

ORIGINAL

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

DO NOT WRITE IN THIS SPACE	
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	
Bronx High School For The Visual Art		321100011418	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
9 - 12			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
489		2040 ANTIN PL, BRONX NY 10462	
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

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 June 7, 2013
Type or print the name and title of the Chief Administrative Officer Dennis M. Walcott	
DO NOT WRITE IN THIS SPACE	

RECEIVED
JUN 7 2013
CONTRACT ADMINISTRATION
NS

11X418

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>

The current principal of Bronx High School for Visual Arts, Gwendolyn Jones, is a seasoned administrator with more than ten years of experience working with students in Bronx high schools. Ms. Jones earned her administrative degree via the educational leadership program at Fordham University's Graduate School of Education, and previously served as an Assistant Principal at the High School of World Cultures in the Bronx for six years.

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 Urban Arts, AUSSIE, Good Shepherd, Sports and Arts Foundation, The Leadership Program and the NYC Leadership Academy.

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 Bronx High School for the Visual Arts, students with disabilities comprise 23% of the school's population, 8% points higher than the citywide high school average. English Language Learners comprise 5% of the school's population, 9% points lower than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.61, which is 0.14 lower than the citywide high school average. 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.

A core goal of the New York City Department of Education (NYCDOE) is to support access to high quality schools for all students. The High School Admissions process streamlines a complicated task each year for approximately 75,000 families and 400 schools. The citywide process provides an opportunity for all students to select up to 12 choices from over 700 programs. Consistently over the past five years, more than 75% of students have received one of their top three high school choices.

Some high schools offer large zoned programs, which give priority to applicants who live in the geographic zoned area of the high school. Most high schools offer choice program options. Students and their families may choose these programs based on interest or ability. Each program maintains an admission method. Admissions methods are the various processes schools use to consider applicants for each program. Admissions methods provide a number of ways for families to access high quality programs, including auditions, academics, language proficiency (in programs that offer priority to ELLs), unscreened (random selection) and zone (priority based on home address).

Results of the 2013 High School Admissions process reflect that students with disabilities, ELLs, and students performing below proficiency¹ were matched to one of their top 5 choices at a higher rate than their non-disabled, English proficient, and proficient scoring peers.

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%

¹ Students performing below proficiency are defined as those students scoring in the "low" category (bottom 16%) on the standardized reading tests.

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.

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 Schools⁹

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, excesses, 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

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

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

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:

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

Spring 2012 - 2013 Network Directory

Sachin Rii Network Directory

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

Network	Current Schools by Borough/Level	Elementary/MS/HS	Vision Statement
Network: N101 Brand: Bridges for Learning Leader: Marina Coffield Contact: mcgfeld@schools.nyc.gov	Brooklyn: 2 Queens: 1 Bronx: 6 Manhattan: 21	JH//MS: 22 Secondary: 3 High School: 5	<p>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.</p> <p>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.</p> <p>Special Expertise: Our team has deep expertise in the following areas:</p> <ul style="list-style-type: none"> - 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 <p>Mission/Philosophy: What we stand for:</p> <ul style="list-style-type: none"> - 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
Network: N102 Leader: Alison Sheehan Contact: asheehan3@schools.nyc.gov	Brooklyn: 16 Manhattan: 16 Bronx: 1	Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8	<p>Mission/Philosophy: What we stand for:</p> <ul style="list-style-type: none"> - 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

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Mission Statement
<p>Network: N103 Network for Sustainable Excellence</p> <p>Brand:</p> <p>Leader: Yuet M. Chu YChu@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p> <p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, interventions 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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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.
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. tcollins6@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p> <p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p>	<p>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:</p> <ol style="list-style-type: none"> 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.
<p>Network: N105 The Urban Assembly</p> <p>Brand:</p> <p>Leader: Jonathan Green JGreen27@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p> <p>JH//MS: 5 Secondary: 5 High School: 11</p>	<p>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:</p> <ol style="list-style-type: none"> 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.

Spring 2012 - 2013 Network Directory

Network	Current schools per borough/level	Vision Statement
<p>Network: N106 Brand: Network For Collaborative Innovation Leader: Cynid Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Secondary: 2 High School: 24</p> <p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N107 Brand: A Network of Dynamic Learning Communities Leader: Nancy Scala Contact: nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH/J/MS: 4 High School: 26</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N108</p> <p>Leader: Lisa H. Pilaski Contact: LPilask@schools.nyc.gov</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>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.</p> <p>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.</p>
<p>Network: N109</p> <p>Brand: Building a Community of Collaborative Learners and Leaders</p> <p>Leader: Maria Quail Contact: mquail@schools.nyc.gov</p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH//MS: 4 K-8: 5</p>

Spring 2012 - 2013 Network Directory

Current schools per borough/level		Vision Statement	
<p>Network: N111</p> <p>Leader: Lucile Lewis</p> <p>Contact: llewis2@schools.nyc.gov</p>	<p>Brooklyn: 17</p> <p>Queens: 4</p>	<p>Elem: 11</p> <p>JH//MS: 8</p> <p>K-8: 2</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 Intervention Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals.</p> <p>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.</p> <p>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.</p>
<p>Network: N112</p> <p>Brand: R.E.S.T. Network</p> <p>Leader: Kathy Pelles</p> <p>Contact: kpelles@schools.nyc.gov</p>	<p>Brooklyn: 19</p> <p>Manhattan: 7</p> <p>Queens: 1</p>	<p>JH//MS: 9</p> <p>K-12: 1</p> <p>Secondary: 7</p> <p>High School: 10</p>	<p>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.</p> <p>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.</p> <p>Special Expertise: We provide expert support to high schools.</p>
<p>Network: N201</p> <p>Leader: Joseph Zaza</p> <p>Contact: jzaza@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 7</p> <p>Queens: 19</p> <p>Staten Island: 1</p> <p>Brooklyn: 2</p>	<p>K-12: 1</p> <p>Secondary: 1</p> <p>High School: 30</p>	<p>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.</p> <p>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.</p> <p>Special Expertise: We provide expert support to high schools.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N202</p> <p>Leader: Nancy Di Maggio</p> <p>Contact: ndimagg@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 1 Queens: 26 Bronx: 2</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N203</p> <p>Leader: Dan Feigelson</p> <p>Contact: Dfeigel@schools.nyc.gov</p>	<p>Manhattan: 25 Bronx: 4</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Name of Network/Logo		Current schools per borough/level		Mission Statement
Network: N204 Leader: Diane Foley Contact: DFoley@schools.nyc.gov	N204 LEARN 205 (Learning Enrichment and Responsive Network)	Brooklyn: 1 Queens: 27 Bronx: 1	ECE: 1 Elem: 20 JH/MS: 5 K-8: 3	<p>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.</p> <p>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.</p> <p>Special Expertise: In addition to our experienced operations and instructional 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Network: N205 Grand: LEARN 205 (Learning Enrichment and Responsive Network) Leader: Joanne Jayner-Wells/Mary Jo Pisacano Contact: jjoyner@schools.nyc.gov mpisaca@schools.nyc.gov	N205 LEARN 205 (Learning Enrichment and Responsive Network)	Queens: 28	Elem: 19 JH/MS: 1 K-8: 8	<p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N206</p> <p>Leader: Ada Cordova Contact: acordov@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p>Elem: 11 K-8: 1 Secondary: 1 High School: 6</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N207</p> <p>Leader: Danielle Giunta Contact: dgiunta4@schools.nyc.gov</p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH/1/MS: 1 K-8: 2</p>

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
<p>Network: N208</p> <p>Leader: Daniel Purus</p> <p>Contact: dpurus@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Queens: 16</p>	<p>Elem: 3</p> <p>JH//MS: 15</p> <p>K-8: 1</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Network: N209</p> <p>Leader: Marlene D. Wilks</p> <p>Contact: Mwilks@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 6</p> <p>Queens: 10</p> <p>Bronx: 3</p>	<p>ECE: 1</p> <p>Elem: 20</p> <p>JH//MS: 1</p>	<p>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.</p> <p>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.</p> <p>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.</p>	

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Brucella Contact: jbrucel@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>ECE: 1 Elem: 10 JH//MS: 8 K-8: 9</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N211 Brand: Your Source For Success Leader: Jean McKeon Contact: jmckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p> <p>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.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary 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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: NA01 Brand: Mobilizing Collective Capacity Leader: Roxan Marks Contact: rmarks@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>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.</p> <p>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."</p> <p>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).</p>
<p>Network: NA02 Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>Elem: 13 JH//MS: 2 K-8: 7</p> <p>JH//MS: 1 Secondary: 5 High School: 13</p> <p>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.</p> <p>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.</p> <p>Special Expertise: Being responsive, transparent, efficient, collaborative and dedicated is what CN 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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current Schools per Borough/Level	Vision Statement
<p>Network: N403 Brand: The Good Network Leader: Joshua Good Contact: jgood2@schools.nyc.gov</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 4 Staten Island: 1 Bronx: 4</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N404 Leader: Maika Bibbs Contact: mbibbs@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 4 Queens: 7 Bronx: 3</p>	<p>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.</p> <p>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.</p> <p>Special Expertise: We provide our schools tailored support in the areas of Special Education, Galaxy, and School Quality Review.</p>
<p>Network: N405 Leader: William Bonner Contact: WBonner@schools.nyc.gov</p>	<p>Brooklyn: 12 Manhattan: 8 Staten Island: 4</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: MA05</p> <p>Leader: Sandra Litrico</p> <p>Contact: SLitric@schoo1s.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7</p>	<p>ECE: 3 Elem: 21 JH/II/MS: 4 K-8: 5</p> <p>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.</p>
<p>Network: MA07</p> <p>Brand: Maverick Education Partnership</p> <p>Leader: Debra Lamb</p> <p>Contact: dlamb@schoo1s.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</p>	<p>Elem: 13 JH/II/MS: 4</p> <p>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.</p>
<p>Network: MA08</p> <p>Leader: Lucius Young</p> <p>Contact: lyoung22@schoo1s.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1</p>	<p>ECE: 1 Elem: 13 JH/II/MS: 1 K-8: 7 High School: 1</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: NA409</p> <p>Leader: Neal Opromalia noprroma@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 26 Staten Island: 9</p> <p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: NA10</p> <p>Brand: The ROCKS</p> <p>Leader: Altagracia Santana Asantana2@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p> <p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p>	<p>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.</p> <p>We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network/Topic	Current schools per borough/level	Mission Statement
<p>Network: N411</p> <p>Leader: Michael Alcoff</p> <p>Contact: malcoff@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15</p>	<p>JH//MS: 12 K-8: 1 Secondary: 3 High School: 12</p> <p>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.</p> <p>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.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N412</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Concepcion</p> <p>Contact: DConcep@schools.nyc.gov</p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH//MS: 2 K-8: 2</p>

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level	Vision Statement
Network: N511 Brand: FHI360 Leader: Jorge Izuierdo, I.A. Contact: jizuierdo@fhi360.org		Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>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.</p>
Network: N521 Brand: CUNY Leader: Dennis Sanchez Contact: DSanchez@schools.nyc.gov		Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2

Spring 2012 - 2013 Network Directory

Network/Brand	Current schools per borough/level	Vision Statement
Network: NS31 Brand: CEI-PEA Leader: Joseph Blaize Contact: jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	<p>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.</p> <p>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.</p> <p>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.</p>
Network: NS32 Brand: CEI-PEA Leader: Ben Soccodato Contact: BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	
Network: NS33 Brand: CEI-PEA Leader: Nancy Ramos Contact: nramos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	
Network: NS34 Brand: CEI-PEA Leader: Ben Waxman Contact: BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	
Network: NS35 Brand: CEI-PEA Leader: Ellen Padva Contact: EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	
Network: NS35 Brand: CEI-PEA Leader: Bill Colavito / Gerard Beirne Contact: WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	ECE: 1 Elem: 22 K-8: 5
		ECE: 1 Elem: 12 JH//MS: 10 K-8: 9
		ECE: 1 Elem: 17 JH//MS: 8 K-8: 2
		ECE: 1 Elem: 15 JH//MS: 12 K-8: 2
		ECE: 1 Elem: 15 JH//MS: 11 K-8: 2
		JH//MS: 9 K-8: 1 Secondary: 5 High School: 10

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
Network: NS51 Brand: Fordham University Leader: Dr. Anita Batisti/Marge Struk Contact: abatisti@fordham.edu struk@fordham.edu	Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16	<p>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.</p> <p>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.</p> <p>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.</p>
Network: NS61 Brand: New Visions 561 Leader: Derek Jones Contact: djones@newvisions.org	Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1	
Network: NS62 Brand: New Visions 562 Leader: Barbara Gambino Contact: bgambino@newvisions.org	Manhattan: 3 Bronx: 22	
Network: NS63 Brand: New Visions 563 Leader: Alexis Penzell Contact: apenzell@newvisions.org	Brooklyn: 20 Queens: 1 Staten Island: 2	
		<p>Elem: 1 JH//MS: 1 Secondary: 1 High School: 20</p>
<p>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.</p> <p>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.</p> <p>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.</p>		

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: NEC2</p> <p>Leader: Julia Bove Contact: JBove@schools.nyc.gov</p>	<p>Brooklyn: 32 Staten Island: 2</p> <p>ECE: 1 Elem: 16 JH/J/MS: 14 K-8: 3</p>	<p>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.</p> <p>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.</p> <p>Special Expertise: Our multi-layered professional development approach is designed to support implementation of the CLE 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: NEC3</p> <p>Leader: Lawrence Pendergast Contact: LPendergast@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH/J/MS: 3 Secondary: 5 High School: 16</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N604</p> <p>Leader: Richard J. Gallo Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p> <p>Elem: 19 JH//MS: 5 K-8: 2</p>	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N605</p> <p>Leader: Wendy Karp Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p> <p>ECE: 1 Elem: 15 JH//MS: 3 K-8: 6 High School: 1</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network Name	Current Schools per Borough/Level	Vision Statement
<p>Network: N606 Brand: Making a Difference</p> <p>Leader: Patricia Palazzo Contact: cpalazz@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 1</p> <p>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.</p> <p>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.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>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.</p>
<p>Network: N607</p> <p>Leader: Elmer Myers Contact: emyers@schools.nyc.gov</p>	<p>Manhattan: 4 Queens: 1 Bronx: 24</p>	<p>ECE: 1 Elem: 22 JH//MS: 4 K-8: 2</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N608</p> <p>Leader: Rudolph Rupnarain rrupnar@schools.nyc.gov</p> <p>Contact:</p>	<p>Bronx: 27</p> <p>ECE: 1 Elem: 2 JH//MS: 22 K-8: 2</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N609</p> <p>Leader: Debra VanNostrand dvanno@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p> <p>Elem: 13 JH//MS: 8</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N610</p> <p>Brand: Transition Support Network</p> <p>Leader: Steven Chernigoff scherni@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p> <p>Elem: 8 JH//MS: 7 Secondary: 2 High School: 21</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

A. Network Information	Current schools per borough/level	Vision Statement
<p>Network: N511</p> <p>Leader: Roberto Hernandez</p> <p>Contact: rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Network: N612</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Nell</p> <p>Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 2 K-8: 5 Secondary: 6 High School: 14</p> <p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

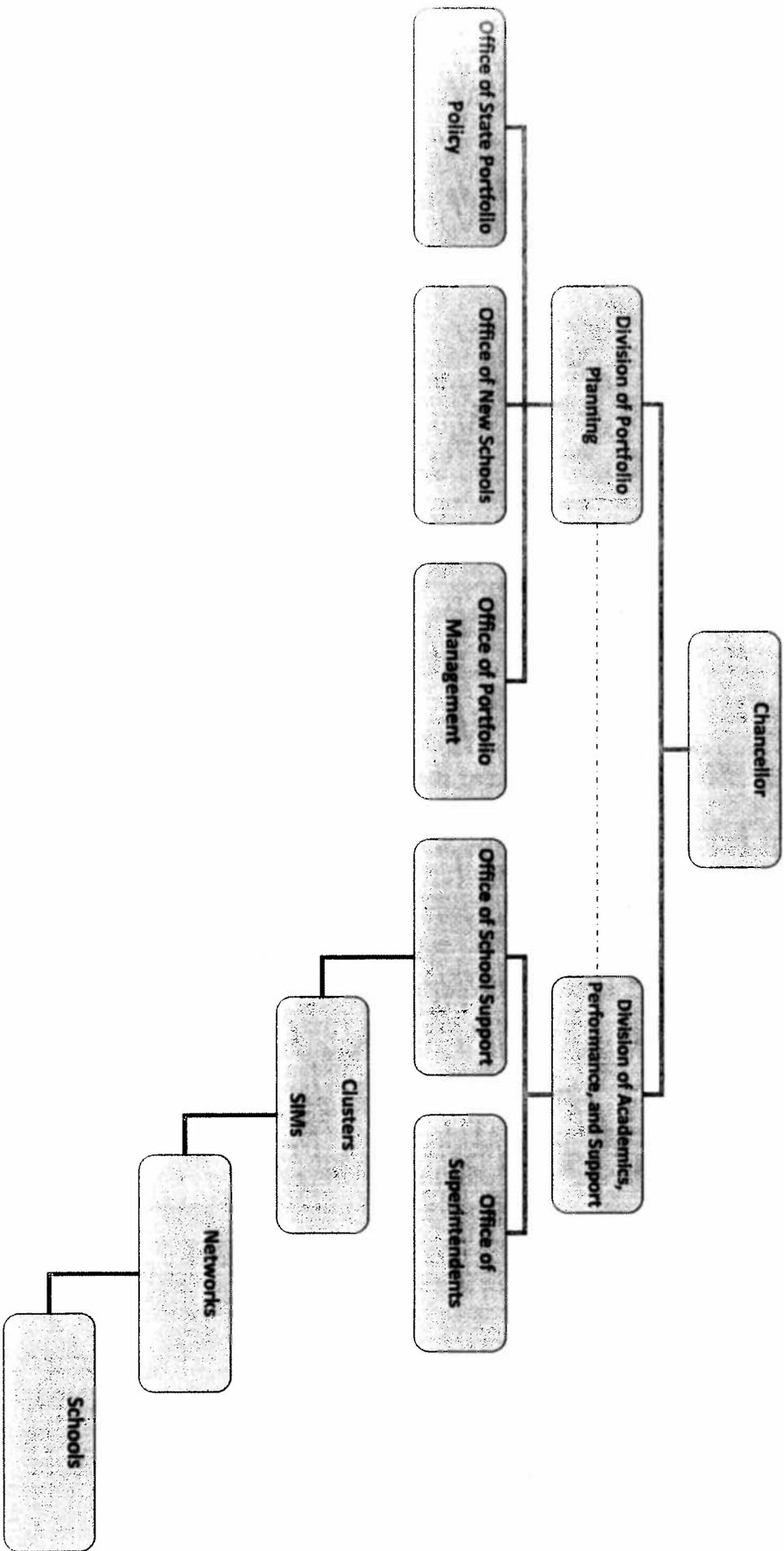
Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Diploma Plus</p> <p>Brand: Crystal Joye</p> <p>Leader: csimmons-joye@diplomaplus.net</p> <p>Contact:</p>	N/A	<p>Mission/Philosophy: It is our belief that the Diploma Plus model successfully transforms students' learning experiences through the implementation of our Four Essentials for Success:</p> <ul style="list-style-type: none"> - Performance-based Systems - Supportive School Culture - Future Focus - Effective Supports. <p>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.</p> <p>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.</p> <p>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.</p>

Spring 2012 - 2013 Network Directory

Network/Brand/Leader/Contact	Mission	Current schools per borough/level	Vision Statement
<p>Network: Brand: Leader: Contact:</p> <p>Cluster 5 Teaching Matters PSO Lyette Guataferro guataferro@teachingmatters.org</p>		N/A	<p>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.</p> <p>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.</p> <p>Special Expertise: In addition to Operations, Budget, and Compliance support, we offer access to 60 experts in the following areas:</p> <ul style="list-style-type: none"> - 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

NYCDOE Management Structure for Turnaround Efforts

Section 01



iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Quality Review	<p>Schools that meet at least one of the following criteria will have a formal Quality Review during the 2012-13 school year:</p> <ul style="list-style-type: none"> • 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. 	<p>Chief Academic Officer and Senior Deputy Chancellor, Shael Suransky</p> <p>Division of Academics, Performance, and Support; Academics; Office of School Quality</p>
Progress Report	<p>Fall, For each school annually</p>	<p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support; Office of Performance</p>
Principal Performance Review	<p>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.</p> <p>Mid-Year Summary: On January 31, 2013, the school leader's mid-year summary is due to his/her superintendent.</p> <p>End-of-Year Summary: On June 28, 2013, the school leader's final summary is due to his/her superintendent.</p> <p>Final Rating: The annual PPR will be completed immediately after issuance of the previous year's Progress Report results.</p> <p>We are currently in arbitration regarding our annual performance process for school leaders.</p>	<p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support; Office of Superintendents</p>

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

* 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

The mission of the Bronx High School for the Visual Arts is to provide high quality education programs in and through the arts that emphasize critical thinking, student engagement, and deep curricular knowledge necessary for authentic student achievement and for meeting standards. This comes from our belief that an arts curriculum developed in conjunction with the major disciplines will develop lifelong learners who are informed responsible and productive citizens. In order to enhance this vision school-wide; we will focus on the following three goals with an implementation timeline of three years. Each year we will make progress within all of the articulated goals below.

Goal One: Implement a professional development program that focuses on supporting teachers by providing CCLS aligned instruction, using data to effectively monitor and revise pedagogical teaching strategies, incorporate technology and multiple points of access into classroom lessons, and provide a structure for 11X418 & District 75 teachers to collaborate.

Goal Two: Development of Academic Intervention Services (AIS) and Extended Learning Time (ELT) programs that target student needs through data-driven blended instruction so as to improve student credit accumulation and the school graduation rate.

Goal Three: An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness.

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

In order to for the school to achieve its vision, mission and goals, we need to reorganize our staff, school schedule as well as our funding and resources. Essential to the implementation process will be our partnership with the Aussie Group to help develop teacher effectiveness. In order to enhance youth development, we will contract with Sports and Arts to develop a comprehensive after school program that will also support academics. Research shows extra-curricular activities provide motivation for higher academic achievement. In order to address and strengthen reading deficiencies we will adopt Achieve 3000 as our reading program to support reading in the content area. We will also partner with Urban Arts to further integrate art into the content areas to support instruction. Good Shepherd will support our students in the area of Youth Development and Social Emotional Support. The Leadership Program will provide an advisory program to develop character and support positive academic behaviors. The Leadership Program will also work with parents to provide workshops to empower them to work with their teenagers, both academically and social emotionally. Furthermore, we will continue our partnerships with the Bronx Museum, Arts Connection, World Savvy, the Metropolitan Museum, and Allen and Overy. In terms of our new school design we need to build on our comprehensive education in the core content courses while still maintaining our identity as a school of Arts. Our staff needs to be reorganized into vertical teams that can successfully build and support student achievement through skill and process development that reflects the Common Core Learning Standards and student cognitive development theories. Scheduling will reflect the implementation of embedded advisory practices, blended learning with a strong technology focus, and common planning time for teacher teams to discuss and modify curricula, instruction,

and assessment that reflects the student performance data. Clearly, our curricula must expand to include research-based best practices such as student-centered learning that is engaged in real world problems, develops higher order technology skills and applications, allows students to monitor and assess their own progress, utilizes multiple sources of texts so students can defend a position as well as challenge another position, and fosters a model of critical thinking that ultimately leads to additional student investigation and reflection.

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

Based upon the 2011-12 report card, 11X481 serves a total population of 480 students. During the 2011-12 school year 58% of the students were eligible for free lunch. This represents a reduction from the previous school year when 77% of students were eligible. The school student population is mostly composed of Black or African American & Hispanic or Latino students. The combined student population of these groups is 92%. During the 2012-13 school years the percent of students with disabilities (SWD)s 27% and the percent of English Language Learners (ELL)s is 5%.

iii. Diagnostic school review of the school conducted by the district or NYSED

On April 3-4, 2012, a School Quality Review (SQR) was conducted at 11X418. The findings presented in this report indicated the following areas of focus; the implementation of a data system with support for teachers to make actionable decisions with regards to differentiation of curriculum, implementation of a CCLS aligned curriculum with points of access for all learners that allows for students centered learning, incorporation of SMART boards in lesson design, a programming structure with support for teachers to plan collaboratively (inclusive of D75), redesign of AIS & ELT services, the development of a comprehensive professional development plan which supports the above mentioned school-wide initiatives specifically within the Danielson rubric.

The 2011-12 progress report indicated several areas of need. The school received a letter grade of "F" in the area of Student Progress with a specific focus on credit accumulation as well as the regents pass rate in English and Global History. The report also evidenced a need to better support students in the lowest 1/3 on the College & Career Readiness index as well as the movement from SC/ICT/SETSS to a less restrictive environment.

iv. Results from systematic school review

- **School leadership Practices and Decisions**

According to the SQR from 2012, the review indicated that school leadership should develop a common system for maintaining the results of student assessment data to identify trends and make comparisons to monitor student progress as well as provide a structure for common planning and professional development for teachers. The school plans to address these

recommendations within Goal #1 – “Implement a professional development program that focuses on supporting teachers in providing, CCLS aligned instruction, using data to effectively monitor and revise pedagogical teaching strategies, incorporate technology and multiple point of access into classroom lessons, and provide a structure for 11X418 & D75 teachers to collaborate.”

- **Curriculum Development and Support**

According to the SQR form 2012 school leaders should provide PD opportunities on Curriculum Maps and Lesson Plans that include specific instructional strategies to address the needs of student with disabilities and ELLs. The school plans to address these recommendations within Goal #1 – “Implement a professional development program that focuses on supporting teachers in providing, CCLS aligned instruction, using data to effectively monitor and revise pedagogical teaching strategies, incorporate technology and multiple point of access into classroom lessons, and provide a structure for 11X418 & D75 teachers to collaborate.”

- **Teacher Practices and Decisions**

School leaders should build on the existing PD goals and develop a more comprehensive plan that addresses common needs. (SQR 11-12, p. 6). The school plans to address these recommendations within Goal #1 as described above, as well as Goal #2 – “Development of AIS & ELT programs which target student needs through data-driven blended instruction so as to improve student credit accumulation and the school graduation rate.”

- **Student Social and Emotional Development Health**

School leaders with the support of the network, SLT and student support services should develop a plan to increase student attendance and decrease student tardiness. (SQR SY 11-12, P. 5) The school plans to address these recommendations within goal #3 – “An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness.”

v. Priority areas of identified needs for school’s improvement

In year 1, the school will transition into a reorganized structure that consists of a block programming model for students, common planning time and transitional vertical team meeting time for teachers to build teacher effectiveness, and embedded advisory for student socio-emotional development. Students will be block scheduled to allow for more instructional time per subject area so as to address the Common Core Learning Standards with a deep and meaningful approach. The faculty will work with the Coaches and the Aussie group to improve Teacher Effectiveness; by starting with planning and preparation that leads to lessons that foster student discussion, that revolve around higher order questions and real world applications. The after school component will provide the students with the much needed extended learning time for credit recovery and supports to keep the on-track. It will become a cornerstone for our individualized data analysis so we can provide targeted instruction that will meet the needs of all students and it will help support their academic achievement.

In Year 2, lead teachers who have worked closely with the Aussie Group will now accept more responsibility for the teacher’s professional development on additional aspects of the Danielson Framework, Peer Inter-visitations, and Common Core Learning Standards unit and performance task implementation and reviews. Students will also be firmly ensconced in the after school program and the arts integrated curriculum.

In Year 3, the staff will focus on fully integrating the Danielson Framework through the guidance of the school's instructional leads, creating or implementing new electives and college-level courses to address the interests and needs of our students, and provide teachers with additional leadership opportunities to increase the effectiveness of the school's distributive leadership development. The school reviewed our current data to prioritize the identified needs of each of its specific goals. Therefore, each prioritized need or gap is attached to a specific goal and action plan that requires only initial support from our partners. Throughout the course of the three year period, the school will implement different research-based best practices, strategies, and supports for teachers, student and families.

Throughout the three years of the grant, Bronx High School for the Visual Arts will work with the Aussie Group, Sports and Art, Urban Art and Achieve 3000, Good Shepherd, NYC Leadership Academy and the Leadership Program to help facilitate our three identified goals. The administrative cabinet, instructional leads, and will be used to help implement the initiative. We will also create in-house coaching positions to further help implement the goals. Teacher programming will be changed to create opportunities for teacher teams, teacher inter-visitations. Student programming will also change to reflect a double period model to support academic achievement. Administration will use a PD Assessment Survey from teachers to evaluate and differentiate PD for teachers.

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.

One of our major research-based elements will be the implementation of Transitional Vertical Teams (TVT) consisting of an interdisciplinary group of teachers (9-12), a counselor, and an assistant principal. The vertical teams will work together to develop Common Core Aligned Curricula that provides a seamless grade 9-12 transition and will also prepare student for more advanced coursework such as College Now and Advanced Placement courses. We will use the TVT's to increase student achievement by aligning our teacher's interpretation, best practices, and strategies to address the Common Core Learning Standards at each grade level. We will build on the college readiness skills and abilities through the interdisciplinary performance tasks that the teams create, implement, and review at each grade-level. Extended Time best practices will include the use of Blended Learning in which part of the student learning comes from or is reinforced through computer-mediated activities in which students have some control of the time, path, and/or pace. Students will receive immediate targeted feedback to their independent learning. While peer support systems such as Peer Technology Mentors (PTM) will aid both teachers and students in their performance tasks and collaborative activities.

In addition, to support the socio-emotional development of our students, we will implement an Embedded Advisory curriculum into our core content course. Our Mission-based Embedded

Advisory Program (MEAP) will emphasize skill development in self-management and awareness, decision making, and social/interpersonal skills that lead to college and career readiness. Unique to our school is the Arts focus which is utilized in all aspects of student performance tasks to demonstrate and assess student understanding, learning, and growth over time. Our school offers a full variety of media for students to express, communicate, and critique their own and ideas of others. With a staff that includes working artists as well as a highly acknowledged international artist, we want to push the use of technology in not just the arts but in all of our courses as a student medium for expression. Also unique to our school is the Integrated Co-Teaching (ICT) model our school utilizes with another District 75 school in our building. Our students with disabilities (SWDs) represent 27% of the school population; we are challenged with supporting the needs of all students and yet making certain that all classes are rigorous and engaging to all of our students. In many cases our classes are co-taught by special education and general education teachers. Content and activities is scaffolded with Universal Design for Learning strategies.

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

There are several core competencies necessary to meet the needs of the student population at the Bronx High School for Visual Arts. These competencies are intrinsically linked to, personal leadership, utilization of data to guide curriculum & instruction as well as the ability to provide systems & structures for the staff & community. Represented within these competencies would be a strong leader enabled with excellent communication skills capable of guiding teachers in making curricula accessible to all students, improving classroom pedagogy, and developing reflective practice in teacher teams. In order to sustain systemic changes in student outcomes leadership will need to be able to strengthen teacher practice to align to the common core.

Inherent in these leadership practices is someone who can work with teachers to use formative & summative data sources to support instructional practices. The principal will need to guide an experienced faculty in meeting the needs of a diverse student population which includes a large population of students with disabilities

ii. Principal's biography

The principal, Gwendolyn Jones, is a seasoned administrator with more than ten years of experience working with students in Bronx high schools. A former English teacher, she has strong communication skills, is reflective about her professional practice, and understands the pedagogical strategies necessary to address the gaps in literacy skills prevalent among the students enrolled at the Bronx High School for the Visual Arts. Ms. Jones earned her administrative degree via the educational leadership program at Fordham University's Graduate School of Education, and served as an Assistant Principal at the High School of World Cultures in the Bronx for six years. Given the student population at the BHSVA and the experience level of teachers at the school, Ms. Jones brings to the position the knowledge of the students and the classroom experience necessary to engage a mature faculty and staff. As an assistant principal at the High School for World Cultures in the Bronx, Ms. Jones helped lead a school comprised of students who entered 9th Grade with a track record of very low academic performance in math and English. The school has consistently received grades of "A" or "B" on Progress Reports under the New York City system of accountability, and while she was there the school consistently maintained a rating of "In Good Standing" under the New York State accountability system.

iii. Supporting leadership job description and duties aligned to the needs of the school

BHSVA currently has two Assistant Principals, Mr. Kanti Fields and Ms. Debra Logan. Mr. Field will be responsible for the 9th and 10th grade Transitional Vertical Teams and Ms. Logan will be responsible for the 11th and 12th grade Transitional Vertical Teams. Together, they will provide the professional development for the professional development related to Teacher Effectiveness, the Common Core Learning Standards development, and supervision of the AIS and Extended Learning Time. In addition, Mr. Fields will be responsible for implementing (professional development) monitoring, and reviewing the Mission-based Embedded Advisory Program 9-12 and the DC75 collaboration. While, Ms. Logan will assess and coordinate the technology needs (blended instruction) of the teachers so that targeted support can be offered to increase and build upon the school's current level of technology applications and work with the school's guidance counselor to track and monitor student progress.

The SIM works collaboratively with school leadership as a through partner to plan their comprehensive improvement plans evidenced within the SCEP and the SIG grant. As well as assisting them with the implementation of a structure for school improvement.

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 school leadership profile consists of a culture of that has a shared vision of academic success for all students. The school leadership team consists of the Principal, two Assistant Principals and the Instructional Leads. We focus on instructional leadership that is data driven. The school leadership believes keenly in developing leadership capacity in all the constituents. We believe constant communication; a passion for student learning and visionary leadership will contribute to the betterment of the school. Currently, our school utilizes teacher team leaders to support the work of content teams (math, science, social studies, English, and the arts) in curricula development and revision, CCLS unit planning, implementation, and review, and the incorporation of technology. Teacher Leaders attend outside and Network professional development and turnkey with their colleagues as well as leading the classroom inter-visitations and utilizing their classrooms to model and experiment with best practices and strategies. In addition, each of our school's major initiatives and special programs has teacher leads, such as: Advanced Placement, the Arts, and Career Technology Education). Our school's Guidance Counselors works directly with the administration to assist in student programming, addressing youth development needs, identifying individual student academic needs and gaps as well as providing additional family and community outreach.

In order to ensure buy-in from the entire leadership team, we will need to first reorganize into out Transitional Vertical Teams and then identify team member's beliefs, levels of effectiveness, and experiences with collecting and analyzing student data to ensure student progress and success. Then we will need to revisit our team building strategies in terms of their appropriateness in ensuring our desired outcomes. In addition, new positions and roles must be created for each vertical team to ensure that each team member has specific responsibilities. While, protocols for vertical team meetings and its actions must be created and in place to ensure to our team's understand the expectations and there is consistency among our teams. In terms of obstacles, our ELT has been considered "separate" to our daily school instruction and business. Now it must be an extension of our "regular day" with all the same expectations and follow-up.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Our school consists of 29 teachers, 2 assistant principals, and one District 75 assistant principal. Currently, 3 teachers are untenured, 3 teachers have less than 5 years of experience, and 0 teachers have been rated as unsatisfactory. In our preliminary work with the Danielson Framework we have found that 40% of the staff to be Effective in their teaching practice, and 60% of the staff to be Developing or Ineffective in their practice. In terms of teacher effectiveness and its impact on student achievement, our students struggle to earn 10+ credits in all years and our success on the Comprehensive English Regents is the lowest and is only 31.3%

of the City Range. The majority of students in our school's lowest third are students with disabilities, and each year their success is significantly less than the school's results. Therefore, we have established 5 instructional leads to help support the content area teachers, improve student achievement, and meet the needs of all students. While Quality Teams that focus on the Instructional Core work together to align and revise curricula, design and implement CCLS work, and analyze student data/work to make certain that all students are able to engage in the instruction

In terms of the school's staffing needs, for both perceived vacancies and identified needs based on school data, we will need an additional English teacher, a Technology teacher, a Physical Education teacher. The school will absorb the costs of these positions from our budget.

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

The teachers that are to be employed at the start of the implementation model need to acutely aware of how to meet the needs of all students, provide multiple points of entry, work collaboratively in interdisciplinary teams, and collect and analyze data. Ideally, the teachers we will add to the staff will also have a strong connection to the arts and a deep understanding of the Common Core Learning Standards, and a keen ability to reflect and evaluate their progress on their teaching goals.

The core competencies that we need teachers to have at our school require our staff to have specific skills such as the ability to engage students in purposeful and appropriate learning experiences, monitor, assess, and analyze student learning outcomes, reflect critically on professional development in terms of their needs and abilities so as to enhance their effectiveness, and utilize exemplary teaching strategies and techniques that will meet the needs of all students. In addition, we feel that teachers must also participate in curricula reviews and development, contribute to the ongoing development of formative and summative assessments for their content areas as well as interdisciplinary tasks, teacher teams that focus on the school's Inquiry Team work, and are willing to participate in the development of extended learning time activities so students have every opportunity to be successful.

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

In addition to the faculty, cabinet, and SLT meetings, the instructional staff will be informed of the this new model by: (a) and initial SIG Implementation Meeting held for the staff that will describe the process and the action plan to implement the model, (b) a SIG bulletin board and space on the school website will also be maintained to provide SIG information, the action plan, and calendar information, (c) Transitional Vertical Team leaders will also provide SIG implementation and progress information at all team meetings, (d) the principal will set specific initial SIG goals and interim benchmarks for socio-emotional and achievement levels for the students and report regularly on the progress, (e) and each staff member will be assigned a "specific role" as both a vertical team and SIG member.

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.

In addition to the NYCDOE screening and hiring process as per the collective bargaining agreement, Bronx High School for the Visual Arts also works with the local major art institutions and organizations (i.e. Museo del Bario, Bronx Museum for the Arts, and Bronx Council on the Arts) to recruit and promote artists to become teachers, provide engaging professional development opportunities to enrich existing teachers so as to retain them, and offer specialized interdisciplinary electives that interest and engage both staff and students.

Perhaps one of the school's greatest challenges as an arts school, is to find strong content area teachers (math, science, social studies, and English) who also have a passion and interest in the arts and recognize the value of including the arts as a method of expression in their courses performance tasks and classroom activities

F. Partnerships

i. Partner organizations working with school and their roles under SIG

One of major goals is to improve goals is to improve teacher effectiveness so we can increase student achievement and performance. This year our school has begun its initial work implementing the Danielson Framework. However, our data clearly indicates that our staff requires extensive professional development in the Framework in order to improve teacher effectiveness. Therefore, we will utilize the services of **The Aussie Group** for Professional Development. As the data also indicates, our students are struggling in their content courses and not earning those credits, therefore we want to utilize **Achieve 3000** to support academic improvement in all of our classes. And, perhaps the most critical component will be our youth development services so that students can engage in all types of arts through the **Urban Arts Partnership**. As an arts school, we need to make certain we offer extended opportunities for our students in an integrated curriculum that goes across all content areas. As young people often have a deep interest in sports, we want to utilize the **Sports and Arts** program after school to foster and support our students' youth development. **Good Shepherd Services** will also be an essential part of the social emotional development of our students. Often times our students are burdened with outside circumstances that prevent them for achieving academically. Good Shepherd will work with out at risk youth to provided mentoring and guidance through the high school experience. **Good Shepherd** will also provide College and Post/Secondary Planning

along with a school attendance improvement initiative. **The Leadership Group** will provide the mission embedded advisory that will support our students academically through character building, organizational skills, and social emotional development. The Leadership Group will also work with parents by providing workshops to on how to support their teens both academically and social emotionally.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C.

iii. Partner accountability

Each partner will be required to submit a plan that clearly states its goals, action plans for each goal, and timeline of actions and specific outcomes. In addition, all partners must complete monthly reports that log their work and evaluate their outcomes and progress, and identify their next steps (which must be approved by the school administration). The partner and the school administration will then meet to review the reports and determine next steps. The partner and school will design assessments that so that an initial baseline can be determined and then additional assessment will be used to measure effectiveness and progress towards desired benchmarks that will require the partner to show how their work has met the desired outcomes, otherwise a revised plan will need to be created that meets the approval of the school administration

G. Organizational Plan

i. Organizational chart - See Attachment G

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

The school's Implementation/Data Manager collects and distributes all student, teacher, and school data, in addition to making appropriate correlations with other school indicators such as attendance, marking period grades, etc and then breaks the data out for all identified subgroups. On a weekly basis the Implementation/Data Manager meets with the principal to review reports, request additional reports, and confirm that the required data is being provided to run the requested jobs. The instructional leads then meet twice a week to review student data/work, analyze data trends and progress, and make instructional and circular recommendations to the administration. The principal and the administrative cabinet meet weekly to review teacher effectiveness, data trends, teacher team progress, and the individual and the school's aggregate teacher effectiveness. This information is then reported to the School Leadership Team and Student Government on a monthly basis for feedback and additional supports.

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.

In order to ensure that all teachers understand the language and requested outcomes of the Framework, the school will conduct ongoing learning walks, focused peer inter-visitations, and Instructional Rounds facilitated by the administrative cabinet.

Professional development with instructional conversation in team/department meetings will ensure that the staff is fully aware of the process and understands how they can effectively demonstrate they are revising/adapting their practice to most effectively meet the needs of their students.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment Z. 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 Z 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 school’s tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment Z. Final schedule will depend on teacher Initial Planning Conference.

**Implementation Calendar
SY 2013-2014**

Month	Action	Facilitator
September	Learning Goals / Informal observations and feedback / formation of Learning Teams and Vertical Teams /Instructional Rounds /PD	Principal/ Implementation Manger/Consultants/Administrative Cabinet
October	Review of Learning Goals / Formal Observations and feedback/Learning Walk I /Instructional Rounds	Principal /Implementation Manager/Instructional Leads/Administrative Cabinet/Consultants
November	Peer Inter-visitations / Review of Learning Goals / Informal Observations and Feedback/Instructional Rounds/PD	Principal /Implementation Manger/Administrative Cabinet/Faculty/Consultant
December	Formal Observations/Review of Learning Goals/Learning Walk/Instructional Rounds/PD	Principal/Implementation Manger/Instructional Leads/Administrative Cabinet/Consultants
January	Informal Observation and Feedback/ Review of Learning Goals /Instructional Rounds/PD	Principal/Implementation Manger/Administrative Cabinet/Consultants
February	Formal Observations/Instructional Rounds/Rounds/Review of Learning Goals /PD	Principal/Implementation Manger/Administrative Cabinet/Consultants
March	Instructional Conversations/Informal Observations and Feedback/Peer Inter-visitations/PD	Principal/Implementation Manger/Administrative Cabinet/Consultants
April	Learning Walk /Review of Learning Goals /Formal Observations/PD/Instructional Rounds/Peer Inter-visitation	Principal/Implementation Manger/ Administrative Cabinet/Instructional Leads/Faculty/Consultants
May	Informal Observations/ Review of Learning Goals/Instructional Rounds/	Principal/Implementation Manger/Administrative Cabinet/Consultants
June	Exit Interviews/Review of Goals/Review of Year 1 Implementation/Informal Observations and Feedback	Faculty/Consultants/Instructional Leads/Principal/Implementation Manger/Consultants

B. Educational Plan

i. Curriculum.

All current curricula for the core content courses is aligned to both the *New York State Learning Standards* and the *Common Core Learning Standards* and establishes 21st century learning expectations, instructional strategies; and assessment practices that include the development and implementation of Common Core Performance Tasks for each unit. All curricula units include: a theme, enduring understandings, essential questions, focus Standard identification, formative and summative assessments, and an instructional pathway that includes content, skills, best practices and strategies as well as identified informational texts with Lexile values. Our mathematics curricula will include *Curricula Modules* that address the *CCLS Standards for Mathematical Practice*. In order to address the skills of college readiness, our curricula identifies specific college readiness skills which also promote critical thinking skills through interdisciplinary, Inquiry and project-based learning. Essential to all of our curricula is an arts integration that will now also include embedded youth development. Ultimately, our students will receive four years of English, social studies, and math, three years or more years of laboratory life and physical science, and two or more years of foreign language in which our curricula will rely heavily on the use of current technology, internships, service and expeditionary learning.

In order to best support the alignment of the school's curriculum to the common core, they will establish several partnerships. The school will contract with the AUSSIE's (Editure) to provide professional development for teachers on the integration of the Common core into classroom instruction. The principal will employ a leadership coach through the NYC Leadership Academy to support her in teacher effectiveness. The school will provide SMART board certification for all teachers through Tequipment. The Urban Arts program will support the focus of the school by helping to integrate the Arts into the curriculum.

ii. Instruction. In terms of our core courses, we now ask that the six ELA shifts be reflected in our curricula so that our teachers are emphasizing literary experiences so that students are exposed to content-rich nonfiction and informational text so they can read and write arguments that cite evidence from those texts, and overtime students develop sophisticated academic vocabularies and are utilizing complex texts that are perhaps even beyond their grade-level band. In terms of the strategies we use in all course to reflect skills such prewriting skills include: concept mapping, mind mapping, and graphic organizers; Informational Writing skills: use of case studies, writing to inform, and Webquests; and for student engagement and interest; anticipation guides, focus imaging, journal free writes, and visual imaging. Ideally, all of our core course will also utilize project-based learning and Inquiry to conduct research projects to support a belief or position using claims and counterclaims. In addition, incorporating the six shifts in mathematics will require our teachers to focus more deeply on concepts so they acquire a deeper conceptual understanding that allows student to build on their mathematical understandings and develop fluency with their calculations and generalizations so they can apply them to new situations and real-world problems. To develop these shifts, we need to include instructional strategies that focus on analyzing data, generalizing quantitative data, and ask students to apply concepts to real world problems so they have open-end problems that they can write research papers, communicate their ideas to others, and evaluate their own and peer's work.

Teachers of our required courses will now have common planning time so that their performance tasks can reflect interdisciplinary real world problems that genuinely bring together aspects of all disciplines to address a problem and create a solution in a situation where there may be different possibilities. Ultimately, it will require students to create arguments so they understand all sides of a claim, how to determine which evidence is the “best or strongest”, and how to connect all the evidence together to build a case that includes connections to similar previous, and even failed real-world solutions. Using the arts applications with technology, students will be able to represent their ideas in many different media forms for their presentations and sharing.

To support this initiative, we will provide professional development for our teachers through the AUSSIE’s on the Danielson framework. The school will incorporate blended learning time through the Achieve 3000 program. This will incorporate support for teachers as well as student licenses & parent licenses.

iii. Use of Time. Proposed Daily Schedule A/B Day

- Period 0 7:15 – 8:15 – Extended Learning Time/Am School
- Period 1 8:20 – 9:53 - Double Period Class – Core Content Class
- Period 2 9:55 – 10:40 – Single Period Class – Elective
- Period 3 11:28 – 11:27 – Lunch
- Period 4 11:29 -1:01 – Double Period – Core Content Course
- Period 5 1:03 – 2:35 Double Period – Core Content Course
- Period 6 - 2:37 – 3:15 – Advisory/College Seminar
- Period 7 3:30 – 5:30 – Afterschool Program /Extended Learning/Enrichment

The proposed daily schedule will allow for optimal student learning experiences by providing double periods (ELT) for the core courses that alternate on an A/B (alternate day) schedule. This is essential to improve student writing, through multiple revisions, self-assessment, and peer editing. Science courses can now do extended laboratory activities and offer students long term research opportunities and investigations. At Risk students i.e., students in the lowest third will be programmed for a 0 period/AM school to receive enrichment services so as to strengthen the core skills needed to be successful in content area. The program follows a block scheduling formation which maximizes instructional time in the core courses and offers blocked courses the opportunity to even extend beyond the double period as needed. In addition, students will also receive an advisory in the 9, 10th grades and a College Seminar in the 11th and 12th grades to support the embedded Youth Development and College and Career Readiness. The Afterschool Component will expand the school day to support student academic needs and gaps with targeted instruction and assessments as well as addressing the students’ socio-emotional needs. Per session costs are associated with this component. All students will participate in Homework Clubs at the beginning of the year that then segue into extracurricular activities such as fencing, martial arts, fashion club, robotics, basketball, volleyball, choir and culinary arts Incoming Freshman will participate in an Arts-Academic Summer Bridge program that will incorporate the various forms of the arts, expeditionary learning, youth development, and academics into one cohesive program.

In order to support the connection between the arts and academics, the school will bring in an after-school enrichment component through a partnership with Sports & Arts. This program will build an enrichment component for all students throughout the calendar year. This program also provides tutoring for at-risk students as well as social and emotional support. The student of the D75 shared space program will also benefit from the after school enrichment provided by the partnership with Sports & Arts.

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

The Data-Driven instructional model to be implemented under SIG is for Learning Teams to establish consistent protocols to analyze student learning. Learning Teams will create a case management profile on students. The Case Management Template allows teachers to understand the whole child. Teachers collect data on the student’s interests, strengths, accommodations and teacher’s observations. Student work is analyzed, and short and long-term goals with instructional strategies are devised to support academic growth. Learning Teams will also implement and analyze interim assessment data and use the results to adjust curriculum. Learning Teams will meet a minimum of three times a week. Per session costs and instructional materials are budgeted.

Assessment Schedule

Time Frame	Unit Assessment	Notes
October	Performance Task # 1	Common Core Aligned
December	Interim Assessment # 2	Revisit and monitor goals
February	Performance Task # 2	Common Core Aligned
April	Midterms	
June	Regents Exams /Finals	

Implementation Calendar

Time Frame	Action
September	Assessment and Culture /PD
November	Teachers adjust curriculum based on analysis
January	Analysis
March	Assessment
May	Adjust Curriculum/Reteach

v. Student Support.

The school wide framework for the SIG is the Danielson Framework, which also requires every stakeholder and constituent to have and know the common mission and vision of the school, as well as its values and goals. It is imperative that we have a shared and committed understanding to serving our students, their families, and the community at large. The school will have Learning Teams that are committed to a group of students, i.e. a Cohort, with specific groups and subgroups of students assigned to teachers and teacher teams. The Learning Teams will examine students on an ongoing basis to track their progress and growth through data collection and analysis and address their individual needs based on a comprehensive review of their work and evaluation of identified and tiered college and career readiness skills. Inquiry teams and Transitional Vertical Teacher teams will then make recommendations to the teachers based on the analysis of both formative and summative student data. Professional Learning Communities will be developed to help facilitate the work of the teacher teams by providing the context of the whole child development and modeling the connection between data-driven instruction and the school's best practices, policies, and routines. The Professional Learning Communities will be committed to sustaining practice and policy, while focusing on instruction, inquiry and collaboration. The SIG framework will also include implementing learning and inquiry cycles through the use of data to refine and adapt the school's professional development plan. As part of the Advisory program, a peer mentoring system will be put in place to help support the student's social emotional needs in meaningful ways that allow students to develop specific skills through sports, arts, and their own interests. Juniors and seniors will then mentor Freshmen and Sophomores to provide support through experience. Each staff member will participate in the process by advising, tracking, and monitoring each group. The Pupil Personnel Team will provide ongoing support as well to at risk students and their families. Additionally, the school will work closely with Good Shepherd Services, the school's current social worker and the afterschool provider, Sports and Arts to ensure students are being supported. The school will work with the Leadership Program to provide support for their advisory curriculum & college and career readiness. The program will also provide parent workshops throughout the course of the school year.

vi. School Climate and Discipline.

A safe and orderly school climate contributes to the success of a school. Under the SIG we will develop a culture of restorative practices. Essential to this will be the inclusion of the embedded and grade specific advisory classes that specifically address the skills and practices that students need to have to respect their peers, teachers, and learning environment and how to resolve conflict immediately before it escalates. Therefore, students must commit to a school contract and set personal growth goals to ensure that clear expectations and resolution pathways are understood and available for all students. Through Advisory, "Classroom Circles" will be used to set academic goals, explore the curriculum and develop deep core values for the school community. The Advisory will also empower student leaders and peer mentors to support the school's positive climate and culture as well as having input to changes that will lead to continued improvement. The school will use peer mediators, fairness committees and peer juries to assist with discipline issues and to create a positive climate. Currently, the school works jointly with District 75 and all school policies reflect policies that are appropriate and recognize the needs of students with special needs. However, we will expand this to include other subgroups of students with special needs to all students are reflected in our school's behavior and discipline codes. The

faculty and staff will be trained in classroom management/preventative discipline/conflict resolution and positive support strategies to recognize and reward positive student behavior. The school currently has a P.B.I.S. Intervention and Support system that will continue to be expanded to support the work of the School Improvement Grant.

vii. Parent and Community Engagement

Parent and Community Engagement is the cornerstone of any successful school. Bronx High School for the Visual Arts will develop a Parent Academy to develop the parents in areas of supporting student learning, social and emotional support for their teens and personal development, such as Financial Development, Technology Skills and ESL/GED Classes.

BHSVA will also have Family Literacy and Math Nights to allow parents to engage in their students' learning. Parents will also have the opportunity to volunteer within the school and be active participants in the school's community. Effective communication is an essential in creating a foundation and formulating partnerships with parents. The school will use a range of communication tools and channels to, including newsletters, websites, emails, assemblies, parent/teacher interview and student lead parent teacher conferences to build communication between the school and parents. The school & the Leadership Program will provide professional development to for teachers to effectively communicate with parents. A school transition calendar that outlines key points in the school year where engagement of parents and community is vital with the specific activities connected to the event (s). The school community will share consistent and ongoing messages of high expectations. Bronx High School for the Visual Arts will form Learning Partnerships between school and home by developing homework activities that require the parents to be involved in the homework (example, a family research project). We will have a goal setting and career planning night that requires the parent and student to work together to formulate the goals. In an effort to engage the community the school will provide services to the community such as ESL, GED, Art Classes, finance, and the development of technology skills. We will also go out in the community and seek internships for our students with local business, hospitals, schools and art galleries. Surveys will be sent home and into the community to ascertain how the school could further serve them. Per session costs are budgeted for parent workshops, along with materials, and outside speakers.

L. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

Just as in the development of our SCEP, the school administration reviews the city and state review document to determine the specific recommendations that should be targeted in terms of our instruction and the need professional development. This information is then shared with our instructional leads, chapter chair, and then with the entire school community so we are confident that all members of our school community have had the opportunity to offer their thought, opinion, and suggestions in the development of our school's professional development plan.

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

Month	Focus

October 2013	Extended Learning Time ,Student Support, Parent and Community Engagement
December 2013	Data Driven Instruction, Student Support, Danielson, Extended Learning Time
February 2014	Data Drive Instruction, Danielson, Student Support , Extended Learning Time
April 2014	Data Drive Instruction, Danielson, Student Support, Extended Learning Time
June 2014	Student Support, Danielson, Common Core Alignment

iii. Plan for training, support and professional development

The Administrative Cabinet, the Instructional Leads and Learning Teams will meet bi monthly to assess the needs of the Professional Development Calendar. The Calendar is fluid and will be adjusted based on the results of observations, walk throughs and interim assessment data. We will also look at feedback from teachers, students and parent in the form of surveys to redirect our PD as necessary. These costs have been attributed within the sections for “instruction & curriculum”

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 be 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.

In terms of updating parents, families, the community and other stakeholders on the implementation, progress, and opportunities for collaboration our school will offer several methods of communication: school website for ongoing updated SIG information, monthly summaries in the Parent Association newsletter/email, written quarterly summaries provided to students for their families, SIG Update meetings (every other month), SIG progress summary at each Parent Association and School Leadership Team meeting. With our grant partners, SIG Partnership Meeting, we will meet monthly to discuss staff, parent, and student feedback on the services provided and their effectiveness. Students and parents will be surveyed on a bimonthly basis to determine how well the services, programs, and partners are meeting their needs. All data and data analysis will be posted on the school website and shared with the PA and SLT.

K. Project Plan and Timeline

i. Goals and key strategies for Year One implementation period (September 1, 2013, to August 31, 2014).

The goals for year 1 implementation are to clearly articulate to the faculty, staff, the parents and community the mission, the vision and goals of the School Improvement Grant. It is critical that everyone is on board with the reform. As a result, we will implement frequent information sessions to inform all the stakeholders of the process and progress of the implementation period. Teachers will be provided with extensive professional development and support to guide them in developing CCLS aligned curriculum, in Data Driven Instruction and the facilitation of Teacher Effectiveness. Teachers and Parents will also receive training on how to support students academically and social emotionally. The effective development of AIS, Extended Learning

Time and Youth Development will determine the success of our program. This is a key juncture of our reform. Key strategies for success are clear communication, transparency and support for all stakeholders.

ii. “Early wins” as early indicators of a successful SIG plan.

The “early wins” of the SIG plan will be in the youth development by which there will be an increase in the school’s average daily attendance, a reduction in student lateness, and there will be an increase in the percentage of students passing all of their courses in the first marking period. With the extended learning time, use of blended learning opportunities, and scaffolded learning activities our large subgroup of students with disabilities (SWD) will also show improvement in student achievement. In addition, the tone and climate of the school and classrooms should also significantly change to allow teachers to see specific indicators of student engagement, willingness to collaborate, and monitor their own progress which will all lead to increased buy-in and support from the staff.

iii. Leading indicators of success to be examined at least quarterly

On a quarterly basis, the leading indicators of the SIG success will be aggregate and SWD subgroup data for student achievement rates based on predictive assessments, marking period finals, Common Core Performance Tasks, in- and out-of school suspension rates, and skills (process, content, socio-emotional) development as identified in curricula maps and related to College Readiness.

Teachers will collect individual student achievement and skills data for their specific classes. With the Mission-based Embedded Advisory, teachers will also be able to collect socio-emotional skills data. The data specialist for the school will collect all school achievement data (aggregate, subgroup, grade, teacher, etc.) such as marking period grades, teacher comments, performance task grades, laboratory requirement, and predictive and unit assessment grades. The specialist will provide teachers and administration with a correlation of achievement data to attendance, suspension, and college readiness skills.

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

Year Two

Teacher Effectiveness – Proposed Model Goal 1

- Teachers will work with Aussie Group to improve Teacher Effectiveness. Teachers will receive coaching and feedback from their Coaches.
- Teachers will participate in Learning Walks to observe teaching and learning.
- Teachers will provide one another with peer feedback through classroom inter-visitations.
- Teachers will participate in Professional Development geared towards the improvement of Teacher Effectiveness.
- Teachers will collaborate with Urban Arts to incorporate Arts into the curriculum to support the learning of our students.
- Teachers will become Smartboard Certified to assist with the incorporation of technology within the curriculum.

Increase Student Credit Accumulation Propose Model Goal 2

- The school will use data driven data to improve credit accumulation. The Teacher Teams will devise protocols to examine data. These protocols will be used to drive instruction within the classroom that will result in improved credit accumulation.
- Individual Learning goals will be developed for each student as a part of their advisories. Students will actively monitor and participate in the accumulation of their credits.
- The vertical Teacher Teams will closely monitor credit accumulation for their grade teams.
- Students will participate in Extended Learning Time such as AM School, Saturday School and PM School classes to support credit accumulation.
- The school will convert to a Double Period Core Content Class Model to facilitate credit accumulation.
- Parent workshops will be provided by the Leadership Program to empower parents to support their children's academic needs.

Youth Development – Proposed Model Goal 3

- The Leadership Project will work with students in advisory to support social and emotional needs.
- Sports and Arts will develop a comprehensive afterschool program to provide students with extra curricular that will support academic behaviors.
- Good Shepherd Services will provide Leadership Classes and Mentoring to support Youth Development.
- The Leadership Project will work with parents to provide them with strategies to support their students' social and emotional being.
- In the second year of the SIG our goal would be to improve the percentage of students earning 10+ credits in their second year by 3%.

Key Year Two Strategies: Development of Blended learning opportunities to include the CCLS Units and Performance Tasks, use of Transitional Vertical Teams to provide targeted content, skills, and socio-emotional supports to increase student achievement, and increased ICT support and planning for teachers to focus on SWD.

Year Three

Teacher Effectiveness – Proposed Model Goal 1

- In Year 3, the lead teachers will be fully integrated in the work of Teacher effectiveness and will support teacher movement across the Danielson rubric.

Increase Student Credit Accumulation Propose Model Goal 2

- The school will continue to provide ELT & AIS blended instruction for all students. These programs will result in an increase in credit accumulation across the grades for all students.

- In the third year of the SIG our goal would be to improve the percentage of students earning 10+ credits in their second year by 5%, and 3.5% by the students in the lowest third (SWD).

Youth Development – Proposed Model Goal 3

- In Year three of the grant, we expect to see an overall increase in the graduation rate for all students. All of the youth development programs will continue to support students in the school.

Key Year Three Strategies: Early student interventions based on data to improve student retention and academic achievement. Transitional Vertical Team planning to expand to interdisciplinary units and tasks that firmly connect current and previous content and skills. Youth development programs that utilize peer mentors and family counseling to ensure students are on track to earn 10+ credits each year and graduate in four years.

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013- 2014	Target for 2014- 2015	Target for 2015- 2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	58050	59182	59182	59182
b. Student participation in State ELA assessment	%		n/a	n/a	n/a	n/a	n/a
c. Student participation in State Math assessment	%		n/a	n/a	n/a	n/a	n/a
d. Drop-out rate	%		12	5	4.5	4	3.5
e. Student average daily attendance	%		86.6	90	90	92	95
f. Student completion of advanced coursework			30	15	18	21	24
g. Suspension rate	%		11.6	9.4	8	7	5
h. Number of discipline referrals	num		83	64	55	50	45
i. Truancy rate	%		5	2.7	2	1.8	1.5
j. Teacher attendance rate	%		95.2	97	97	98	98
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			20	45	45	45
m. Hours of professional development to improve leadership and governance	num			0	280	280	280
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			20	45	45	45
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	165	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	165	Please see memo	Please see memo	Please see memo

q. Student scoring "proficient" or higher on ELA assessment	%		n/a	n/a	n/a	n/a	n/a
r. Students scoring "proficient" or higher on Math assessment	%		n/a	n/a	n/a	n/a	n/a
s. Average SAT score	score		442	412	417	427	434
t. Students taking PSAT	num		113472	160	165	170	175
u. Students receiving Regents diploma with advanced designation	%		16	5	6	7	8
v. High school graduation rate	%		66	64	67.4	69	72
w. Ninth graders being retained	%		22	35.3	33.3	31.3	29.3
x. High school graduates accepted into two or four year colleges	%		50	38	40	44	49

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: $1 - (\text{total absent days} / \text{total active days})$

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:

<ul style="list-style-type: none"> • 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 <i>Framework for Teaching</i> 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 	<ul style="list-style-type: none"> • 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:

<ul style="list-style-type: none"> • Regular meetings in which school leaders: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • 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 2010-2011 as 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**

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)
Urban Arts	1. Bronx Haven High School	1. Lucinda Mendez
	2. Samuel Gompers Career & Technical Education HS	2. Joyce Mills Kittrell
	3. West Bronx Academy for the Future	3. Wilper Morales
	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)
The AUSSIE	<ol style="list-style-type: none"> 1. 08X405 2. Aspiration High School 3. Clinton HS 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Rose LoBianco 2. Shermila Bharat 3. Geraldine Ambrosio 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information	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	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

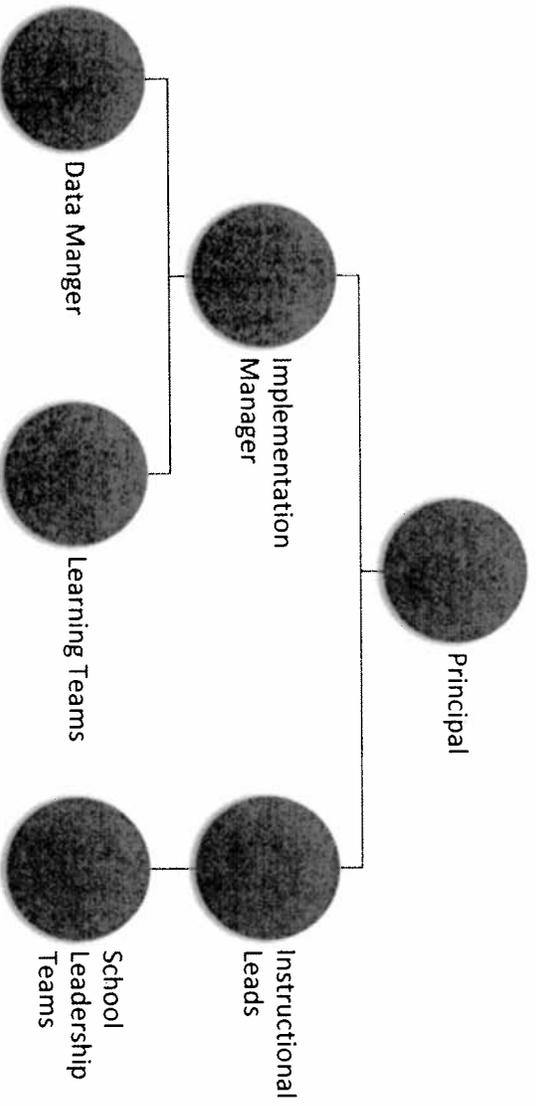
and description of type of service provided.	other systematic evaluation data to demonstrate the impact of partner-services.	academic performance and turnaround of the identified schools)
Good Shepherd Partner Organization Name and Contact Information and description of type of service provided.	1. Felisa Rincon de Gautier Institute for Law & Public Policy 2. DeWitt Clinton 3. Grace Dodge HS 4. 5. 6. 7. 8. 9. 10.	Grismaldy Laboy 1. Geraldine Ambrosio 2. Frank Glaimo 3. 4. 5. 6. 7. 8. 9.
Sports and Arts	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. 1. Truman HS 2. Clinton HS	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) 1) Sana Nasser 2) Geraldine Ambrosio

	3. Flushing HS	3) Magdalen Radovich
	4.	4)
	5.	5)
	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)
	11.	11)
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)
The Leadership Program	11. Boys and Girls High School	11. Bernard Gassaway
	12. Progress HS for Professional Careers	12. William Jusino
	13. Hillside Arts and Letter	13. Matthew Ritter
	14.	14.

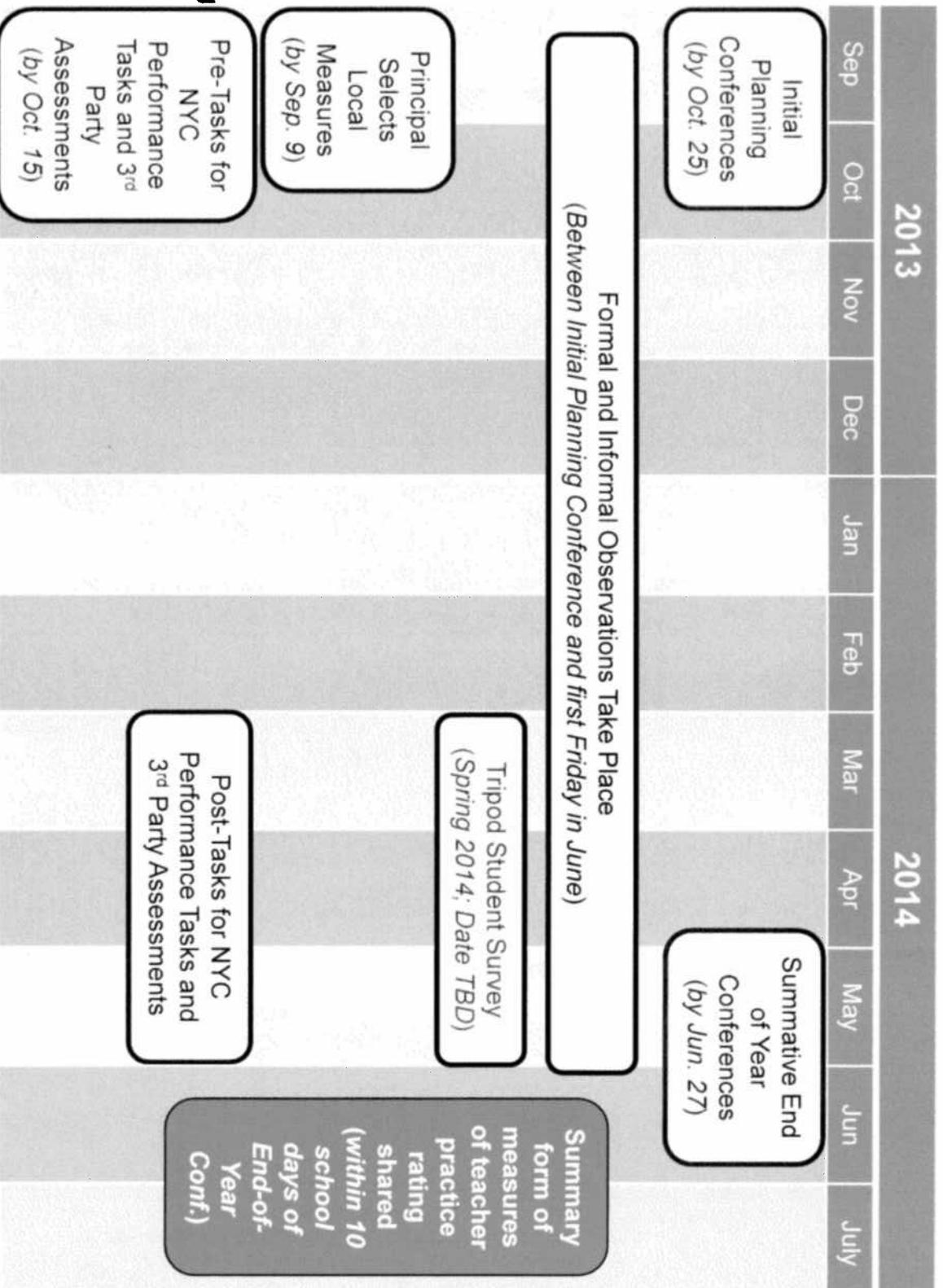
	15.	15.
	16.	16.
	17.	17.
	18.	18.
	19.	19.
	20.	20.
Partner Organization	Schools the partner has successfully supported in the last three years	References / Contracts
Name and Contact Information and description of type of service provided.	(attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	(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)
The NYC Leadership Academy	Robert F. Wagner Jr. Secondary School for Arts and Technology	Annie Seifullah
	Pablo Neruda Academy for Architecture and World Studies	Sabrina Cook
	Academy of Applied Mathematics and Technology	Vincent Gassetto
	11.	11.
	12.	12.
	13.	13.
	14.	14.

	15.	15.
	16.	16.
	17.	17.

ATTACHMENT G Organizational Chart



2013-14 Teacher Evaluation and Development Timeline



Department of Education
 Dennis W. Walcott, Chancellor

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

GWENDOLYN JONES

~PRINCIPAL~

Highly skilled and overtly student focused educational leader possessing a strong commitment to the development of staff and providing, a stimulating, safe, and motivating learning environment. Dynamic visionary leader and solid team player with a proven track record in collaborating with the school community, increasing student academics, and maintaining excellence in education. Trustworthy professional with superior interpersonal skills used to develop strong and lasting relationships with all members of the school community.

CORE COMPETENCIES:

- Teacher Mentoring & Development
- Mission Statements & School Vision
- School Administration
- Class Evaluation
- Interim Assessment
- Programmer (STARS)
- Program Evaluation & Assessment
- Curriculum Development / Improvements
- Standardized Testing and Scoring
- Program Management & Coordination
- Leadership & Team Building
- Workshop & Seminar Presentation
- Guidance Mentoring & Development
- Performance Standards & Development

EDUCATION & CREDENTIALS

Masters of Art (2005): Major: Educational Administration
Fordham University – New York, NY

Masters of Art (2001); Major: Secondary English Education

Bachelor of Arts (1994); Major: English

Certification: School Administrator/Supervisor Permanent

ADMINISTRATIVE EXPERIENCE

High School of World Cultures – Bronx, New York

Assistant Principal

Supervise a team of professionals including teachers, guidance counselors, programmer, attendance teacher and support staff. Oversee a body of approximately 350 students. Devise and coordinate student schedules. Facilitate Pupil Personnel Team Meetings, Dual Language Program, Case Conferences, and after school activities.

ADMINISTRATIVE EXPERIENCE CONTINUED

Highlights and Contributions:

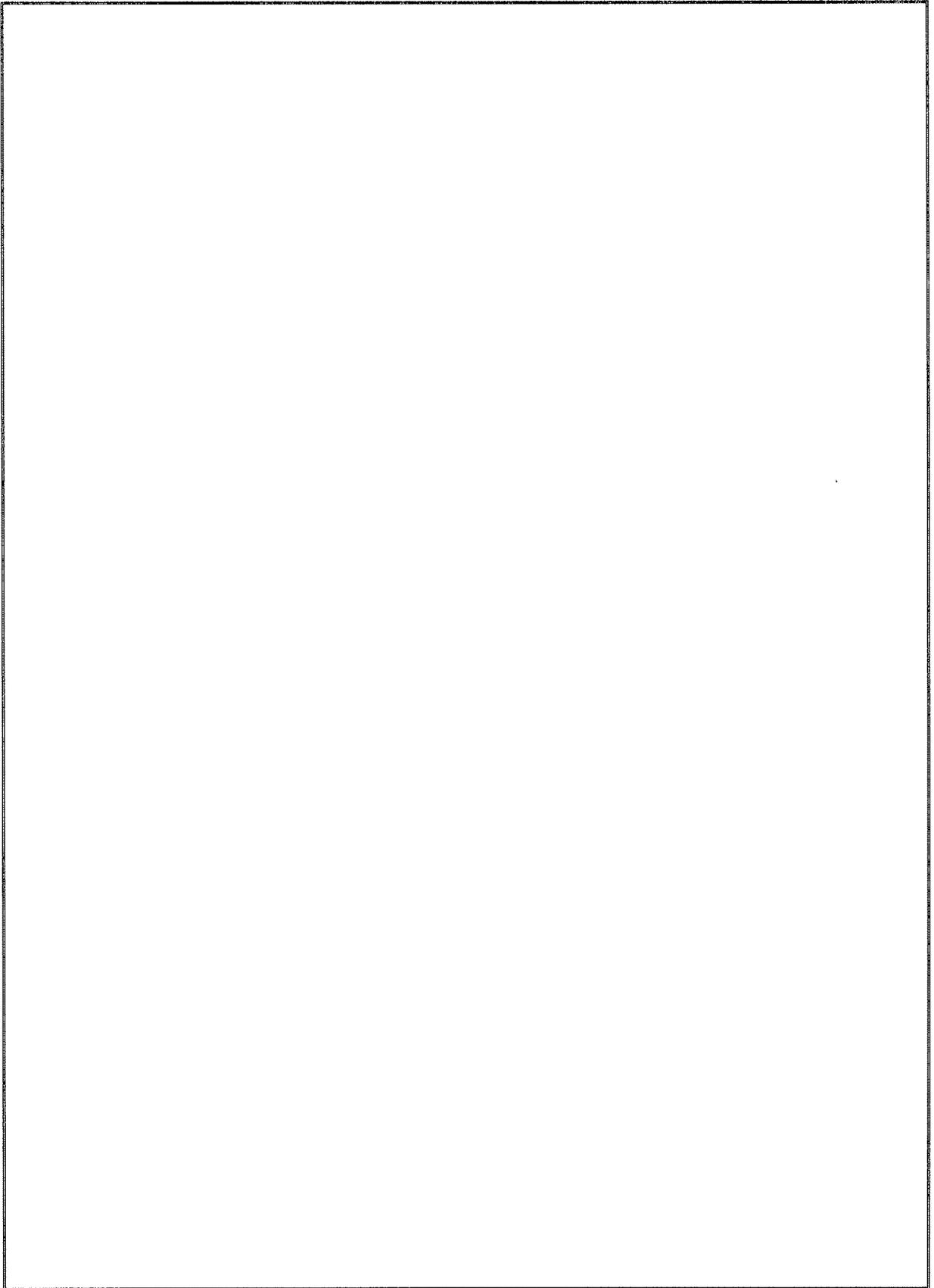
- Established and maintained an English Department which contributed to a significant rise in the English Regents' passing percentage.
- Developed Curriculum Mapping for English Language Arts and Social Studies, aligned with state standards.
- Facilitated data driven instruction through Interim Assessments.
- Developed and coordinated the after school credit recovery program.
- Contributed to the academic and social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community; upheld a commitment to educational excellence, establishing and promoting an atmosphere of mutual respect and trust
- Developed a cohesive educational team by setting high expectations and encouraging team approach.
- Established committees to address school issues and goals, promoting creativity and career development to all staff, allowing ideas and opinions to be shared.
- Co-facilitate the first Dual Language High School Pilot Program to help develop a bilingual, biliterate, bicultural global citizen.

TEACHING EXPERIENCE

Morris High School – Bronx, NY 1996-2005
Teacher (9-12) English

As The Twig Is Bent - Bronx, NY 1994-1996

Dual Language Training, Laguna Hills, California 2008
National Principal's Leadership Institute 2008
ELL Literacy Institute for School Leadership Teams 2008
Dual Language Symposium 2008
Dual Language Leadership Institute 2008
Preparing ELL's for the Language Arts Institute 2008
Maximizing Success for Adolescent ELL's Academic Language and Content 2007
QTEL Leadership Series 2007
Demystifying ELL Data
Social Studies Leadership Conference 2006
ELL-SIFE Professional Development in Diagnostic Tools and Processes 2006
QTEL Build the Base I 2005
AED Middle School Leadership Project 2009
Advanced Leadership Program for Assistant Principal (CSA) 2009-2010



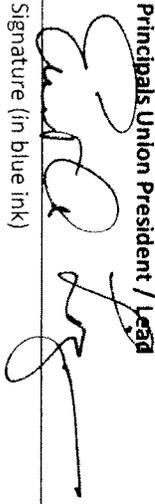
114418 Bronx High School for Visual Arts

Attachment A
 Consultation and Collaboration Documentation Form

New York State Education Department:
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

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  Signature (in blue ink)	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.
Type or print name SARLES 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	 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.
Parent Group President / Lead Signature (in blue ink)	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.
Type or print name	

NYHS Bronx High School for Visual Arts

New York State Education Department:
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

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.

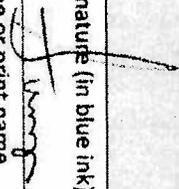
Principals Union President / Lead Signature (in blue ink) Type or print name	Date Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation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

Attachment A
 Consultation and Collaboration Documentation Form

11x418

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 Signature (in blue ink)  Type or print name Gwendolyn Jones Date 5/29/13	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.
Teachers Union President / Lead Signature (in blue ink)  Type or print name Janette Madera Date 5/29/13	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.
Parent Group President / Lead Signature (in blue ink)  Type or print name Earline Brown Date 5/29/2013	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.



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 #																												
<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>									<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>									<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td></tr> </table>												
AGENCY CODE	<table border="1" style="width: 100%; height: 20px;"> <tr><td>3</td><td>0</td><td>5</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>5</td><td>1</td></tr> </table>		3	0	5	1	0	0	0	1	0	0	5	1																
3	0	5	1	0	0	0	1	0	0	5	1																			
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) BRONX HIGH SCHOOL FOR THE VISUAL ART																													
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

\$1,333,526

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)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	2,017	41.98	84,674
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	128	43.93	5,634
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)	0	154.97	0
CENTRAL - School Implementation Manager	0.39	119,344	46,780
CENTRAL - Talent Coach	0.14	114,000	15,547
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			152,636

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)	0.50	60,000	30,000
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			30,000

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	The Sports & Arts Program, The Good Shepherd Program, Achieve 3000	547,827
686 - Evaluation Consultant	The Leadership Program	7,050
689 - Professional Development Consultant	The Leadership Program	411,152
Subtotal - Code 40		966,029

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	29,527	
Educational Software	20,000	
General and Instructional Supplies	57,002	
Library Books	10,000	
Supplemental Textbooks	26,000	
Subtotal - Code 45		142,529

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	23,634
ARRA FRINGE - CENTRAL	18,698
Subtotal - Code 80	42,332

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)	\$1,333,526
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$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

BRONX HIGH SCHOOL FOR THE VISUAL ART

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

New York State Education Department:
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

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	\$ 152,636
Support Staff Salaries	16	\$ 30,000
Purchased Services	40	\$ 966,029
Supplies and Materials	45	\$ 142,529
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 42,332
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,333,526

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 181,439
Support Staff Salaries	16	\$ 30,000
Purchased Services	40	\$ 960,029
Supplies and Materials	45	\$ 127,101
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 46,522
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,345,091

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 139,988
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 756,629
Supplies and Materials	45	\$ 54,613
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 23,559
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 974,789

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 474,063
Support Staff Salaries	16	\$ 60,000
Purchased Services	40	\$ 2,682,687
Supplies and Materials	45	\$ 324,243
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 112,412
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 3,653,405

BUDGET NARRATIVE: BRONX HIGH SCHOOL FOR THE VISUAL ART (11X418)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Student Support	Professional Purchased Services (Code 40)	Achieve 3000 will be used as the blended learning component for ELT and PM school for all targeted students. This will support goal # 2. "development of AIS & ELT programs which targets student needs through data driven blended instruction to improve student credit accumulation and graduation rate"	25,300	25,300	25,300	\$75,900	This software program will be continued after the grant expires through the regular school budget.
Student Support	Professional Purchased Services (Code 40)	The Good Shepherd Program will provide student support services for attendance, behavior, character building and social/emotional support. This will support goal #3, "An intense focus on youth development as a lever for student social, emotional and academic growth and progress towards graduation and career and college readiness."	107,502	107,502	107,502	\$322,506	This program will be modified after the grant and will be sustainable through the regular school budget.
Student Support	Professional Purchased Services (Code 40)	This will support goal #3, "An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career readiness. - The Leadership Program will provide parent workshops (10 throughout the course of the year).	7,050	7,050	7,050	\$21,150	The parent coordinator will work with the Leadership Program and take over the workshop after the grant expires.
Student Support	Professional Purchased Services (Code 40)	Student trips will support goal #1 & 3, as well as the visual arts focus of the school and student college and career readiness.	30,000	30,000	30,000	\$90,000	This will continue after the grant expires and be absorbed through the regular school budget.
Student Support	Supplies, materials Supplemental books and Software (Code 45)	These supplies will support goal #3, to provide support for PBIS.	5,699	21,101	4,613	\$31,413	This will continue after the grant expires and be absorbed through the regular school budget.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	This will support goal #1, "implement a PD program which focuses on supporting teachers and providing CCLS aligned instruction using data to effectively monitor and revise pedagogical teaching strategies, and incorporate technology and multiple points of access into classroom lessons and provide a structure for the teachers of 11X418 and D75 to collaborate. This software will provide Arts software for student projects.	20,000	20,000	0	\$40,000	This will continue after the grant expires and be absorbed through the regular school budget.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Supplemental books that will support goal #3, "An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness.	26,000	26,000	0	\$52,000	This will continue after the grant expires and be absorbed through the regular school budget.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Library books that will support goal #3, "An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness.	10,000	10,000	0	\$20,000	Library books will stay at the school
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Teacher hourly per session. Develop and refine teaching strategies	8,500	30,000	0	\$38,500	Teachers will continue to apply teaching strategies.
Instruction	Professional Purchased Services (Code 40)	PD for art integration and support classroom teachers. This will support goal #1, "implement a PD program which focused on supporting teachers and providing CCLS aligned instruction using data to effectively monitor and revise pedagogical teaching strategies, and incorporate technology and multiple points of access into classroom lessons and provide a structure for the teachers of 11X418 and D75 to collaborate.	18,657	18,657	18,657	\$55,971	This will continue after the grant expires and be absorbed through the regular school budget.

BUDGET NARRATIVE: BRONX HIGH SCHOOL FOR THE VISUAL ART (11X418)

Primary SIC activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Supplies, materials Supplemental books and Software (Code 45)	These supplies will support goal #1, for specific graphic design programs in the school	51,303	50,000	50,000	\$151,303	This will continue after the grant expires and be absorbed through the regular school budget.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Equipment will provide 6 SMART boards. This will support goal #1, "Implement a PD program which focuses on supporting teachers and providing CCLS aligned instruction using data to effectively monitor and revise pedagogical teaching strategies, and incorporate technology and multiple points of access into classroom lessons and provide a structure for the teachers of 11X418 and D75 to collaborate.	29,527	0	0	\$29,527	This is a year one activity and will not be needed throughout the course of the grant.
Training, Support, and Professional Develop	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - to support goal # 2, "development of AIS & ELT programs which targets student needs through data driven blended instruction to improve student credit accumulation and graduation rate. This per-session activity will be for 3 supervisors for 30 hours for each year of the grant of ELT programs for students.	5,634	5,634	5,634	\$16,902	This activity will continue after grant and be paid for from the schools regular budget.
Training, Support, and Professional Develop	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - to support goal # 2, "development of AIS & ELT programs which targets student needs through data driven blended instruction to improve student credit accumulation and graduation rate. This per-session activity will be for 30 teachers for 30 hours for each year of the grant .	76,174	74,581	76,823	\$227,579	This activity will continue after grant and be paid for from the schools regular budget.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	AUSSE will provide educational services. This will support goal #1, "Implement a PD program which focuses on supporting teachers and providing CCLS aligned instruction using data to effectively monitor and revise pedagogical teaching strategies, and incorporate technology and multiple points of access into classroom lessons and provide a structure for the teachers of 11X418 and D75 to collaborate.	305,500	305,500	202,100	\$813,100	The AUSSE's will provide intense support throughout the three year grant period, working directly to build capacity for teachers, instructional leads and leadership.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	This will support goal #3, "An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness." The Leadership program will provide advisory support for students and build capacity for all 30 teachers throughout the three year grant period.	53,550	53,550	53,550	\$160,650	This program will build internal capacity and after the three year period teacher will be able to sustain the advisory curriculum
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	The Leadership Program will provide advisory support for student and build capacity for all 30 teachers throughout the three year grant period. This will support goal #3, "An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness."	3,445	3,445	3,445	\$10,335	This is the professional development for teachers component for all 30 teachers from the Leadership Program.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	The NYC Leadership Academy will provide a leadership coach for the principal. This will support goal #1, "Implement a PD program which focuses on supporting teachers and providing CCLS aligned instruction using data to effectively monitor and revise pedagogical teaching strategies, and incorporate technology and multiple points of access into classroom lessons and provide a structure for the teachers of 11X418 and D75 to collaborate.	9,025	9,025	9,025	\$27,075	This coach will build capacity through year 1 & year 2 for the principal.

BUDGET NARRATIVE: BRONX HIGH SCHOOL FOR THE VISUAL ART (11X418)

Primary SIC activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	This will support goal #3, "An intense focus on youth development as a lever for student social/emotional and academic growth and progress towards graduation and career and college readiness." The Sports & Arts program will provide afterschool enrichment for all students, tutoring and social and emotional support.	400,000	400,000	300,000	\$1,100,000	This program will build internal capacity & expire at the end of the grant period.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Equipment will provide SMART board certification for all teachers. This will support goal #1, "Implement a PD program which focuses on supporting teachers and providing CCLS aligned instruction using data to effectively monitor and revise pedagogical teaching strategies, and incorporate technology and multiple points of access into classroom lessons and provide a structure for the teachers of 11X418 and D75 to collaborate.	6,000	0	0	\$6,000	This is a year one activity and will not be needed throughout the course of the grant.
Use of Time	Support Staff (Code 16)	1.0 FTE School Aide. Monitor attendance. Call families.	30,000	30,000	0	\$60,000	This will continue after the grant expires and be absorbed through the regular school budget.
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.	23,634	25,154	6,300	\$55,088	
		Subtotal School	1,252,500	1,252,500	899,999	3,404,999	
District-level expenses: School Implementation Manager (SM)	Professional Staff (Code 15)	The SM 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 SM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.41, 0.47, 0.47.	46,780	53,457	43,180	143,418	
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): 0.14, 0.16, 0.16.	15,547	17,766	14,351	47,664	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	18,698	21,367	17,259	57,325	
		Subtotal Central	81,026	92,591	74,790	248,407	
		TOTAL SIG	1,333,526	1,345,091	974,789	3,653,405	
		Non-Core Instruction Tax Levy	229,348	229,348	229,348	688,044	
		Title 1 for Priority and Focus Schools	65,187	65,187	65,187	195,561	
		Other Title 1 allocations	320,416	320,416	320,416	961,248	
Other sources of income		TOTAL	1,948,477	1,960,042	1,589,740	5,498,258	