELA assessment	%		99.20%	99%	100%	100%	100%
c. Student participation in State Math assessment	%		99.20%	100%	100%	100%	100%
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	90%	92%	92.3%	92.75%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	5.4%	5.2%	5%	4.8%
h. Number of discipline referrals	num		66	86	80	75	70
i. Truancy rate	%		1.0%	0.0%	0.0%	0.0%	0.0%
j. Teacher attendance rate	%		95.2%	96.7%	96.8%	96.9%	97.0%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num			30	40	40	40
m. Hours of professional development to improve leadership and governance	num			30	40	40	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			20	40	40	40
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	94	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	112	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	18.8%	Please see memo	Please see memo	Please see memo

r.	Students scoring "proficient" or higher on Math assessment	%		57%	34.6%	Please see memo	Please see memo	Please see memo
s.	Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t.	Students taking PSAT	num		0	n/a	n/a	n/a	n/a
u.	Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
v.	High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w.	Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x.	High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

Attachment B MEMO: School-level Baseline Data and Target-Setting Chart Methodology Used for Data

This memo explains the methodology used to determine the district average, school baseline, and/or school targets for indicators in Attachment B. Notes are also given for indicators where schools are unable to set targets at this time.

a. **Number of minutes in the school year:** The school's baseline data for 2010-11 was determined based on the number of instructional days in the school year and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12).

b. **Student participation in State ELA assessment**

c. **Student participation in State Math assessment**

d. **Drop-out rate**

e. **Student average daily attendance:** Calculation based on aggregate of days students were present divided by days present + absent for school year 2010-11.

f. **Student completion of advanced coursework:** High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc.

g. **Suspension rate:** Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2010-11.

h. **Number of discipline referrals:** Represents total count of Level 3-5 incidents in 2010-11

i. **Truancy rate:** K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

j. **Teacher attendance rate:** Calculated based on 2010-2011 school year: 1 – (total absent days/total active days)

Absent days: defined as total of time teachers were reported to be absent for discretionary reasons (personal, sick, and grace period) during 2010-2011 school year. Excludes school holidays and weekends, or when teachers were otherwise not required to report to school.

Active days: defined as all days where teachers were to report to school based on DOE school calendar (excludes school holidays, snowdays, and weekends) where they were in the title of teacher, and were not on leave or sabbatical.

k. **Teachers rated as "effective" and "highly effective":** Data for percentage of teachers rated "Effective" and "Highly Effective" (HEDI categories) does not exist for all schools at this time. Please note that targets will be set for teacher ratings once the new evaluation system is underway. All elements related to teacher evaluation will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations."

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

- PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions)
- PD to build a shared understanding of Danielson's *Framework for Teaching* and develop a shared picture of effective teaching
- PD to understand the new system of teacher evaluation and development
- PD to implement Response to Intervention (RtI)
- PD for teachers working with English Language Learners
- PD to implement Positive Behavioral Interventions and Supports (PBIS)
- Observation and feedback to individual teachers
- PD/mentoring to support new teachers
- PD to implement CTE courses in which increased percentages of historically underserved students will enroll
- PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll
- PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll
- PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs
- Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

- Regular meetings in which school leaders:
  - Review data and establish an instructional focus
  - Evaluate curricular alignment with standards in all content areas
  - Plan and adjust PD to support implementation of the school's curricula
  - Plan and adjust PD to improve instruction
- Regular meetings in which team leaders develop facilitation, data analysis, and planning skills
- PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings
- Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system
- Support for school leaders supporting teachers with the new teacher evaluation and development system
- Support for highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools
- PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll
- PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll
- PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll

n. Hours of professional development in the implementation of high quality interim assessments and data-driven action

This may include the following types of professional development activities:

- Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
- Professional development on creating and using periodic assessments
- Training on information systems that track assessment outcome

II. Academic Indicators

o. **ELA performance index**

p. **Math performance index**
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools' Performance Indices. While the school's PI from 2010-2011 is provided as baseline, targets for each year of the grant will be set once more current data on schools performances are available.

q. **Student scoring "proficient" or higher on ELA assessment**

r. **Students scoring "proficient" or higher on Math assessment**
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools' proficiency rates. While the percentage of students scoring 'Proficient' or higher is provided from 2010-2011as baseline, targets for each year of the grant will be set once more current data on schools performances are available.

s. **Average SAT score**

t. **Students taking PSAT:** The grade in which students take the PSATs varies from school to school; total takers from 2010-2011 is provided.

u. **Students receiving Regents diploma with advanced designation**

v. **High school graduation rate**

w. **Ninth graders being retained:** This was determined based on audited registers of students who were coded as being in ninth grade in both 2009-10 *and* 2010-11.

x. **High school graduates accepted into two or four year colleges**

Attachment C
01M015

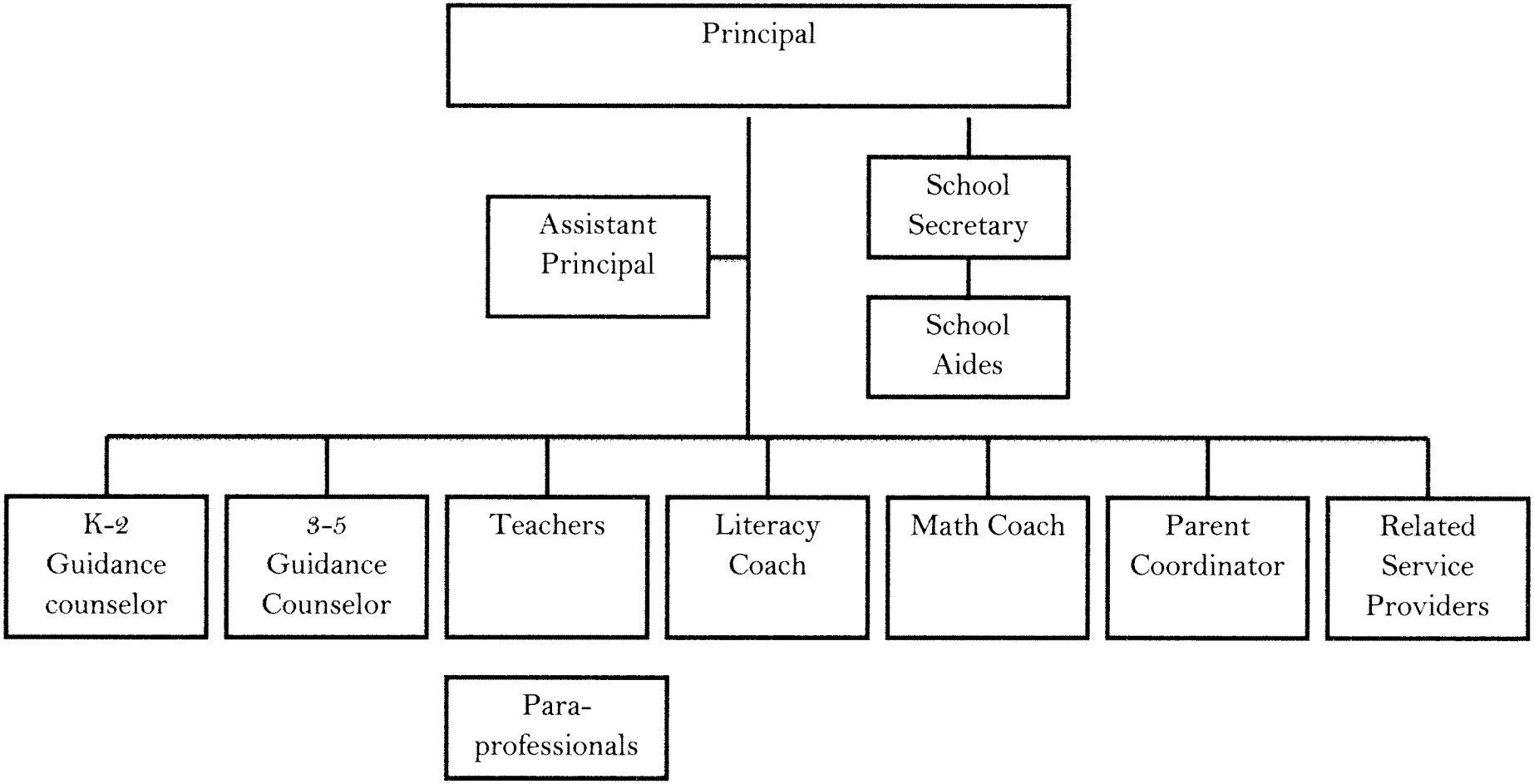
Evidence of Partner Effectiveness Chart

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Ramapo for Children contract # RAM021000	1. PS 65X	1. Jasmine Gonzalez, Principal 718-292-4628
	2. PS 369X	2. KAREN COLLINS, PRINCIPAL 718-292-7391
	3. PS001X	3. JORGE PERDOMO, PRINCIPAL 718-292-9191
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
American Reading Company	1. PS 166K	1. MARIA ORTEGA, PRINCIPAL-718-649-0765
	2. PS 194X	2. ROSA SIFUENTES-ROSADO,

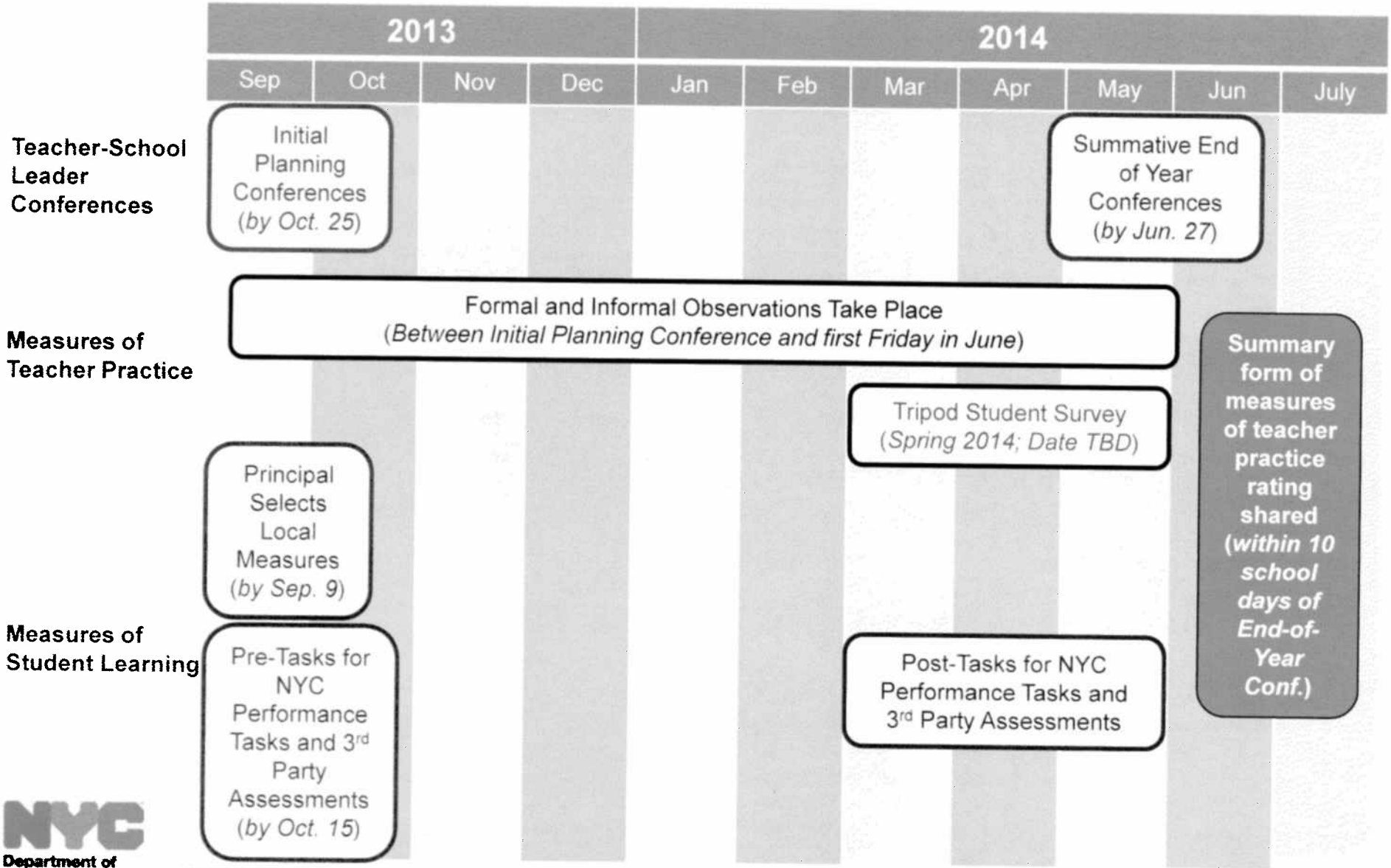
Contract #ONE028000		PRINCIPAL - 718-892-5270
	3. PS 21X	3. JOYCE COLEMAN, PRINCIPAL - 718-652-3903
Partner Organization **Name and Contact Information Partner Organization** **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Metamorphosis Contract # MET713795	1. PS 230K	1. SHARON FIDEN, PRINCIPAL – 718-437-9191
	2. PS 503K	2. BERNADETTE FITZGERALD, PRINCIPAL – 718-439-5962
	3. PS 24K	3. CHRISTINA FUENTES, PRINCIPAL – 718-832-9366
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Junior Great Books	1. PS 169Q	1) VANESSA CHAMBERS, PRINCIPAL - 718-428-6160
	2. PS 168K	2) JOSEPHINE SANTIAGO, PRINCIPAL - 718-853-3224
	3. PS189K	3) MS. BERTHE G. FAUSTIN, PRINCIPAL -
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

	systematic evaluation data to demonstrate the impact of partner-services.	
Wilson (Fundations for K-2 and Wilson for intervention)	1. PS 123M	1)MELITINA HERNANDEZ, PRINCIPAL - 212-690-5925
	2. PS 59M	2)ADELE SCHROETER, PRINCIPAL - 212-888-7870
	3. PS 41M	3)KELLY SHANNON, PRINCIPAL - 212-675-2756

Attachment G -- Organizational Structure – 01M015 PS 15 Roberto Clemente



2013-14 Teacher Evaluation and Development Timeline



NYC Department of Education
Dennis M. Walcott, Chancellor

*Final APPR Rating will be sent to teacher from central by September 1, 2014

IRENE SANCHEZ

[redacted]

OBJECTIVE

To use my leadership and educational experience to successfully lead a school that makes learning a priority for all.

EDUCATION

Touro College, NY, MA Supervision & Administration G.P.A. 4.0 Aug 2005 – June 2007
Bernard Baruch College, BA in Actuarial Science, G.P.A. 3.2, Dean's List Feb. 1995 – May 1999
Minor Alternative: courses in Finance, Marketing, and Management; 30 credits in education

EXPERIENCE

The Roberto Clemente School – PS 15 September 2012 – Present
Principal
Achievements

- Implemented CCLS-aligned framework for individualized conferring and small group instruction in literacy, resulting in significant, measurable, student progress.
- In order to ensure consistency across content area instructions, the principal designed a similarly structured CCLS-aligned framework for individualized conferring, small group instruction, and progress monitoring in math implemented in all grades.
- Significantly increased rate of student attendance by developing a three tiered approach that addresses students, teachers, and families. Students receive highly visible rewards and incentives, parents are supported by in-school resources and community partners, and teachers are held accountable for outreach and follow-up.
- Developed powerful processes for analyzing and elevating teacher performance through clear expectations for practice which results in improved instruction.
- Created a strong climate for learning by fostering positive relationships among teacher, students, and families.
- Created systems and organizational structures ensuring the use of a broad range of assessment data sensibly leading to meaningful instructional planning and interventions for students.
- Created a culture is which teachers are actively involved in their learning process and professional growth.
- Promoted an atmosphere in which stakeholders are actively involved in learning and leadership opportunities.
- Resources of all types have been harnessed effectively and result in progress of student achievement.
- Consistent increase in test scores every year in ELA and Math
- Held teachers accountable for effective instruction and removed teachers who were ineffective.
- Established valuable partnerships with key organizations to enrich curriculum through music, art and athletics, to beautify the school, to enhance the school experience for all students, and foster stronger relationships among stakeholders through workshops, professional development, social and appreciation events.

The Island School, PS/MS188 August 2009 – August 2012
Assistant Principal
Responsibilities include:

- Contributing to the social and academic tone of the school by maintaining open lines of communication, collaboration, and promoting an atmosphere of mutual respect.
- Using data to set high learning goals and increase student achievement by teaching, mentoring, and developing staff in the areas of classroom management, curriculum content, providing differentiated instruction and creating small groups, lesson planning in ELA and Mathematics, data analysis, and best practices.

- Facilitate ongoing collaboration amongst all stakeholders through the creation and development of an Instructional Council to create action plans to meet the school's needs, active participation in SLT, PPT, and PTA meetings, and maintaining constant communication with service providers, parents and students.
- Standards based curriculum planning
- Planning and conducting monthly and weekly staff meetings.
- Conducting pre- and post- conferences with teachers to review observations and evaluations.
- Problem solving in all aspects of school life
- Facilitating school-wide Inquiry work as data specialist
- Coordinating all City and State assessments for K - 8
- Development of Assistant Principal's club for students to encourage growth, independence and responsible behavior for third through fifth grades.
- Maintaining Middle School and coverage schedules.
- Maintaining ongoing communication with external partnerships.

Metropolitan College of New York January 2008 - Present

Adjunct Professor

Responsibilities include

- Teaching a graduate level math course to prospective teachers
- Evaluating students performance and lesson plans

NYC Board of Education June 2007-August 2009

Math Coach

Responsibilities include:

- Developing a cohesive school wide math program
- Providing continued professional development to teachers in the areas of classroom management, curriculum content, providing differentiated instruction and creating small groups, use of the Everyday Math Program, lesson planning, data analysis, and best practices
- Presenting Test Preparation workshops, New Teacher Workshops, and Math Night for parents
- Coordinating and conducting June planning sessions
- Coordinating and supervising afterschool test preparation programs
- Developing and conducting math lab sites
- Conducting demonstration lessons
- Mentoring new teachers
- Planning for and conducting weekly and monthly grade meetings
- Attending network math meetings and testing meetings
- Assisting the testing coordinator with NYS testing responsibilities
- Providing teachers with guidance and support
- Serving on the Inquiry Team, and School Leadership Team

Data Specialist

Responsibilities include:

- Providing professional development in making instructional decisions based on student data
- Responsible for turn-key staff development in the use of ARIS, Acuity, and Performance Series
- Taking a leadership role in organizing and analyzing aggregate reports for the School Quality Review, Inquiry team, and presentation of School Quality Review case study
- Attending data specialist meetings
- Data cleansing through ATS

Lead Teacher Sept. 1999 – June 2007

- Taught English Language Arts, Math, and Social Studies to third and fourth grade students

- Prepared students for citywide and statewide exams.
- Tutored small groups in a structured after school program geared toward test preparation.
- Developed and Maintained student portfolios.
- Maintained constant parent-teacher communication to foster an effective learning environment.
- Planned and implemented daily schedule.
- Worked with other teachers on the grade to create uniformity among classes.
- Provided new teachers with guidance and support.

SKILLS

Bilingual: English/ Spanish; data analysis; proficient in the use of Excel, Word, ATS, Acuity, Performance Series, and ARIS; excellent interpersonal, oral, and written communication skill; detail oriented.

References available upon request

01M015 PS 15 Roberto Clemente

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead	Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Ernest A Logan	6/6/13	
Type or print name ERNEST A. LOGAN		
Teachers Union President / Lead	Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Parent Group President / Lead	Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		

01 M015 PS 15 Roberto Clemente

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Michael Mulgrew	6/6/13	
Type or print name Michael Mulgrew		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		

01M015_ PS 15 Roberto Clemente

Attachment A
Consultation and Collaboration Documentation Form

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Signature (in blue ink)		
Type or print name		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Parent Group President / Lead	Date 6/6/13	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Jane Reiff		
Type or print name Jane Reiff		

Attachment A
Consultation and Collaboration Documentation Form

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Principal	Date	
Signature (in blue ink)	5/17/13	I Sanchez
Type or print name		Irene Sanchez
Teachers Union President / Lead	Date	
Signature (in blue ink)	5/17/13	D Fis
Type or print name		DONNAMARIE FISCINA

Parent Group President / Lead	Date	
Signature (in blue ink)	5/17/13	Alexis Cole
Type or print name	5/17/13	Alexis Cole

01M015 Roberto Clemente

Pre-Review of Full 2013 Grant Application

Page 1

Application Cover Sheet (with original signatures ...	Yes
Proposal Narrative (including District-level Plan...	Yes
Attachment A (Consultation and Collaboration Form...	No
Attachment B (School-level Baseline Data and Targ...	Yes
Attachment C (Evidence of Partner Effectiveness Ch...	Yes
Attachment D (Budget Summary Chart)	Yes
FS-10 for Implementation Period	Yes
Budget Narrative	Yes
Memorandum of Understanding (required for a Restar...	No
Assurances for Federal and Discretionary Program F...	Yes
Has the applicant submitted all of the documents l...	Yes

Additional comments:

1. Cover page signed - not blue ink
2. Attachment A form not submitted - district overview submitted
3. FS-10 - no signature
4. Complete district/school overviews were submitted for each district or school plan section

Did this applicant meet all of the necessary requirements to be considered for full review?

Yes

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Educational Finance and Management S
Bureau of Federally Aided Programs – Room 542 EB
Albany, New York 12234

PROPOSED BUDGET

FOR THE OPERATION OF A

FEDERAL OR STATE PROJECT FS-10 (2/94)

BASIC PROJECT INFORMATION

N.Y.C. GRANT # | | | | | | | |

N.Y.C. DOCUMENT # | | | | | | | |

PROJECT # | | | | | | | | | | |

AGENCY CODE | 3 | 0 | 5 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 5 | 1 |

Federal /State Program: **SCHOOL IMPROVEMENT GRANT 1003 (g)**
PS 15 ROBERTO CLEMENTE

Contact Person: EDUARDO CONTRERAS

Agency Name: **New York City Department of Education**

Mailing Address: **52 Chambers Street, Room 413**

New York, **N.Y.** **10007**

Telephone #: 212-374-0520

Manhattan
County

Project Operation Dates From **SEP** **1** **2013** To **AUG** **31** **2014**

BUDGET TOTAL

$455,156

N.Y.C. GRANT #

0	0	0	0	0	0	0

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

Do not include central administrative staff which are considered as indirect costs.

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	1.00	71,390	71,390
Guidance Counselor	1.00	90,000	90,000
Eduacation Administrator	1.00	98,000	98,000
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	600	41.98	25,188
Teacher per session Trainee Rate (rate per hour)	150	19.12	2,870
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	42	154.97	6,510
CENTRAL - School Implementation Manager	0.13	119,344	15,967
CENTRAL - Talent Coach	0.05	114,000	5,307
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
		Subtotal - Code 15	315,232

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff which are considered as indirect costs.

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
		Subtotal - Code 16	0

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

Include consultants (indicated per diem rate), rentals, tuitions, and other contractual services. Copies of contracts may be requested by the department

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant		0
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Metamorphosis, Great Books Foundation	41,898
	Subtotal - Code 40	41,898

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under $1000 per unit cost

Object Code and Description of Item	Proposed Expenditure
Computer and Printers under $5,000 per unit	0
Educational Software	0
General and Instructional Supplies	1,241
Library Books	0
Supplemental Textbooks	19,049
Subtotal - Code 45	20,290

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instruction sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Object Code and Description	Destination and Purpose	Calculation of Cost	Proposed Expenditures
		Subtotal - Code 46	0

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE		71,354
ARRA FRINGE - CENTRAL		6,382
	Subtotal - Code 80	77,736

CALCULATION OF INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)	$455,156
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

Include items of equipment, such as furniture, furnishings and machines that are not integral parts of the building or building services. Repairs of equipment should be budgeted under Code 40 - Purchased Services. All equipment purchased in support of this project with a unit cost of $1000 or more should be itemized in this category. Equipment under $1000 should be budgeted under Code 45 - Supplies and Materials.

Description of Item	Proposed Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 20	0

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	315,232
Non-Professional Salaries	16	0
Purchased Services	40	41,898
Supplies and Materials	45	20,290
Travel Expenses	46	0
Employee Benefits	80	77,736
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		455,156

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the required budget amounts are necessary for the implementation of this project and that this agency is in compliance with the Federal and State Laws.

6.7.2013

DATE

SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

SED #: 3 0 5 1 0 0 0 1 0 0 5 1

Project #: 0 0 0 0 0 0 0 0 0 0

Tracking/Contract #:

Project Funding Dates

9 1 2013 FROM — 8 31 2014 TO

Program Office Approval

Fiscal Year	Amount Budgeted	First Payment
	$	$
	$	$
	$	$
	$	$
	$	$

Voucher #

$ First Payment

Finance Office Approval

PS 15 ROBERTO CLEMENTE

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

Pre-implementation Period
(April 1, 2013 - August, 31, 2013)

Categories	Code	Costs
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	**$** -

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	$ 315,232
Support Staff Salaries	16	$ -
Purchased Services	40	$ 41,898
Supplies and Materials	45	$ 20,290
Travel Expenses	46	$ -
Employee Benefits	80	$ 77,736
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 455,156**

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015)

Categories	Code	Costs
Professional Salaries	15	$ 316,428
Support Staff Salaries	16	$ -
Purchased Services	40	$ 42,398
Supplies and Materials	45	$ 21,771
Travel Expenses	46	$ -
Employee Benefits	80	$ 78,506
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 459,103**

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016)

Categories	Code	Costs
Professional Salaries	15	$ 323,214
Support Staff Salaries	16	$ -
Purchased Services	40	$ 38,198
Supplies and Materials	45	$ 21,914
Travel Expenses	46	$ -
Employee Benefits	80	$ 79,700
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 463,026**

Total Project Period
(April 1, 2013 - August 31, 2016)

Categories	Code	Costs
Professional Salaries	15	$ 954,874
Support Staff Salaries	16	$ -
Purchased Services	40	$ 122,494
Supplies and Materials	45	$ 63,975
Travel Expenses	46	$ -
Employee Benefits	80	$ 235,942
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 1,377,285**

BUDGET NARRATIVE: PS 15 Roberto Clemente (01M015)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Staff (hourly or per diem stipends) Code 15	Hourly per session for 20 hours after school x 15 Teachers = 300 hours for **curriculum planning and CCLS-alignment** with facilitation for learning by administrators and Literacy and Math coaches to reinforce effective instructional strategies across all classes to help students achieve learning targets of CCLS from October-May.	12,594	12,594	12,594	$37,782	Administrators and coaches will support planning sessions to ensure the creation of quality units that can be utilized after the grant cycle has ended. This process will also serve to build teacher capacity for effective planning.
Curriculum	Supplies, materials, supplemental texbooks and software (Code 45)	**Supplemental Textbooks:** Terc Investigations units. School will implement two units per year then transition into the full curriculum. Cost include teacher editions, teacher differentiation guides, consumables and interactive whiteboard software.	4,584	5,000	7,200	$16,784	This program will be funded 100% by SIG during the 3 implementation years. In year 4 the school will adapt the entire curriculum funded through NYSTL.
Curriculum	Supplies, materials, supplemental texbooks and software (Code 45)	**Requisite materials to fully implement the Great Books program,** which will bring a shared inquiry approach to literacy learning including literacy through the content areas.	4,800	5,800	3,300	$13,900	Initial cost for program materials will be paid for by SIG. Cost during subsequent years is only for consumables and will be paid for through NYSTL Textbook funds.
Curriculum	Supplies, materials, supplemental texbooks and software (Code 45)	American Reading Company has been shown to close the Achievement Gap by 71 percent in a scientifically based research study. Materials will supplement school's existing use of American Reading Company's Action100 program in utilizing standards-based assessments and instruction, specifically in non-fiction units of study.	7,400	443	443	$8,286	Initial cost for program materials will be paid for by SIG. Cost during subsequent years is only for consumables and will be paid for through NYSTL Textbook funds.
Curriculum	Supplies, materials, supplemental texbooks and software (Code 45)	**Consumable materials**: to address decoding and fluency, K-2 classes will use Wilson's Foundations for systematic multi-sensory word study, which supports CCSS Foundational Standards. Students will have appropriate materials for engagement in critical word study instruction.	2,265	2,265	2,265	$6,795	Initial cost for program materials will be paid for by SIG. Cost during subsequent years is only for consumables and will be paid for through NYSTL Textbook funds.
Student Support	Professional Staff (Code 15)	**1.0 FTE Guidance Counselor** - School currently serves a population of students that faces significant social, emotional and health challenges. School was ranked as the highest-need school on last year's New York Department of Education economic need index. School has many children whose families are in crises and face overwhelming stress with limited resources and seemingly limited options. A supplemental Guidance Counselor will deliver critical support to help students develop resilience, optimism and academic success. The Guidance Counselor will be assigned to grades K-2 and will provide in-class lessons, individualized student support, and family support.	90,000	90,000	90,000	$270,000	It is expected that at the end of the three years the student population will have increased, and the position will be sustained through fair student funding or other sources. Further, it is also expected that the work of the guidance counselors will build school wide capacity for continued student support through classroom modeling and planning and supports delivered to teachers such that if the position is not sustained, the work itself will be sustained.
Student Support	Professional Staff (hourly or per diem stipends) Code 15	**Extended learning time** to provide students with direct instruction. Five Teachers x 5 hours per week during 20 weeks (Y1), 22 weeks (Y2) and 23 weeks (Y3).	12,594	12,594	15,743	$40,931	Through the intensive RTI efforts the school will undertake and the introduction of a CCSS-aligned curriculum from 2013 - 2016, it is expected that the number of Tier three students will be significantly reduced. It is expected that other funding sources would be able to cover the expense of a smaller extended day program.
Student Support	Supplies, materials, supplemental texbooks and software (Code 45)	**Instructional supplies** to support development of centers in kindergarten classrooms to ensure sufficient materials for inquiry work and constructive play. Materials will ensure that developmentally appropriate learning through experience enhances instruction.	580	7,572	7,185	$15,337	Initial cost of materials will be paid for by SIG. The principal will make necessary budgetary adjustments for additional materials if needed beyond the period of the grant.
Student Support	Supplies, materials, supplemental texbooks and software (Code 45)	Supplemental **books, materials, and resources** for the development of a mental health and counseling library to be used by counselors and teachers.	661	691	1,521	$2,873	Once the resources have been acquired, we expect that the use of the materials will be long lasting. The school will utilize other funding sources to cover the minimal cost of an average of 10% attrition.

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Teacher Evaluation (APPR) Implementation	Professional Staff (Code 15)	**1.0 FTE Assistant Principal** - support teacher growth and effectiveness through observation and goal setting using the Danielson Framework. AP will play a key role and will be fully involved in professional development to ensure that teachers are acquiring the deep content knowledge and effective practices requisite for our transformation. AP will also must ensure that school's SIG work is well implemented and documented.	98,000	98,000	98,000	$294,000	It is expected that at the end of the three years, the student population will have increased, and the position will be sustained through fair student funding. The principal is committed to making necessary budgetary adjustments to pay for the position.
Teacher Evaluation (APPR) Implementation	Professional Staff (hourly or per diem stipends) Code 15	Per Diem coverage and training stipend during 8 to 12 days per year for teachers to attend **professional development from Metamorphosis**. Description of project below.	3,200	2,890	2,580	$8,670	Professional Development experiences will develop teacher capacity to continue this work after the grant cycle is complete. In addition, administrators and literacy coach will attend PD. sessions. This will ensure that on-site staff can continue to support continuous effective implementation.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**Metamorphosis** Coaches will provide consulting through job-embedded professional development to teachers in order to raise content knowledge and effectiveness of practice. Coaches will establish a shared and common understanding of effective instruction as evidenced in student learning via video case studies and classroom visitations. Teacher will learn how to use curriculum resources effectively, differentiate lessons, cultivate classroom discourse, increase pedagogical content knowledge, as well as create and facilitate an effort-based learning community in which students collaborate, cooperate, and manage their own learning. Coaches from Metamorphosis will provide ongoing professional development through 6 one-day workshops for 2 teachers; 12-in school consultant days and week long intensive content training.	25,398	21,898	18,398	$65,694	Professional Development experiences will develop teacher capacity to continue this work after the grant cycle is complete. In addition, administrators and coach will attend PD. sessions. This will ensure that on-site staff can continue to support continuous effective implementation.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Coaches from **Great Books Foundation** will provide ongoing professional development through 10 to 12 consultant days per year. This organization will be critical in the development of teachers' use of the shared inquiry method of instruction, which utilizes complex text with higher-order questioning.	16,500	20,500	19,800	$56,800	Professional Development experiences will develop teacher capacity to continue this work after the grant cycle is complete. In addition, administrators and coach will attend PD sessions. This will ensure that on-site staff can continue to support continuous effective implementation.
Training, Support, and Professional Develop	Professional Staff (Code 15)	**1.0 FTE Math Coach** - provide ongoing support for teachers in the implementation of new programs and support new content learning and to support all teachers in the use of student data to ensure strong instruction which implements new teacher learning in content and practice	71,390	71,390	71,390	$214,170	It is expected that at the end of the three years, the student population will have increased, and the position will be sustained through fair student funding or other source. Further, Math coach will have developed teacher capacity to continue this work after the grant cycle is complete.
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem = coverage for 20 days for teachers to allow teachers to participate in **network support from Literacy coach**, **network leader in writing**, and **special education liaison** on PBIS and Emotional Literacy.	3,100	3,100	3,100	$9,300	Professional Development experiences will develop teacher capacity to continue this work after the grant cycle is complete. Further, the principal is committed to making necessary budgetary adjustments for continued per diem coverage to enable continued network PD.
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem coverage during 10 to 12 days per year for teachers to attend **professional development from Great Books foundation**. See project description below.	3,080	1,550	2,480	$7,110	All administrators and coaches will attend PD sessions. This will enable school to build capacity and ensure that on-site staff can continue to support to teachers and ensure continuous effective implementation .
All	Employee Fringes. Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	71,354	71,214	71,502	214,070	
		Subtotal School	***427,500***	***427,501***	***427,501***	***1,282,502***	

BUDGET NARRATIVE: PS 15 Roberto Clemente (01M015)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
District-level expenses: **School Implementation Manager** (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1,Y2,Y3): 0.14, 0.16, 0.16.	15,967	18,246	20,511	54,723	
District-level expenses: **Talent Coach** (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1,Y2,Y3): 0.05, 0.05, 0.05	5,307	6,064	6,817	18,187	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	6,382	7,293	8,198	21,873	
		Subtotal Central	***27,656***	***31,603***	***35,525***	***94,784***	
		TOTAL SIG	***455,156***	***459,103***	***463,026***	***1,377,285***	
Other sources of income		Non-Core Instruction Tax Levy	254,402	254,402	254,402	763,205	
		Title 1 for Priority and Focus Schools	43,640	43,640	43,640	130,920	
		Other Title 1 allocations	129,720	129,720	129,720	389,160	
		Contract for Excellence	89,734	89,734	89,734	269,202	
		EDSVP Grant	4,805	4,805	4,805	14,415	
		TOTAL	***977,456***	***981,404***	***985,326***	***2,944,187***	