

ORIGINAL

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

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Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
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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	
Cypress Hills Collegiate Preparatory School		331900011659	
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)	
406		999 JAMAICA AVENUE, BROOKLYN NY 11208	
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	
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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/am70.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/MTACPOS.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>

Amy Yager, the current principal of Cypress Hills Collegiate Preparatory High School, participated in the Leaders in Education Apprenticeships Program (LEAP) described above, through which she received on-the-job principal training through the Department of Education and completed her coursework through CUNY Baruch College.

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 Counseling in Schools, Apex Learning and National Urban Alliance.

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 Cypress Hills Collegiate Preparatory School, students with disabilities comprise 15% of the school's population, 1% points lower than the citywide high school average. English Language Learners comprise 17% of the school's population, 4% points higher than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.51, which is 0.24 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.

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Section B.1.1.1



Children First. Always.

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

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

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

Network Information	Current schools per borough/level	Mission Statement
<p>Network: N101 Brand: Bridges for Learning Leader: Marina Cofield Contact: mcofield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6</p>	<p>JH//MS: 22 Secondary: 3 High School: 5</p> <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
<p>Network: N102 Leader: Alison Sheehan Contact: asheehan3@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 16 Bronx: 1</p>	<p>Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8</p>

Spring 2012 - 2013 Network Directory

Current School per borough/region		Vision Statement	
<p>Network: N103 Brand: Network for Sustainable Excellence</p> <p>Leader: Viet M. Chu Contact: vchu@schools.nyc.gov</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 special" 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, QTEI, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p>
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. Contact: tcollins6@schools.nyc.gov</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: 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>Network: N105</p> <p>Brand: The Urban Assembly</p> <p>Leader: Jonathan Green Contact: jgreen27@schools.nyc.gov</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.

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N105 Network For Collaborative Innovation</p> <p>Leader: Cyndi Kerr ckerr@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</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>Network: N107 A Network of Dynamic Learning Communities</p> <p>Leader: Nancy Scala nscala@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH//MS: 4 High School: 26</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>

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Network	Current Schools by Borough/Level	Vision Statement
<p>Network: 4109</p> <p>Building a Community of Collaborative Leaders and Leaders</p> <p>Leader: Marta Quill marta@schools.nyc.gov</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Elem: 6 Secondary: 1 High School: 20</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>		

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Network Information		Current Schools per Borough/Level		Vision Statement
Network: N111 Leader: Lucile Lewis Contact: LLewis2@schools.nyc.gov	Brooklyn: 17 Queens: 4	Elem: 11 JH//MS: 8 K-8: 2	<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>	
Network: N112 Brand: B.E.S.T. Network Leader: Kathy Pelles Contact: kpelles@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH//MS: 9 K-12: 1 Secondary: 7 High School: 10	<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>	
Network: N201 Leader: Joseph Zaza Contact: jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	<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>	

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Current School per borough/level

Vision Statement

<p>Network: N202</p> <p>Leader: Nancy Di Magerio n.dimagio@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 1 Queens: 25 Bronx: 2</p>	<p>Elem: 15 K-8: 2 High School: 13</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>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>
<p>Network: N203</p> <p>Leader: Dan Feigelson Contact: Dfeigel@schools.nyc.gov</p>	<p>Manhattan: 25 Bronx: 4</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 5</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>

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Network Information		Current schools per borough/level	Vision Statement
<p>Network: N204</p> <p>Leader: Diane Foley</p> <p>Contact: Dfoley@schools.nyc.gov</p>		<p>Brooklyn: 1 Queens: 27 Bronx: 1</p>	<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 SATLE who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.</p>
<p>Network: N205</p> <p>Brand: LEARN 205 (Learning Enrichment and Responsive Network)</p> <p>Leader: Joanne Joyner-Wells/Mary Jo Piscacano</p> <p>Contact: jjoyner@schools.nyc.gov mpiscaca@schools.nyc.gov</p>		<p>Queens: 28</p>	<p>Elem: 19 JH//MS: 1 K-8: 8</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 Foundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCLSIab sites for ELLs.</p>

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Contact School: see http://doe.org/hs/hs.html		Vision Statement	
<p>Network: 12206</p> <p>Leadert: Contact: Ada Cordova acordova@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, TCWVP and Partnership in Children. Onsite Quality Review support is provided by our QR specialists.</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: 12207</p> <p>Leadert: Contact: Carmelle Giunta cggiunta@schools.nyc.gov</p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH/MS: 1 K-8: 2</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>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N208</p> <p>Leader: Daniel Purus dpurus@schools.nyc.gov</p>	<p>Brooklyn: 3 Queens: 16</p>	<p>Elem: 3 JH//MS: 15 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 CCIS, 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 Mwilks@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3</p>	<p>ECE: 1 Elem: 20 JH//MS: 1</p>

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CFN 210

Current schools per borough/level

Vision Statement

<p>Network: CFN 210 PSE - Reaching Individual Schools Effectively</p> <p>Leader: Joanne Buccella jbuccella@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 15</p>	<p>ECE: 1 Elem: 10 JH/JMS: 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 Our Source for Success</p> <p>Leader: Sean McKeon smckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH/JMS: 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 assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</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>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N401 Brand: Mobilizing Collective Capacity</p> <p>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: N402</p> <p>Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</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 CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>

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Current School	Current School Size (enrollment level)	Vision Statement
<p>Network: 4003 The Good Network</p> <p>Leader: Joshua Good</p> <p>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: 4004</p> <p>Leader: Malika Ribbs</p> <p>Contact: mribbs@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: 4005</p> <p>Leader: William Bonner</p> <p>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>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N405</p> <p>Leader: Sandra Litrico Contact: SLitric@schoools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7</p> <p>ECE: 3 Elem: 21 JH//MS: 4 K-8: 5</p>	<p>Mission/Philosophy: CFN 405 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.</p> <p>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.</p> <p>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: N407</p> <p>Brand: Maverick Education Partnership</p> <p>Leader: Debra Lamb Contact: dlamb@schoools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</p> <p>Elem: 13 JH//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.</p> <p>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.</p> <p>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: N408</p> <p>Leader: Lucius Young Contact: lyoung22@schoools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1</p> <p>ECE: 1 Elem: 13 JH//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.</p> <p>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.</p> <p>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>

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	Current School Principals/Leads	Vision Statement
<p>Network: N410 ROCKS</p> <p>Lead: Margaretta Santana Contact: msantana2@schools.nyc.gov</p>	<p>Brooklyn: 25 Staten Island: 9</p> <p>ECE: 1 Elem: 26 JH/JMS: 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>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</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>
<p>Network: N410 ROCKS</p> <p>Lead: Margaretta Santana Contact: msantana2@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p> <p>ECE: 2 Elem: 16 JH/JMS: 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. 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>

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Network Information		Current schools per borough/level	Vision Statement
Network: N411 Leader: Michael Alcoff Contact: malcoff@schools.nyc.gov		Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15	<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>
Network: N412 Brand: Making It Happen Leader: Daisy Concepcion Contact: DConcep@schools.nyc.gov		Brooklyn: 19 Manhattan: 1 Queens: 1	ECE: 1 Elem: 16 JH/I/MS: 2 K-8: 2

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Network Name	City, State of member schools	Vision Statement
<p>Network: HS11</p> <p>Leader: George Izquierdo, L.A. gizquierdo@sh1360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p>	<p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p>
<p>Network: HS21</p> <p>Leader: Dennis Sanchez dsanchez@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH//MS: 3 Secondary: 6 High School: 9</p>
<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>		

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Network Information

Current schools per borough/level

Vision Statement

Network: Brand: Leader: Contact:	N531 CEI-PEA Joseph Blaize jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5
Network: Brand: Leader: Contact:	N532 CEI-PEA Ben Soccodato BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH//MS: 10 K-8: 9
Network: Brand: Leader: Contact:	N533 CEI-PEA Nancy Ramos NRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH//MS: 8 K-8: 2
Network: Brand: Leader: Contact:	N534 CEI-PEA Ben Waxman BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH//MS: 12 K-8: 2
Network: Brand: Leader: Contact:	N535 CEI-PEA Ellen Padva EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH//MS: 11 K-8: 2
Network: Brand: Leader: Contact:	N536 CEI-PEA Bill Colavito / Gerard Beirne WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH//MS: 9 K-8: 1 Secondary: 5 High School: 10

Mission/Philosophy: The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders.

Organizational Structure: Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans.

Special Expertise: Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.

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Current schools per borough/level		Vision Statement	
<p>Network: N551 Brand: Fordham University</p> <p>Leaders: Dr. Anita Battisti/Marge Strak Contact: abattisti@fordham.edu mstrak@fordham.edu</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16</p>	<p>Elem: 20 JH//MS: 5 K-8: 2 Secondary: 2 High School: 6</p>	<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>
<p>Network: N551 Brand: New Visions 551</p> <p>Leaders: Derek Jones Contact: djones@newvisions.org</p>	<p>Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1</p>	<p>K-8: 2 Secondary: 8 High School: 15</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>
<p>Network: N552 Brand: New Visions 552</p> <p>Leaders: Barbara Gambino Contact: bgambino@newvisions.org</p>	<p>Manhattan: 3 Bronx: 22</p>	<p>Elem: 1 JH//MS: 1 Secondary: 4 High School: 19</p>	
<p>Network: N553 Brand: New Visions 553</p> <p>Leaders: David Genzel Contact: dgenzel@newvisions.org</p>	<p>Brooklyn: 20 Queens: 1 Staten Island: 2</p>	<p>Elem: 1 JH//MS: 1 Secondary: 1 High School: 20</p>	

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N602</p> <p>Leader: Julia Bove JBove@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 32 Staten Island: 2</p> <p>ECE: 1 Elem: 16 JH//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 CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</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: N603</p> <p>Leader: Lawrence Pendergast LPendergast@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH//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>

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	Current School Year	Current School Year Approval/Level	Vision Statement
<p>Network: 604</p> <p>Leader: Richard J. Gallo 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: 605</p> <p>Leader: Tiffany Kero tkero@schools.nyc.gov</p>	<p>Brooklyn: 25</p>	<p>ECE: 1 Elem: 15 JH/MS: 3 K-8: 5 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>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N606 Brand: Making a Difference</p> <p>Leader: Petrina Palazzo Contact: ppalazz@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</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 Pre-K-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 NYDOE 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

Our site supports the following level: **Vision Statement**

<p>Network: MSDE</p> <p>Leader: Carmela carmela@schools.msde.gov</p>	<p>Brooklyn: 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 Willson. 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: MSDE</p> <p>Leader: Carmela carmela@schools.msde.gov</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: MSDE</p> <p>Leader: Carmela carmela@schools.msde.gov</p>	<p>Brooklyn: 11 Manhattan: 5 Queens: 5 Staten Island: 1 Total: 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

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N611</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: 32 K-8: 1</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>

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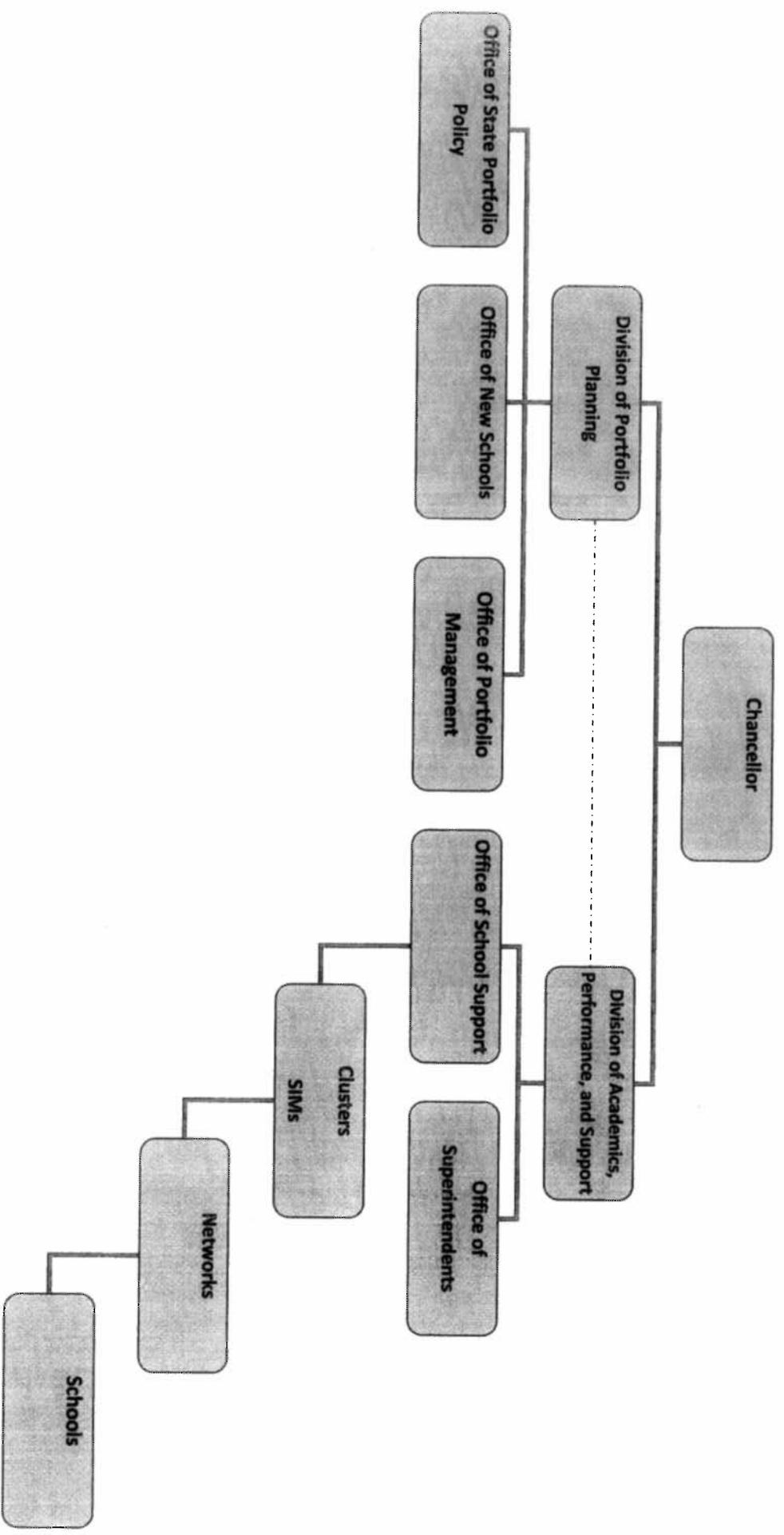
	Current schools per borough/level	Vision Statement
<p>Neighborhood: Manhattan</p> <p>Cluster: Diploma Plus</p> <p>Leader: Crystal Joye crystal.joye@doe.nyc.gov</p>	N/A	<p>Mission/Philosophy: It is our belief that the Diploma Plus model successfully transforms students' learning experiences through the 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 Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Teaching Matters PSO Leader: Lynette Guastaferrro Contact: lguastaferrro@teachingmatters.org</p>	<p>N/A</p>	<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 operational 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

System A:

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure

Network Leadership

Network Leader

Deputy Network Leader

Operations

Student & Family Services

Achievement Coach

Achievement Coach

Director of Operations

Budget & Procurement Manager

Administrator of Special Education

Achievement Coach

Achievement Coach

Director Human Resources & Payroll

Data / IT, Special Education Support

Youth Development, ELL, Network Family Point

Special Education Achievement Council

Food, Transportation, & Health

Attendance, Safety, & Suspensions

NVC

Department of Education

Note: not all networks are configured the same way

Section C iii

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 2013</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>
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* 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

Cypress Hills Collegiate Preparatory High School's mission is to teach students the academic and social-emotional skills required to be college ready including intellectual curiosity, personal responsibility and the confidence to succeed. An important part of Cypress Hills Collegiate Preparatory High School is to positively impact the extended community through a culturally diverse, academically challenging program while empowering each student to achieve self-determination and college success. Cypress Hills is located in the East New York section of Brooklyn, New York surrounded by the Cypress Hills Cemetery and multiple housing projects. CHCP students live in the surrounding neighborhood and the school was created by community members wanting a comprehensive high school for their children. Students achieve self-determination through the school's advisory program and youth leadership programs. Service Learning, Writing, Latino-Caribbean Studies and College Connections are foundations that the school was created on.

At least 64% of Cohort Q will graduate by August 2016 to meet the New York State 4-Year Graduation Rate Progress Target by focusing on increasing the regents passing rates in ELA and Math, increasing the amount of credits earned, and improving the attendance rate.

By June 2016, 95% of teachers will be Effective in three areas of professional practice as identified in the Danielson Rubric for Teacher Effectiveness, specifically within the areas of Component 1E: Designing Coherent Instruction, 3B: Using Questioning/Prompts and Discussion and 3D: Using Assessment in Instruction so that all students are provided with rigorous curriculum.

By June 2016, students will demonstrate social management skills while interacting in meaningful, productive ways with others that leads to a 75% decrease in classroom-based discipline referrals.

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

CHCP has identified four key-design elements to assist in the implementation of the goals. The School Implementation Team (SIT)

Literacy Design Collaborative (LDC) at Cypress Hills Collegiate Prep is intended to support teachers in incorporating literacy into all classes as the foundation and to add content knowledge as a collaborative approach to teaching. CHCP's partnership with National Council of La Raza (NCLR) has provided one ELA teacher with the opportunity to be trained in LDC to observe and to apply what was learned in classes throughout the United States several times a year. The teacher brings back what she has learned with various other strategies to share with the CHCP community. Teachers are provided with modules that assist them with identifying the skills students need to complete the task. The modules deliver teachers with Common Core alignment and processes that are scaffolded and differentiated. Mini tasks provide students with frequent feedback, plus opportunities for formative assessments. LDC is an instructional tool important to the development of effective lesson plans and Common Core aligned tasks. LDC will be used to assist teachers with creating lessons to connect to one another, apply the appropriate strategies and create formative assessments that assist students with completing the task.

At CHCP Response to Intervention (RTI) will be structured to support the overall wellbeing of students. The social and emotional well-being of a student is an important indicator of how a student will do academically and the support to be provided encompassing all areas. The School Implementation Team (SIT) will go through intensive professional development on what RTI is and how to effectively use it to provide students with high quality instruction and appropriate interventions. CHCP will look at RTI as a holistic approach to provide students with strategies and services intertwined with the instructional objectives of the school. All shareholders in a child's life will be involved in assessing the academic and behavioral needs of the student and matching the level of support with need. CHCP's partnership with the school based health center and Partnership with Children will afford the students with the opportunity to receive internal structured social and emotional support in addition to academic intervention services. CHCP will incorporate a multi-tiered approach to differentiating the support provided, creating benchmarks, making referrals and determining progress. Individual Learning Plans will be strategically created for students so that interventions are documented, data is compiled and there is evidence of success.

"Every Student, Every Day" is the New York City Mayor's Initiative to reduce chronic absenteeism and truancy in school. CHCP will participate in this initiative by targeting at-risk students at the start of every school year and pairing them with a success mentor provided by the NYC Success Mentor Corps. Seventy-five students will be targeted to participate in the program that provides students with daily check-ins, weekly counseling sessions and multiple incentives to attend school. One on-site social worker and five part-time social worker interns will provide students with the resources and educate them on the skills needs to attend school daily. CHCP has showed an attendance improvement during the 2012-2013 school year from 77% to 82% attendance rate. The success comes from personalized daily outreach when a student is absent, weekly group or individual counseling sessions, daily check-ins and incentives upon improvement. CHCP will continue this and expand it to include more success mentors on a full-time basis so that more students can have that one individual that checks in with them daily and is there to support their needs. An accountability system will be established to track the encounters detailing the days and times of meetings and outreach to parents. A systematic check-in process will occur daily once in the morning and once in the afternoon. Students will be required to check in with their mentor at 8am every morning for breakfast twenty minutes before class begins and check-out with snack at 2:40 twenty minutes before the end of the day. Empirical data shows that the students with the lowest attendance rates do not have their psychological needs met on a daily basis. A system of support will be developed so that students' basic needs are met in the school and through the support of community agencies, specifically our partner Cypress Hills Local Development Corporation before we can expect self-determination.

CHCP will use Charlotte Danielson's Framework for Teaching as a road map to designing coherent instruction so that the learning activities and the learning objectives are appropriate to the content standards. Domain 1: Planning and Preparation requires the teachers to know their students and use content knowledge along with resources to have clear instructional outcomes. Structure of a lesson, of the classroom environment and of the execution of the lesson will be synchronized amongst all classes for consistency. Teachers will conduct learning walks, participate in professional development and receive frequent feedback. A campus inquiry team will be created to have teachers collaborate amongst colleagues, conduct learning walks that

require taking low-inference notes, select strategies to implement and reflect on practice. Supervisors will evaluate teachers practice using the Danielson rubric as they conduct short frequent observations, always providing feedback and creating a cyclic process.

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

i. School-level Baseline Data and Target-Setting Chart (Attachment B).

See Attachment B

ii. Description of school's student population and needs of sub-groups

The High School Dashboard 2011-2012 data shows that 72% of the students that attend CHCP qualify for free or reduced price lunch, which consists of the students that returned the form. CHCP students live in the neighborhood and are sent to the school from the enrollment office because it is their zoned school. There is an increase in the amount of SIFE students received each year and almost all of these are a part of the 17% of students that are English Language Learners, which does not include the ELLs that recently tested out. 13% of students are overage, which is three percentage points more than the city average because they either are chronically absent or are new to the country without high school credit. 15% of students have an IEP which requires them to receive services that may include Integrated Co-Teaching, paraprofessionals, counseling and speech within the building. Many students have disabilities that go without diagnosis because initial testing cannot begin until a student has been in the country for at least a year and their parent consents to services. 90% of the students are Black/Hispanic and the rest are of Asian descent making a large population of students that are traditionally underrepresented in college and in most cases the first child to attend college. The six year graduation rate is 76% compared to the four year graduation rate of 51%, which shows that it takes longer for the students to gain the skills and content necessary to gain the credits and pass the regents exams to graduate. The attendance rate is 77% which is representative of the 76% of students graduating after six years. 72% of first year students attain the 10+ credits at the end of 9th grade, which is a promising number to continue to see at the end of each grade and then for graduation.

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

CHCP did not receive a JIT but did participate in a City Quality Review in the 2011-2012 school year that will be used to determine the needs of the school along with the Environment Survey, Progress Report and State Report Card. Feedback and data from the reviews are triangulated to find patterns, strengths and areas of improvement. The 2011-2012 Quality Review's overall evaluation is a developing based on the need to improve the collection of data used to create structures and design rigorous and engaging curriculum. The Progress Report grade of a D exhibits our strength from the School Environment although our attendance rate was 77.1% and our weakness from the graduation rate and weighted diploma rate. The State Report Card shows that we need to pay special attention to the Hispanic or Latino and Economically Disadvantaged population while getting all students to perform better on Mathematics and English Language Arts classes.

iv. Results from systematic school review

The school's strengths are focused around student supports that are housed on campus such as, a School Based Health Center, Student Success Center and the advisory program. A few areas to improve on from the 2011-2012 Quality Review are engaging students in rigorous curriculum that is aligned to state standards and provide high levels of thinking and enhancing the collection and analysis of data to create goals for students. Designing curricula to ensure that students are engaged, that it is differentiated and produces meaningful work products is an area for improvement. The daily use of data within classrooms to inform instructional strategies is an area to focus on so that teachers target skills in lessons and use this to extend learning opportunities for students. Data also needs to be used to drive instruction as evidenced by providing detailed modifications and extensions on curriculum maps and lesson plans. Engaging students in the lesson is a focus for the upcoming school years. Parental involvement is limited which creates a barrier between the parents' ability to proactively support their child and sustain student growth while also having out of school responsibilities.

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

The identified needs of improvement supported by the Quality Review and various other sources of data suggest that teachers need support with instruction and curriculum. Teachers will receive curriculum that is aligned to the Common Core State Standards so that they can use the time that they would normally develop curriculum to focus on creating effective lessons that incorporate engaging strategies and resources. They will have coaches to support them in creating lessons and carrying out the lesson effectively. They will receive professional development to learn the skills and strategies necessary to enable the students to produce meaningful work products. Teachers will have time to analyze data to make adjustments to curriculum and an opportunity to build capacity.

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.

The school's key design elements are structured around teacher and student support. Teachers will receive professional development and coaching in specific areas of weakness and areas related to the AAPR. A Common Core aligned curriculum will give teachers the opportunity to focus on areas in need of improvement like modifications for special populations and the attention to data to improve instruction while increasing rigor and engagement. Students will have support in the areas of social and emotional growth and structured systems to keep consistency. Support staff will keep track of referrals and support in a data system to share with teachers and guide instructional decisions. Hiring additional staff will enable a seamless transition to new systems and ensure that teachers can focus on instruction. Organization of personnel will increase the school's capacity to accomplish its goals. It is anticipated that students will struggle with the increase of rigor but that modifications and attention to assessment will allow students to have an access point in all lessons. The improvement of systems and structures will initially give staff members an increase of work but will ultimately create consistency and coherence which will organize procedures. The analysis of data will

guide decision making practices in the classroom and out of it to improve the Progress Report grade and Quality Review score.

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

Cypress Hills Collegiate Prep is lucky to have Amy Yager as principal as her personal leadership is strong. She thoroughly believes that all students can achieve at high levels, and has created and implemented a very clear vision for the school's turn around. She holds herself and all around her accountable for student outcomes and develops strategic plans for the school to improve. She is adept at using student data to achieve improved results and communicating the ways to use that data to teachers. She has created a strong administrative team and instructional leads to develop curriculum and instruction. Amy has been a strong asset to the Franklin K. Lane Campus and has worked to strengthen ties with the community through her school's partners in Cypress Hills. She has shown herself to be a strong leader in terms of allocating resources, moving teachers who need to be moved, and providing students with the educational resources they deserve, especially in a school that has a very large student population of English Language Learners. In all of the principal competencies Amy has demonstrated strength.

ii. Principal's biography

Amy Yager is the Principal of Cypress Hills Collegiate Preparatory High School, where she has spent the last six years. Previous to her administrative work, she was a School Counselor at Cypress Hills Collegiate Prep High School and a Transition Coordinator at a campus based residential school on Long Island. Mrs. Yager graduated from St. John's University in Queens, New York with her bachelor's degree in Psychology while taking additional coursework in Sociology. She received her master's degree from Long Island University, C.W. Post Campus, majoring in counseling with a concentration in both school and mental health counseling. Mrs. Yager was accepted into Leaders in Education Apprenticeships Program (LEAP) an on-the-job principal development program through the Department of Education and completed her

coursework through CUNY Baruch College. Mrs. Yager enjoys working with students and teachers. She empowers young people to have a voice and highlights the importance of the social and emotional development of students. Mrs. Yager was chosen for Cypress because of her strong personal leadership as well as her experience with the school and its community.

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

The school's assistant principals will be responsible for assisting the principal in the administration of instructional programs and campus level operations. They will be responsible for providing direct instructional support to the teachers that they supervise through frequent observations and monthly APPR meetings. Each assistant principal will be responsible for a specific area of school organization, such as safety and security, instruction/curriculum, students with disabilities, English language learners and guidance/support services. They will take an active role in continuing to grow professionally by signing up for professional development that they will turn-key and use to improve the school. They will work with community organizations and partners to improve the linkage between the organizations and the school. Assistant principals will participate in the development of school/campus improvement plans and promote a positive environment for learning. They will use NYCDOE data systems to collect information required for setting targeted goals, assess progress made and assuring that the input of data is correct. Assistant principals will assure that all staff uphold The Chancellor's Regulation and the school's policies. They will participate in various school teams and after-school events. They will hold themselves to the highest standards to be role models for the students and staff and uphold the values that are pertinent to school leaders.

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's current supporting leadership profile continues to develop in the areas of accountability, resourcefulness, communication and consistency. The staff and teachers have been divided amongst the principal and assistant principals to create organization in regards to instructional supervision. This will continue to evolve in the 2013-2014 school year to include a holistic model of supervising personnel. All staff will be provided with a job description that will include their responsibilities so that the expectations are clear. A checks and balances system will be established to chart accomplishments and reflect on practice. Systems within the school will be improved by creating a responsibility matrix that will provide clear guidelines of who does what to ensure accountability and organization. With the organization and implementation of systems, students will experience consistency and structure throughout their day. Teachers will be clear with the students about the school and classroom expectations. National Urban Alliance will assist in creating a trusting and collegial atmosphere with the use of ice-breakers and a supportive instructional model. Deans will be hired to support teachers in

classroom management and teaching students about personal responsibility. A barrier to providing personalized support is the lack of privacy that hinders on genuine conversations. Space is limited on the campus and all rooms including offices are shared space. This creates problems with communicating because of the noise and constant interruptions, while impeding on the authentic conversations that lead to buy-in and growth. Space is limited but time will be devoted to creating private space for leaders and office norms so that there is respect for each other's space.

E. Instructional Staff

i. Current school staff overview and changes needed for model

The students of CHCP will benefit from an increase of structure, modeling and inquiry-based learning opportunities. They require consistency, teachers that have high-expectations for them and a person that they can trust. The students require flexibility in the classroom because of their different learning styles and various learning paces. The school requires additional teachers and support staff to provide students will additional social and emotional support while offering them the highest quality of instruction. CHCP currently has twenty-five teachers, two guidance counselors, two administrative assistants, two paraprofessionals and two school aides for 410 students. The majority of the teachers have been teaching for less than eight years and little to no experience working in other schools. Most teachers instruct one grade level and in many classes there are two to three adults in the room, which includes co-teachers and paraprofessionals. Teachers have shown considerable growth this year through the multiple observations and feedback cycles. Additional staff is required to implement the systems and strategies required until there is consistency and a strong understanding of the new evaluation system and the Common Core State Standards. Strong leadership and communicating expectations and accountability will change the tone of complacency to urgency and overall improvement. Hiring of staff will include an additional ELL and science teacher, plus, at least one dean, multiple school aides and an additional assistant principal. Social Workers and coaches will be sourced through consultants. With the additional staff, administration can devote their time to instructional improvement and supporting the teachers with the new state requirements.

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

CHCP expects its instructional staff to value the importance of personal leadership, the ability to reflect and alter practice, to enact what is learned through professional development and to foster positive change. Core Competencies that will be expectations of teachers are student-centered classes, employment of strategies appropriate to the needs of the students, value student diversity, incorporate technology, provide supportive feedback, evaluate student learning and ensure flexibility at all times. Attention will be paid to the whole child and not just their intellectual ability. Relationships between staff and students will be formed through mentoring programs and looking at the student holistically.

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

The existing instructional staff will have individual conversations with the principal at the end of the school year to discuss plans and expectations for the upcoming year. A summer institutional

program will take place in August to roll out the model through team building activities, professional development and discussions.

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.

An obstacle to hiring high-qualified teachers is the negative reputation the building has that CHCP is housed in. In the past two years that building has been removed from the impact list which includes the locations with the most safety and security incidents, however, the building still requires individuals to go through scanning. Potential hires associate the building’s name with students that have many disciplinary problems and they do not apply. At this time the NYCDOE has hiring restrictions on many titles which require a principal to hire teachers that are a part of the Absence Teacher Reserve (ATR) system. There is a small pool to choose from and it is difficult to find someone that is right for the needs of the school. CHCP attends hiring fairs, posts positions and works closely with the network to find the most qualified teachers. Administration reaches out to local universities to provide new teachers an opportunity to teach and for the school to have new teachers that are well versed in the newest strategies and techniques. Campus principals are actively and successfully working together to continue campus inquiry, creating an ascetically pleasing environment and decreasing safety concerns.

F. Partnerships

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

Partner Organization	Rationale for Partnership	Role in Implementation
National Urban Alliance	Uses a comprehensive model to reduce the gap between student potential and student performance. Will assist in teacher-teacher and teacher-student engagement. Provides strategies for working with students who are challenged by poverty and cultural individualities.	In the spring of the 2012-2013 school year, NUA will conduct an Instructional Assessment to create a baseline from administrative, teacher and student responses to plan an action plan of support. They will provide the results of the survey and conduct a workshop aligning the work that they will be doing

		with Danielson's Framework for Teaching. In the fall of 2013-2014, NUA will start the teacher mentoring program consisting of teaching, modeling and debriefing strategies that align to the Common Core State Standards.
National Council of La Raza	NCLR is a founding partner of CHCP. NCLR will continue to provide the teachers with professional development and give them opportunities to challenge themselves and share practices with colleagues around the country.	NCLR will provide four teachers with research-based instructional support throughout the school year. Teachers will receive training and be required to turn-key the strategies to the rest of the staff.
Cypress Hills Local Development Corporation	CHLDC is a founding partner of CHCP. They are located in the neighborhood servicing the students and families. CHLDC has services that range from LOTE classes to financial awareness workshops. CHLDC's Student Success Center (SSC) closely works with the students on the college application process, plus early college awareness workshops.	CHLDC will continue to provide students and families with resources. The SSC will assist in implementing a college going culture, facilitating a college inquiry team with teachers, provide test prep and writing workshops and keep track of college retention after students graduate.
Partnership with Children	PwC provides support around attendance improvement to reduce tardiness and absenteeism. CHCP's attendance over the past three years has been less than 80% annually. PwC is the support provided by the mayor's office to increase the attendance rate.	PwC's role is to provide direct services to students that are chronically absent. They conduct group guidance, individual counseling and incentives to get students to stay in school and assist in meeting their social and emotional needs.
AUSSIE	AUSSIE will provide ELA and mathematic teachers with direct coaching to assist them with the Common Core State Standards, PARCC assessments and Performance	AUSSIE will meet with teachers during the first semester of the 2013-2014 school year to directly support them in the classroom working with ELL students and effectively

	tasks.	implementing the state and citywide expectations.
APEX	APEX provides students with the flexibility to make up credits and take advanced courses at their own pace and on their own time. CHCP students have many responsibilities and cannot stay after-school on a daily basis to work with a teacher. This provides them with the support in school and work that can be completed at home to learn the content.	APEX will be used throughout the year by students that need to make up credits and to take advanced classes that CHCP may not be able to offer. APEX will also be used as a blended curriculum in various classes as supporting documents and incorporating the use of technology.
Achieve 3000	There is a need to improve literacy so that the students are college and career ready. Differentiated curriculum will meet the needs of all of our students and will give them the opportunity to use technology.	Empower 3000 is specialized for high school students to be exposed to high rigorous tasks and the literacy skills to be successful in high school and college. Teachers will be trained in using the computer based program and learn how to incorporate it into their classrooms.
Counseling in Schools	CHCP students are a part of a high needs population. Most of them come from one parent households that are responsible for watching younger siblings, attend school and have a full time job. They require social and emotional support, a role model and skills to accomplish their goals.	Counseling in Schools will impact the school by infusing school based social and emotional interventions into the classrooms. They will provide professional development to the staff and empower students through group and individual counseling sessions.
RISLUS	Nearly forty percent of CHCP students are or were English Language Learners. A quarter of the populations are current ELL students. Almost all teachers are monolingual and need to support in strategies and assessing students that are new to the country.	RISLUS will assist in students attaining academic literacy skills in English and also work with emergent bilinguals. Teachers will receive professional development. RISLUS is a part of the Linguistics Department at the Graduate Center at CUNY. This will be an advantage to connecting our students with a

		college program that may assist them after graduation.
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ii. Evidence of Partner Effectiveness Chart (Attachment C).

iii. Partner accountability

National Urban Alliance will provide the plan for support according to the needs that were established through the surveys at the end of the 2012-2013 school year. The School Leadership Team (SLT) will review the recommendations and make changes if necessary before the start of the 2013-2014 school year. An important aspect of the plan will be to incorporate benchmarks for success while following the cycle that the school is using for professional development and teacher effectiveness. The benchmarks for success will be determined in conjunction with NUA and the SLT and turn-keyed to the whole staff in June 2013 but will focus on the expected core competencies of CHCP teachers. It will be the responsibility of the principal to evaluate the benchmarks and address concerns if services are not effective. The principal will participate in the workshops and take low-inference notes of happenings to use as evidence when assessing the outcomes at the time of the benchmark dates. Bi-weekly communication with the mentors will comprise their evaluation of each session and how to continue to move the work into the direction agreed upon at implementation.

Cypress Hills Local Development Corporation is a Community Based Organization that will provide CHCP with a college counselor. At the end of the 2012-2013 data will be reviewed to establish the extent of need and in what areas. The college counselor will have a job description, duties and goals that will be mutually agreed upon. The senior level school counselor will be the direct contact with the college counselor to make sure that the students are on track with workshops, applications and financial information. An online data source will house up-to-date information on student's accomplishments in terms of college access work that can be accessed by all school personnel. The principal will have quarterly meetings with the college counselor, the senior level school counselor and the SSC supervisor. Benchmark goals and calendar checks will be occur at this time to adjust accordingly and increase the accountability. Benchmarks like amount of students applied to college by January 1st, student reflection sheets after workshops, and attendance at college events will provide measures of success.

AUSSIE will provide mentoring and professional development to specifically ELA and mathematics teachers for the first semester of the 2013-2014 school year to assist them in creating curriculum aligned to the Common Core State Standards and preparation for the PARRC assessments. AUSSIE will begin working with additional teachers during the second semester to assist with literacy across all contents. Two coaches will facilitate professional development and one-on-one coaching. Clear guidelines of what each teacher should be able to accomplish will be established at implementation to create benchmarks. Monthly check-ins will consist of classroom observations and samples of student work to see the teacher's and student's growth.

APEX will provide professional development to at least fifteen teachers three times throughout the school year. A concise review of the 2012-2013 data will show the program's success in regard to population and content successes. The data will be used to guide the professional development through Year 2 of using APEX. Accountability will be on the teachers that oversee

the credit recovery program to keep data on the students participating in the program. Monthly check-in with the principal and teachers to review the data will ensure accountability and provide an opportunity to case study students.

Achieve 3000 will be used as a resource for teachers and students to improve literacy. Achieve 3000 provides a list of services that the principal can choose from and through communication with Achieve 3000, the principal ensure that the most up-to-date technology is being used.

Counseling in Schools provides counselors employed in schools with a direct supervisor through the company that will provide weekly support and intervention if necessary. The supervisor will be in contact with the school principal to ensure that the counselors are meeting with the required students and that plans of support are being worked on. Weekly meetings will occur with the Assistant Principal in charge of guidance to get all counselors together to case study students and give updates. Before implementation, clear expectations will be established in regards to the amount of students serviced and types of servicing appropriate for the students. Quarterly check-ins will occur with the Counseling in School supervisor to maintain a clear focus and goals. Teachers and guidance counselors will be provided with professional development to ensure that they learn the skills necessary to create positive working environments and support students when there isn't a mental health professional around.

RISLUS will provide the teachers with resources and professional development in the areas of emergent bilinguals and meeting the needs of high school English Language Learners. A professional development calendar will be created to meet the needs of the teachers to provide students with strategies and quality instruction to continue to grow as bilingual students. Administration will take part in these professional developments to ensure the goals of partnership are met and teachers receive comprehensive support.

G. Organizational Plan

i. Organizational chart

See Attachment G

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

The school is structured so that teachers have a direct supervising assistant principal that they meet with once a week in small department teams. There are four instructional leads that provide professional development and lead grade team meetings on a weekly basis. Instructional leads and administration meet every Monday morning to plan the grade team meeting agendas for the week ahead and communicate announcements. Full staff professional development occurs every Friday to tie together what was completed and discussed in vertical and horizontal meetings earlier in the week. Administrators will meet together once a week to discuss and look at observation reports, participate in learning walks and review the weekly focus. A weekly newsletter will be produced to provide teachers with announcements, strategies of the week, and progress on the instructional focus for the year. A school website will be created to centralize teacher's websites/blogs, communicate information to parents and advertise the school to prospective students.

iii. Annual professional performance review (APPR) process

CHCP started an observation and feedback cycle this year that focused on increasing the amount of observations teachers received to in-turn provide them with more feedback and a chance to reflect. All teachers will receive at least four observations throughout the 2012-2013 school year. Assistant principals conduct the observations on the teachers that they supervise so that there is a consistency and fluency to the feedback and growth observed with each teacher. Administrators received a professional development on teacher effectiveness to norm the Danielson rubric to prepare for the upcoming APPR that will be implemented in the 2013-2014.

In planning for the 2013-2014 school year, time will be allotted for administrators to participate in weekly learning walks together to continue to norm the Danielson rubric and provide teachers with useful feedback tied to the instructional focus. The cycles of observation will be shared electronically so that there is mutual accountability and weekly meetings are structured around the most recent observations to look at commendations and recommendations. Campus learning walks will continue with an increase of teacher participation to learn from each other and advance campus inquiry. Deconstructing the 3012-c will begin at the end of the 2012-2013 school year and continue through the summer and next school year.

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.

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.

Cypress Hill’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.

Month	APPR Events
September	First Week - Introduce and use a protocol for deconstructing the APPR, create the SLOs Second Week - Share and be transparent about the established system of in-person observations and feedback with the teachers, begin the first cycle of school learning rounds Third Week - Use ARIS resources to provide teachers with Professional Development on the selected Danielson domains used for evaluation, begin the individualized teacher support meetings. Start the first cycle of formal observations
October	Second cycle of observations begin, Danielson Domain 1, Campus Inquiry Cycle 1
November	Third cycle of observations begin, Scholarship Report meeting, Campus Inquiry Cycle 2
December	Danielson Domain 2
January	Forth cycle of observations begin, Campus Inquiry Cycle 3
February	Scholarship Report meetings, Danielson Domain 3
March	Fifth cycle of observation begin, Campus Inquiry Cycle 4
April	Scholarship Report meetings, Danielson Domain 4
May	Last cycle of observations begins, Campus Inquiry Cycle 5
June	APPR culminating meeting, Scholarship Report meeting

H. Educational Plan

i. Curriculum.

The school will completely revamp its curriculum to help the students develop the skills they are deficient in while creating rigorous instruction aligned to the Common Core State Standards, Learning Standards and the culminating Regents and the PARCC exams. The school will use the following curriculums to improve the learning of the students and foster college and career readiness in alignment with the state learning standards and testing programs:

AP Springboard (Math and ELA) - This program provides a curriculum in math and ELA that is based on the college readiness standards and aligned to the state standards. According to the College Board, the curriculum has been fully aligned to the common core standards (<http://springboardprogram.collegeboard.org/commoncore>). According to Westat, an independent research company that did an evaluative study on springboard, the curriculum provides “numerous opportunities to introduce, model and then practice and evaluate the application of research based strategies in reading, writing, oral proficiency, collaboration and problem-solving” (3). In students who had both math and ELA made significant gains. In ELA students who took springboard courses average 4.5 months to a year of growth that subject area (4). (<http://media.collegeboard.com/digitalServices/pdf/springboard/westat-spring-board-research-2008.pdf>). The springboard program has created alignment reports outlining each standard showing how the springboard curriculum aligns to the common core. Since the spring of 2009 when the CCSSI began, the springboard program has been its original partner organization. (<http://springboardprogram.collegeboard.org/commoncore>) Furthermore, David Coleman, who was responsible for drafting the Common Core is now the CEO of the College Board and oversees all the programs associated with the College Board including AP springboard. According to Dr. Reeves, the president for the center of performance assessment and a faculty member on programs sponsored by Harvard Graduate School of Education, schools that are economically disadvantaged and have a majority of ethnic minority students achieve success through specific actions. Reeves studied schools that were deemed as 90/90/90 schools were these schools had 90% of the students qualified for free lunch or reduced lunch, 90% of the students were minorities and 90% of the students achieved academic success by meeting or achieving the academic standards of the school. He found that all the schools had the following in common:

- A focus on academic achievement
- Clear Curriculum choices
- Frequent assessment
- Non-fiction writing
- Collaborative scoring of student work (http://www.gvsu.edu/cms3/assets/8D75A61E-920B-A470-F74EFFF5D49C6AC0/forms/boardmembers/resources/high_performance_in_high_poverty_schools.pdf)

The springboard program places an emphasis on the first 4 bullets which are also the main emphasis of the common core. The last bullet will be achieved through programming accommodations made within the schedule.

Petrie Grant - CFN 403 has received a grant that has allowed them to recruit teachers in all subject areas to work collaboratively in developing curriculums that are common core and state aligned. These curriculums are being written this year and will be made available to our school for the 2013-2014 school year. Teachers will have access to these along with the curriculum posted by NYC in the common core library.

New York State Modules - ELA Curriculum Modules for Grades 9-12 and content specific Math modules.

APEX - APEX provides blended and virtual learning curriculums in all subject areas that are student centered and aligned to the CCLS. APEX has courses in math, science, ELA, social studies, foreign language, and electives. The courses also come in different formats to support the various levels of learners. The different curriculum pathways include:

- Literacy Advantage (Core course with supports for struggling readers)
- Core (scaffolded instruction in subject area)
- Honors (extended activities built into to Core courses)
- Foundations (skill building courses)
- AP courses

The 4 main subject area courses also have pretests that can be used to determine what areas of the curriculum the teacher needs to focus on for the students. Furthermore, the teachers can use the resources from the APEX courses including video tutorials, virtual activities, guided study sheets and worksheets. Furthermore, some of the courses will read the curriculum to the students in Spanish for the high Spanish speaking population we have in the school. APEX is also working on aligning the ELA and math courses to the Common Core. English I has been aligned to the common core for the 2012-2013 school year and the remaining English and math courses are in the process of being aligned for the future school years. This curriculum will allow students who have attendance issues to keep up with their school work while they are not in attendance. It will also be used to help students who have fallen behind in credits accumulate the hours necessary they need to receive a credit in the given subject area.

At Home in College (A CUNY based curriculum) - CUNY has currently worked on developing two curriculums in English and Math to help prepare seniors for the CUNY assessment and college success. This program targets the seniors who are ready to graduate but have not been able to achieve the benchmarks of college readiness set by the CUNY schools. According to Andrea Venzia and Daniel Voloch, the founders of the At Home in College Program, The ELA course provides:

A scaffolded approach to developing strategic academic literacy with a focus on nonfiction texts drawn from the fields of psychology and sociology. Throughout the course, students have the opportunity to complete assignments that mirror the CUNY Assessment Test in Writing, as well as longer, research-based assignments that reflect the writing expected in introductory college-credit classes.

The one year math program “aims to move students beyond a procedural understanding of pre-algebraic and algebraic content and toward developing conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and a “productive disposition” These two programs have been shown to have a 10-20% higher passing rate for students on the placement exams than those who have not. Furthermore, of the students who participate in this program, 70% apply to college, which is 12% higher than the city average. Most importantly, enrollments rates of Latinos who participate in this program are higher than the national average. (<http://www2.ed.gov/documents/college-completion/at-home-in-college-program.doc>). (See below for evaluation process).

CARA (College Access: Research and Action) - This is a curriculum that will be utilized in our advisory program and throughout subject area courses to ensure that students are properly prepared academically, socially, and emotionally for the preparation of reaching college and the journey after high school. CARA works on addressing the fact that only 55% of students who graduate and come from low incomes families attend college and of that 55%, only 8% of them by 24 year olds families obtain a bachelor's degree (<http://caranyc.org/>). The CARA curriculum focuses on four key aspects:

- Mapping the Landscape of college
- Exploring the College Application Process
- Paying for College
- Exploring Careers

Through professional development workshops run by the Cypress Hills Local Development Corporation, Student Success center and a college inquiry group, lesson from the CARA curriculum can be evaluated and aligned to the Common Core ELA standards (See below for evaluation process).

AP Curriculum - CHCP will add more AP courses each year into its curriculum to increase the college and career readiness of our students and to increase the rigor in the classroom. The following AP classes are planned on being implemented next year.

- Statistics
- English Language and Composition
- Eastern European History
- Psychology
- Government

Rosetta Stone - This is a language learning curriculum for students that would be utilized in both the ELL classrooms and the foreign language classrooms. This is a tool the teachers can integrate into their classroom to help differentiate the lessons based on the different levels of students in the classroom for language acquisition. The program focuses on reading, writing, speaking and listening which are the four main components of the ELA CCSS and NYSLs.

Process for Evaluation of Alignment: The following resources will be used by the school community to align and evaluate the curriculums' alignments to the standards and exams and allow for adjustments where deemed necessary. Furthermore, NYC is in the process of evaluating curriculums and making determinations on what curriculums are fully aligned to the common core and what curriculums are partially aligned.

- Deconstruction of Common Core - Teachers will use a template developed by Hadiya Wilkins from the Curriculum Institute to help them ensure they understand what each CCLS is and how to use it. (see attached)
- Protocols used to evaluate alignment of tasks to the Common Core - Teachers will use the Protocol for Literary Performance Task and the math performance tasks to ensure their tasks are aligned to the standards prior to implementing them in the classroom. (see attached)

- Protocols used to evaluate curriculum alignment - During teachers' professional periods and summer training, they and administration will use graphic organizers called Assessing the Quality and Alignment of Literacy and Mathematics Instructional Materials to the Common Core to evaluate the curriculums for alignment and make adjustments where necessary. Coaches and department chairs along with network consultants will also help evaluate the alignment of the curriculum to the standards and the state assessments.
- Common Core Fellows - Tasks and units will be submitted to the Common Core fellows to evaluate the alignment of the tasks and units to the Common Core.

Since the state assessments are being aligned to the Common Core standards if the curriculum is aligned to the Common Core and NYSLS the curriculum will be aligned to the New York state testing program. Teachers will use item analysis of past regents to ensure they are focusing on topics in their curriculum that is aligned to the Regents exams still being administered. Also professional development will be provided on the shift from the regents to the PARCC assessment where teachers can ensure their curriculum is inclusive of the skills necessary to meet or exceed the standard on these cumulative assessments.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. AP Springboard, APEX, AP curricula and Rosetta Stone are the curricula that require funds to be allocated to them. Title III, Tax Levy and SIG funds will be used. (See attached Budget for exact allocation amounts)

ii. *Instruction.*

The instructional strategies used in the classroom will be implemented both vertically and horizontally. Consistency across grade and content will be created so students know what is expected of them in all classrooms. This year all the teachers have developed a uniform method of annotating texts that all students will use across disciplines and grade levels to further engage in the text they are reading. The social studies department has developed a lesson plan that utilizes the annotation of the text in conjunction with using an article of the week to help students address the shifts in ELA/Literacy. This will continued to be used as it addresses the need for students to build knowledge in their disciplines, answer questions based on the text, and write an argument based on sources. Achieve 3000, the New York Times, and Twrudy.com will be used to help select texts that help build a staircase of complexity (see attached).

All teachers will use one reading strategy per month in the classroom. These reading strategies will come from QTEL strategies and the book *I Read It but I Don't Get It* by Cris Tovani. During the professional period teachers will evaluate data from students work and previous standardized test scores to determine what strategies to implement. After analysis of skills in the classrooms from data collected and reviewed by the data team, teachers will work collaboratively with administration and NUA (National Urban Alliance) to implement the instructional strategies deemed necessary in the classroom to advance student learning. After the instructional strategies

are implemented, they will be analyzed to see how successful they have been in the classroom and adjusted accordingly.

To support the shift to increase academic vocabulary each grade will have 5 words of the week that every teacher in that grade will spiral into their lessons. Each week five grade level vocabulary words will be selected that students will be required to use in all of their lessons. Students will also have to learn content specific vocabulary and EXCELL strategies will be used to help increase the content vocabulary. Students will use EXCELL strategies such as SEEDs and the 7 step method.

Math teachers will follow the new scope and sequence along with the provided curriculums for integrated algebra, geometry, and algebra II/trigonometry, they will be addressing all the six shifts in mathematics. The new curriculums have been designed to focus increased time on topics and delve deeper into the concept. The curriculums used will be vertically aligned so the previous year's math will be scaffolded in and used in the following year's math. To help increase student fluency students will be learning study skills in all their core classes including developing flashcards and foldables to act as study aids. The flashcard model used in the classroom will be used throughout all classrooms.

The Socratic seminar will be used in the humanities classrooms to help create student centered classrooms where students will guide the discussion based on focus questions from earlier lessons. This will also be used in other required classes for students to graduate such as health and electives.

Inquiry based projects will be implemented in core classes, other required classes, and electives. This type of learning will address the shifts in literacy, as it will cause students to develop questions, come up with solutions, and solve problems. Students will develop a deep understanding of the content that is seen in the shifts in both math and literacy. Health class will use case studies to help drive their instruction. Art classes can do inquiry based learning both in their classroom and outside of the classroom at places such as the Whitney Museum of art that uses an inquiry-based model.

Another strategy that will be used in all classes is a student accountability checklist and teacher checklist that is aligned to the common core to help foster academic maturity. Students will have a checklist of actions they should accomplish by the end of class that will help them monitor their own learning. Students will use this checklist to help them gauge where they are in the lesson for the day. Teacher will also have a similar checklist to help them gauge where the students are in reaching the objectives of the lesson. (See attached for some examples)

Another strategy that will be emphasized for all members of the school community will be the use of reflection. Students will have to reflect on their school work in different settings-project, assessments, tests, quizzes, etc. that will be aligned to the Common core and uniform across content and grade level. Teachers will also use the data to reflect on what the students are and do not comprehend in the classroom and use that along with the action plan template to design and adjust their curriculum. (See attached)

Furthermore, ELA and social studies will work together to teach both informational text and literary texts that help inform the student on the same topic they are studying. This will help create a balance between informational and literary texts.

The school will select one main focus for the first year; evidence in argument; that will be worked on in every single classroom through the content. Every class will work together to create scenarios where students have to choose a position and support an argument with evidence both orally and written. The LDC and MDC templates will be used to help develop these skills.

Plan to accelerate learning in academic subjects by making meaningful improvements to quality and quantity of instruction.

The quality of instruction will be improved by the use of the following:

- New rigorous common core and NYSLS aligned curriculum
- Aussie consultants and NUA evaluating classrooms and working with teachers
- Short, frequent observations with timely feedback
- Professional development for teachers aligned specifically to the strategies and curriculums being used in the classroom
- Common planning time built in throughout the day
- Peer observational rounds (see attached)
- Visits to schools with successful academic instructional strategies by various members of the school community
- Addition of new AP classes
- Skills classes after school for students

The quantity of instruction will be improved by the use of the following:

- All core classes will meet a minimum of 5 times a week
- Students will have three days a week of 37 ½ minutes extended skills classes that rotate every six weeks to support them in their core classes
- Zero period, college now classes, and Saturday academy will be offered to students
- Increased choice for students by offering more elective courses and options of core courses
- Pre-high school academy (classes to begin over the summer for incoming 9th graders before they enter high school)
- Inquiry based summer programs
- PM school
- Internships outside of school
- Summer bridge for incoming freshman and rising freshmen and sophomores
- Summer program for rising juniors to work on college applications and locating internships
- School trips over holidays to supplement the classroom experience
- Monthly Saturday trips to support classroom education and social/emotional growth

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Achieve 3000, National Urban Alliance, Qtel, field trips, summer programs and reading

materials are the instructional programs and strategies that require funds to be allocated to them. Title III, Tax Levy and SIG funds will be used. (See attached Budget for exact allocation amounts)

iii. Use of Time.

Proposed school calendar will follow the NYC DOE calendar (see attached) with additional educational opportunities built in before school begins, during breaks, and after schools ends.

Sample daily schedule will include a zero period that starts at 7:15 and goes to 8:00. After that teacher's days will begin at 8:00. A sample student schedule is below.

Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
00/7:15-8:00	APEX, tutoring, labs				
0/8:00 – 8:20	Teacher co-planning				
1/8:20 – 9:05					
2/9:06 – 9:51					
3/9:52 – 10:37	Professional Period				
4/10:38 – 11:18		Advisory		Advisory	
5/11:19 – 12:04					
6/12:05 – 12:50					
7/12:50 – 1:35					
8/1:35 – 2:20					
9/2:20 – 2:58	Teacher Lead Inquiry	Extended Day	Extended Day	Extended Day	

- Each marking period, exclusive of science, one core class will meet six times a week. This will rotate with the marking period. This will happen during the zero period. Zero period will also be made available for students to work on APEX and have scheduled make-up science lab.
- All teachers will have a 20 minute period at the beginning of the day where they can hold common planning sessions, meetings with advisees, parent meetings and office hours.
- Elective classes and physical education, health, art, etc. will alternate days with each other. For example if PE is M, W, F students will have art T/TR
- Advisory will meet two days a week
- All core classes will meet a minimum of five times a week
- During the professional period the teachers can choose from the following activities: common planning, curriculum development (evaluating and revising curriculum), data analysis (looking at student work, analyzing class data and making changes), college inquiry, advising student activities (Computer lab for APEX and Rosetta Stone, student government, clubs)
- Every Monday will be teacher lead inquiry where teachers can look at data for their classroom and review and revise their class goals and curriculum.

- Saturday academy and afterschool academy will meet in four cycles for six weeks each. Here students will have an opportunity to recover credits they are missing.
- Extended day (T, W, Th)→This will be targeted tutoring and skills based on students' needs. This program will rotate every six weeks.
- ESL Afterschool program→This will meet four days a week after extended day to further help ESL students acquire the language based on content specific information
- College Now→After school program for students to achieve college credits
- Internships and Community Service→Seniors required classes will be scheduled at the beginning of the day so they can leave after 5th period to work on their internship and community service. They will meet once a week during zero period with their advisor to go over their internship during to ensure they are fulfilling the requirements.
- Monthly Saturday Field Trips→ Every month there will be one field trip on a Saturday connected to a different class to promote inquiry based projects.
- Overnight and extended field trips→ Will occur during winter and spring break. Students will visit colleges and other areas like Washington DC for government to extend their learning in US History class.
- Review classes, make-up work, etc. will be built into the day during testing days. Students who are not taking tests will be scheduled for review, midterms, project presentations, etc, on those days or if they are missing work, to come in and make up work.
- PSAT day- seniors who are not taking the PSAT will have a full intensive day dedicated to the college process→writing college essay, sending in applications, etc.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Additional periods added to the day and school year requires teacher per-session and exploratory learning are the use of time supports that require funds to be allocated to them. Tax Levy and SIG funds will be used. (See attached Budget for exact allocation amounts)

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

September (first week of school): Learning style inventory administered to all new students

September (Last week of September): Interim assessment for ELA and Math provided by springboard will be used. All other subjects will use the DYO method and align their assessment to focus on developing an argument.

September - June: Unit pre-tests provided by APEX. These will be used prior to every unit and allow teachers to adjust their unit accordingly.

November: CCLS task will be completed. CCLS task will be based on the shifts and developing an argument.

December (second week of December) - State-based assessment→developed by teachers on the material covered so far on past state exams

January (testing week) - State-based test if applicable or midterm. First CCLS aligned task has been given by now

February (last week) - Interim assessment for ELA and Math provided by springboard. All other subjects will use a DYO focused on developing an argument.

May (first week) - Second CCLS task will be completed here

May (second week) - State based assessment → developed by teachers on material covered so far from past state exam

June (testing week) - State based test if applicable or final.

Throughout the year all classes will use and administer small, short, frequent, assessments that are skilled based and used to drive the students' goals.

Time and Space to do this:

Every Monday for 37 and ½ minutes teachers will have time to design and look at data from their classroom. They will use the action plan template to adjust their lessons, input their data, and adjust their student goals. They will also have the 20 minutes at the beginning of the day to do this.

Data Team - A team of individuals will work together to analyze school wide data, like the learning style inventories, performance on assessments in all classrooms, etc. They will analyze this data and disseminate it to the staff. This will occur after the school day is over. They will meet a minimum of once a week to work on this.

Professional Period - Teachers on the data team will also have the professional period every day during the week to work on analyzing data and developing assessments.

Prep periods - Teachers will have a minimum of one prep period a day where they can work on data analysis.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Before and after school data analysis requires teacher per-session for data-driven inquiry. Tax Levy and SIG funds will be used. (See attached Budget for exact allocation amounts)

v. Student Support.

Implement Advisory classes. Advisors add a layer of support by reviewing student progress reports, report cards and transcripts before semester changes and the end of the year. Advisories also provide the opportunity to address health and academic issues. Advisors will also travel with their students each year to provide continuity to the students.

- Hire additional supportive titles like social worker and deans so each school counselor's case load will address a smaller number of students increasing the academic and social-emotional support each student will receive.
- Employ the use of credit recovery programs such as APEX, all year round, so that students work towards accumulating credits at school and at home to increase the graduation rate.
- Implement a tutoring program Monday through Thursday so that students can have an opportunity to receive support during their current course load.
- A computer lab for students for web based educational, programs, research and other productivity work.
- Develop a Summer Bridge Program to help 8th grade students navigate the summer before the 9th grade begins. The students will learn study skills, continue to develop their

writing skills, take trips to the various museums and landmarks. Also, students can visit a college, such as Sarah Lawrence College, to experience college life and classes.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Student support requires funding for additional support titles and teacher per-session to institute a tutoring and summer bridge program. Tax Levy and SIG funds will be used. (See attached Budget for exact allocation amounts)

vi. School Climate and Discipline

Cypress Hills Collegiate Prep has a population of 410 students. We recognize our need to provide our students with academic and social and emotional support. At present, our school is one of four schools on the Franklin K. Lane Campus. Our suspension rate in 2011-2012, totals 60 suspensions: 9 Superintendent and 60 Principal. In 2012-2013, we have a total of 49 suspensions: 5 Superintendent and 44 Principal suspensions. Our students' behavior management approach includes a progressive protocol which begins with an intervention by the teacher by conferencing with the student, calling home and conferencing with the student and teacher. The second level includes a student conference with his/her school counselor and/or the student's parents and the third level includes a conference with an administrator. Parent contacts can be made at every level. Detentions are implemented for low level infractions. Suspensions are implemented for aggressive and violent behaviors. When students are placed on suspension, students meet with one of our counselors for an intervention conference. The school counselor will discuss the actions which lead to the suspension and create a plan for success which should limit the chances of a second suspension. This year we eliminated our Advisory period to provide additional academic support which afforded us the time to address many social-emotional issues and the opportunity for teachers and students to build relationships and plan to reinstate it in 2013-2014. Advisors also added a layer of support to address various topics such as review of the discipline code or problems that surface school wide drinking, suicide, bullying, etc. We also receive support from our building-wide support services such as SPARK, RAPP and school based health center.

The following strategies will be employed under SIG to develop and sustain a safe and orderly school climate:

- To hire two full time Deans and schools aides to organize and monitor student behavior, meet with parents and provide intervention opportunities as needed. This includes but is not limited to sensitivity awareness training, peer mediation, Fairness Committee.
- During the 2012-2013 Spring Term, a team was created to develop a Peer Mediation Program for September 2013; the team is comprised of an Assistant Principal, two guidance counselors, and a supervising Social Worker from the Mayor's Initiative, Partnership with Children. Five students have been previously trained by a Social Worker from Partnership with Children. The team will continue to plan a curriculum, identify students and a teacher(s) to facilitate the curriculum. Students can earn elective credit by participating in this mediation program.
- The Discipline Team is exploring Collaborative Problem Solving developed by Dr. Ross Green so teachers can examine discipline issues more closely to slow the number of repeat offenders. These student's discipline and academic records will be reviewed so

that strategies can be organized by a team of Guidance Counselors, teachers and administrators.

- After reviewing CHCP Incident Location Summary from the Office of Safety and Youth Development Online Occurrence Reporting System, 63% of incidents occurred in the hall, classroom and cafeteria with 83% of incidents categorized as a Level 3 (disruptive behavior) and Level 4 (aggressive or injurious behavior). There is a need to train all teachers and support staff in a therapeutic strategy for turning crisis into a learning opportunity, such as Life Space Crisis Intervention.
- Implement an Advisory Program for all students during the course of the daily classes to address social-emotional issues.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Improving school climate and discipline requires funds to provide teachers with per-session and hire additional staff. Tax Levy and SIG funds will be used. (See attached Budget for exact allocation amounts)

vii. *Parent and Community Engagement*

The formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support students' learning:

- Continue to use the Parent Coordinator who every month organizes and mails out the school's calendar which keeps parents and students abreast of the following month's activities. The Parent Coordinator also develops communications such as posters and flyers so that families are aware of upcoming events.
- Continue the Padres Compromitido program to educate our parents in transcript reading, social-emotional issues, applying for college, and financial aid for college.
- Implement Welcome to School Night to be held twice a year, once in the Fall and once in the Spring. These nights will be dedicated to introducing the parents to the curriculum their child(ren) will be learning for the semester/year. These evenings would be preceded by a dinner attended by parents, students and teachers giving the entire community an opportunity to get to know each other.
- Create a Parent Center which allows parents to have access to internet and computers for employment search and/or educational purposes.
- Develop opportunities for GED/ESL classes for parents on the campus.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Improving parent and community engagement will require funds to provide incentives to attend meetings/workshops, purchase materials and resources for parents. Tax Levy, SIG and Title I funds will be used. (See attached Budget for exact allocation amounts)

I. Training, Support, and Professional development

i. School leadership/staff involvement in SIG plan development

Protocols and reflection are tools used throughout the 2012-2013 school year to evaluate the effectiveness of programs and systems. The School Leadership Team meets at least once a month to discuss successes and plans. This plan was created through organic conversations about what the school and students need to be successful. The thinking was around support in all areas so that through city and state changes the students and teachers feel supported and continue to grow. The staff and students need the skills and strategies to implement curriculum and programs that will benefit the students. Consultants were discussed and decided upon to make sure that the support will cover all areas of need and that staff will learn what they need so that the school can be self-sufficient in future years.

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

See Attachment H

iii. Plan for training, support and professional development

To establish regular evaluations a list of required data, the sources that they come from, a time frame for benchmarks and interpersonal communication is needed. These things need to be clearly communicated to all shareholders and be non-negotiables. A scheduled check in process for students-teachers, teachers-teachers, teacher-administrators and administrators-administrators will be created and adhered to from implementation. Besides regular evaluation check-ins, teachers will receive support from administrators at least once a month to review SLOs and observation reports. To lead by example, teachers will receive differentiated support specific to their needs and modifications can be done at any time if deemed necessary during review.

Fiscal and human resources over the next three years will specifically align to the needs of the students and teachers. SIG funds will be used in accordance with the goals for the school. Providing quality professional development includes internal and external sources. Funds will be used to contract consultants to provide professional development to teachers and administrators through the school day. Tax Levy, SIG and Title I funds will be used. (See attached Budget for exact allocation amounts)

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.

	Methods	Times	Places
Parents/Families	Families will be updated on the SIG plan through the school website, mailings home (letters and calendar), during PTA meetings and Parents in Partnership with CHCP.	Monthly Correspondence	CHCP cafeteria and conference room. Through mailings and access to internet on their own time.
Community	CHLDC is a fixture in the community, providing services and news bulletins to families and businesses in the neighborhood. They received the Promise Neighborhood grant, which CHCP helped write to improve the services and support for families in the neighborhood. Through the	First week of September during our yearly CBO dinner. Monthly SLT meetings. Quarterly Promise Neighborhood, Town Hall meetings	CHCP cafeteria and conference room. CHLDC offices

	schools partnership with CHLDC they participate in monthly SLT meetings and other events that we have through the year.		
Campus	Sustaining open communication, shared goals and sharing best practices through weekly Building Council Meetings will ensure transparency and ultimately improve the campus.	Weekly	Franklin K. Lane conference room
Students	Students will use the Town Hall forum as a space to share updates and progress towards meeting goals. The principal will meet with the student government monthly to give direct updates and they will turnkey that information to their peers.	Quarterly	Franklin K. Lane small auditorium
Teachers	Teachers will be updated in multiple ways. A few methods will include weekly newsletters, postings on the school website, individual conversations, group check-ins and bi-monthly faculty meetings.	Depending on the mode of communication it will be weekly and monthly.	CHCP high school

K. Project Plan and Timeline

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

Use an equitable and transparent evaluation system for teachers to build a school-wide shared understanding of what effective teaching looks like. CHCP, using the guidelines from the New York City Department of Education (NYCDOE) will use the Annual Professional Performance Review to evaluate all teachers at the end of every school year ranging from Highly Effective to Ineffective which is a change from the Satisfactory and Unsatisfactory rating system that is currently in place. Education Law 3012-c adopted by the Board of Regents on March 30, 2012 and to be amended in the Spring of 2013, will evaluate teachers in the following areas:

- Growth on State Assessments or Comparable Measures
- Growth on Locally Selected Measures of Student Achievement
- Other Measures of Effectiveness

This system of evaluation will take into consideration student growth as well as multiple observations and collections of student data. Teachers will complete the Student Learning Objective Template after triangulating student data to establish the baseline and create targets of what the content knowledge at the end of the instructional period should be. Teachers will use the Student Learning Objects (SLOs) to guide their instructional practices by aligning curriculum to the Common Core Learning Standards and establishing the period of time that the measure will be assessed by. Teachers will participate in activities to build a shared understanding of what effective teaching looks like through instructional rounds, practicing low-inference note taking and feedback, and building a collegiate atmosphere of collegial comradely.

Teachers and administrators will take part in professional development on effective teaching and learning to support teachers and teacher teams in planning lessons and strengthening practice. CHCP administrators encourage lifelong learning and opportunities to improve capacity and continue to challenge one another. Administrators, teachers and educational support staff will participate in professional development throughout the calendar year. They will be able to choose professional development from a weekly list of opportunities that are posted, receive job embedded professional development through the assistance of consultants (AUSSIE and National Urban Alliance) and participate in in-house professional development. An instructional focus will be selected and the educators are responsible for using research based strategies to analyze and drive instruction. Protocols will be used during teacher team meetings to review student work, look at the gaps and implement instructional strategies. Time during the week will be devoted to inquiry, interdisciplinary planning and strengthening practice.

Create coherence in defining a common approach to school-wide academic initiatives and school environment. School leaders and teachers will establish an instructional focus with shared strategies that are aligned both horizontally and vertically to the curriculum by triangulating the prior year's data. Baseline assessments will be used to assess the gaps between the standards and what students know. CHCP will change its daily schedule to create an eight period day to provide students with opportunities to take advanced placement classes and/or enrichment courses. Teachers and support staff will have fixed time to work collaboratively to ensure an understanding of the new evaluation system and support the school's instructional focus. Instructional Leads will be selected to participate in data driven and Common Core curriculum alignment through CFN 403

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

"Early wins" will be:

- Systems created, implemented and carried out to serve the purposes established in the plan.
- Students and teachers will establish short term goals that they will accomplish in the first weeks of the 2012-2013 school year.
- Teacher and student attendance rate improves and referrals for discipline decreases compared to previous years during the same timeframe.
- Teachers are willingly participating in professional development and observations are serving as a tool for feedback and improvement.

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

The leading indicators of success that will be examined quarterly are:

Indicators	Collection Process	Analyzed By	Reported To
Teacher observations	Principal's secretary will collect a copy of the observations in a binder by teacher name and date of observation. An online data source will keep a running list of observations completed for fast reference.	Administrators and network support	Principal and network support
Scholarships Report: student passing rate	Assistant Principals will conduct meetings and gather the data that teachers use to justify failing grades.	Administration after Assistant Principals place data in one source.	Principal and network support
Attendance Rate: staff and student	Staff attendance rates will be collected by Principal's secretary. Student attendance rates will be collected by a School Aide and Pupil Accounting Secretary.	Staff = Administration Students = Attendance Team, Teachers, Counselors	Administration
Student Discipline Referrals	The NYCDOE Online Reporting system will collect the type and tally of referrals and will be entered by deans and administration.	Data Team	Administration
Assessment Data taken from the interim assessments and mock regents	Teachers will collect their own data	Teachers will analyze their own data, each other's data and Assistant Principals will take part in the analysis also.	Principal
Student Work products	Teachers will collect samples of student work	Teachers will participate in Looking at Student Work protocol to review and engage in conversation about the work.	Assistant Principals
Common Core aligned performance	Teachers will collect all aspects of the task in a task	The Task Review protocol will be used	Principal

tasks	binder. The binder will be kept in a central location to serve a library and easy reference.	by teachers and administrators to engage in conversation around the task and collect data to show student improvement.	
Curriculum Map revisions	Curriculum Maps will be stored on Google docs and revised on there.	Assistant Principals and teachers will participate in a protocol to review each other's maps and document areas of improvement and feedback for growth.	Principal
Teacher Reflections	Teachers will reflect on their professional practice after observations and after professional development that they will keep.	Teachers will review the reflections with their colleagues and create a chart to show growth in core competency areas.	Administration

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

In year two CHCP will continue working towards the main goals and will focus on:

The 2014-2015 Progress Report will improve from an F in Student Performance to a C, specifically in the area of Graduation Rate and Weighted Diploma Rate.

By June 2015, 100% of teachers will be evaluated on all twenty-two components of Danielson and 80% of teachers will move from a lower to a higher level in the four rating categories (Highly Effective, Effective, Developing, Ineffective) in areas where improvement is needed.

Individual Learning Plans will be created by December 2014 for all students that require additional support by using the Response To Intervention model.

In year three CHCP will achieve the below goals while working all working on everything encompassed in the above plan:

At least 64% of Cohort Q will graduate by August 2016 to meet the New York State 4-Year Graduation Rate Progress Target by focusing on increasing the regents passing rates in ELA and Math, increasing the amount of credits earned, and improving the attendance rate.

By June 2016, 95% of teachers will be Effective in three areas of professional practice as identified in the Danielson Rubric for Teacher Effectiveness, specifically within the areas of Component 1E: Designing Coherent Instruction, 3B: Using Questioning/Prompts and Discussion and 3D: Using Assessment in Instruction so that all students are provided with rigorous curriculum.

By June 2016, students will demonstrate social management skills while interacting in meaningful, productive ways with others that leads to a 75% decrease in classroom-based discipline referrals.

By June 2016, administration will make classroom observations the top priority, conducting at least six observations with written feedback in a school year while also having at least three meetings in a year to discuss goals and student achievement.

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Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013- 2014	Target for 2014- 2015	Target for 2015- 2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	58080	75600	78540	78540
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%	14%	13%	12.5%	12%
e. Student average daily attendance	%		86.6%	80%	82%	83%	84%
f. Student completion of advanced coursework			30%	7%	10%	18%	25%
g. Suspension rate	%		11.6%	11.1%	10%	9%	8%
h. Number of discipline referrals	num		83	54	49	47	45
i. Truancy rate	%		5.0%	9.8%	9%	8%	7%
j. Teacher attendance rate	%		Please see memo				
k. Teachers rated as "effective" and "highly effective"	%						
l. Hours of professional development to improve teacher performance	num			35	60	78	96
m. Hours of professional development to improve leadership and governance	num			10	20	40	70
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			16	40	75	80
II. Academic Indicators							
o. ELA performance index	PI		Please see	157	Please see	Please see	Please see

			memo		memo	memo	memo
p. Math performance index	PI		Please see memo	163	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	374	380	410	430
t. Students taking PSAT	num		113472	117	170	180	190
u. Students receiving Regents diploma with advanced designation	%		16%	4%	7%	10%	13.5%
v. High school graduation rate	%		66%	53%	55%	59%	64%
w. Ninth graders being retained	%		22%	33.7%	31%	29%	26%
x. High school graduates accepted into two or four year colleges	%		50%	39%	41%	43%	46%

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 	<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
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<ul style="list-style-type: none"> • 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"> • 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
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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.

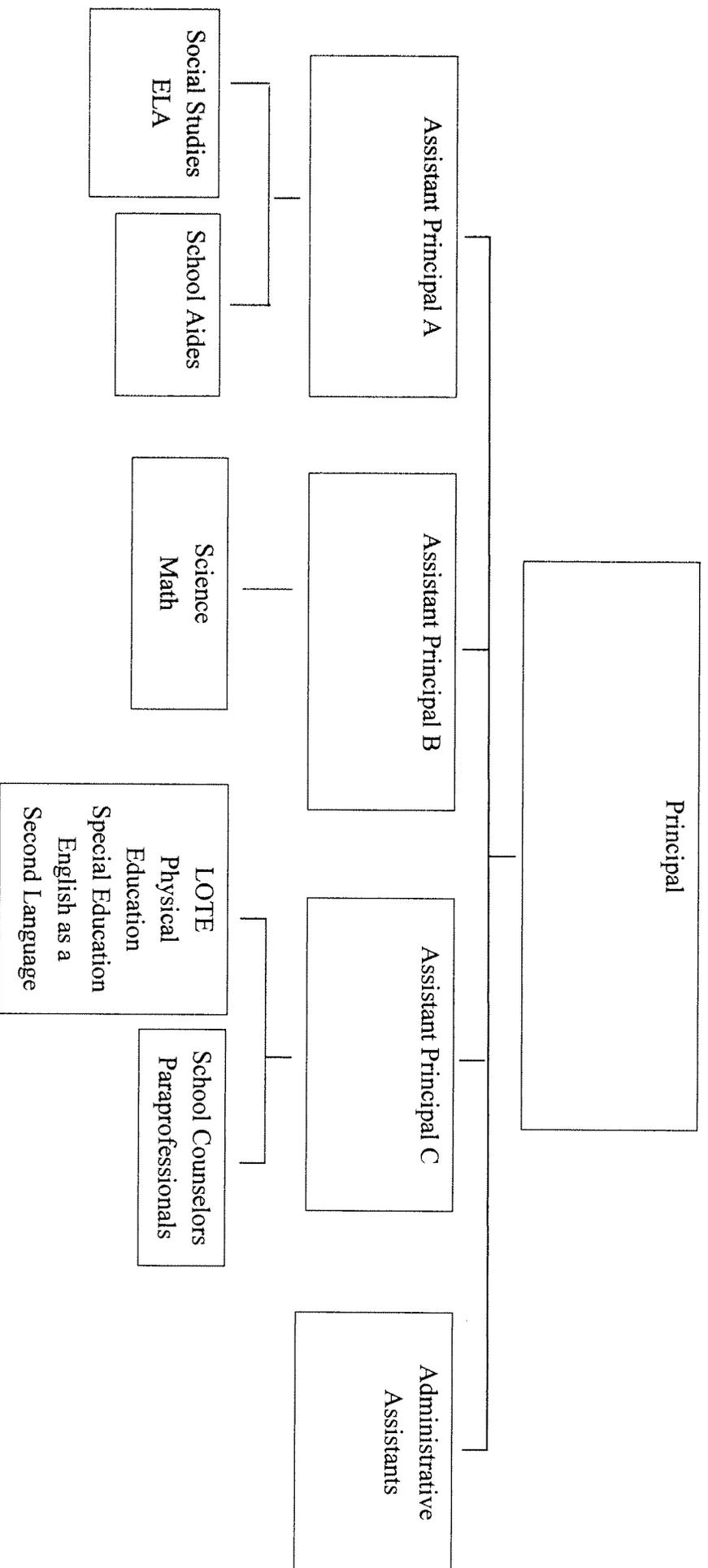
- u. Students receiving Regents diploma with advanced designation**
- v. High school graduation rate**
- w. Ninth graders being retained:** This was determined based on audited registers of students who were coded as being in ninth grade in both 2009-10 and 2010-11.
- x. High school graduates accepted into two or four year colleges**

**Attachment C
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)
<p>Counseling in Schools</p> <p>Kevin Dahill-Fuchel Executive Director 212-663-3036</p> <p>Comprehensive counseling services and professional development</p>	<ol style="list-style-type: none"> 1. Automotive High School (14K610) 2. Washington Irving High School (02M460) 3. Granville T. Woods Middle School 584 (16K584) 4. The Heritage School (04M680) 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Caterina Laforgiola, Principal – Clalergola@schools.nyc.gov – 718-218-9301; Rubain Dorancy, Deputy Cluster Leader, Cluster 5 – Rdoranc@schools.nyc.gov – 718-935-4741 2. Sarah Hernandez, Principal – Shernand@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835 3. Gillevan Hargrove – Ghargro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835 4. Dyanand Sugrim, Principal – Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534 5. 6. 7. 8. 9. 10.
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>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.</p>	<p>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)</p>
<p>Apex Learning</p> <p>Andrew Boutcher</p>	<ol style="list-style-type: none"> 1. New Utrecht HS 2. John Adams HS 3. Queens Academy HS 	<ol style="list-style-type: none"> 1. Cecilia Trani, Site Coordinator ctraniz@schools.nyc.gov 2. Ali Ansari, Technology Coordinator aal8@schools.nyc.gov 3. Juan Velez, Coordinator jvelez@schools.nyc.gov

<p>Account Manager 631 374 3304</p>	<p>4. William C Bryant HS • • • • • •</p>	<p>4. Lourdes Quessa, AP lquessa@schockl.nyc.gov 5. 6. 7. 8. 9. 10.</p>
<p>Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of services provided.</p>	<p>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.)</p>	<p>Reference / Contacts (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)</p>
<p>National Urban Alliance Eric Cooper President and Founder E_cooper@nuac.org</p>	<p>1. Bridgeport Public Schools, Connecticut 2. Eden Prairie Public Schools, Minnesota 3. San Francisco Unified School District, California 4. 5. 6. 7. 8. 9. 10.</p>	<p>1. Amy Marshall, Chief Academic Officer, 203-275-1033 2. Melissa Krull, Superintendent mkrull_mn1@comcast.net 3. Bill Sanderson, Executive Director Curriculum and Instruction 415-379-7750 4. 5. 6. 7. 8. 9. 10.</p>
<p>Partner Organization Name and Contact Information and description of type of services provided.</p>	<p>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.)</p>	<p>Reference / Contacts (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)</p>
	<p>1. 2. 3. 4. 5. 6. 7. 8.</p>	<p>1) 2) 3) 4) 5) 6) 7) 8)</p>

Attachment G, School Organizational Chart



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

Professional development will be provided in many different areas during the 2013-2014 school year. Below displays the professional development provided by SIG consultants.

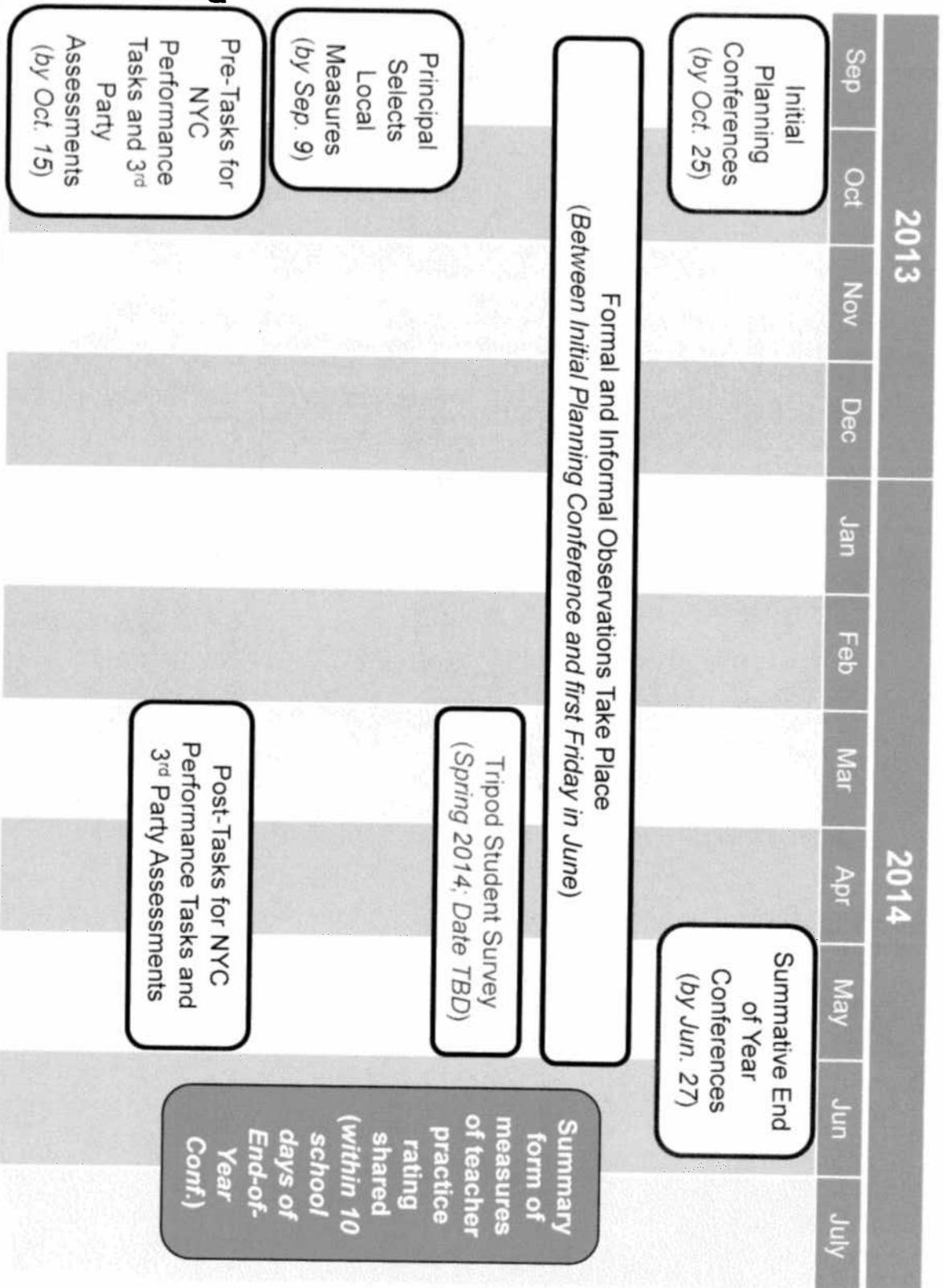
	Professional Development/Support	Organization /Vendor	Desired Outcome	Measurable Outcomes Analyzed and Reported
September 2013	<ul style="list-style-type: none"> - Review new Common Core State Standards - Cross-School Seminar (Pedagogy of Confidence) - Resiliency Training 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); NUA; Counseling in Schools; 	<ul style="list-style-type: none"> - Math and ELA will have a clear vision on what needs to be accomplished to map out the year for the new standards - All staff understand the theory behind each practice and the purpose of practical application - Teachers will learn three strategies to de-escalate conflicts and improve communication 	<ul style="list-style-type: none"> - Curriculum Map outlines - Staff participate in the workshops and reflect - Classroom observations, student surveys
October 2013	<ul style="list-style-type: none"> - PARCC assessment and curriculum mapping - Cross-School Seminar (Community and relationship building) - Emotionally Responsive and Culturally Competent school community 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); - NUA; - Counseling in Schools 	<ul style="list-style-type: none"> - Math and ELA teachers will understand the new assessment and be able to create their own questions for each section to use with the students to practice - Staff learn at least one new thing about each other - Teachers will have a clear understanding and be able to engage with emotional intelligence with at least five 	<ul style="list-style-type: none"> - Observations, lesson plans and curriculum maps - Rapport and respect is evident between staff during classroom observations and meetings - Classroom observations, student responses

			students	
November 2013	<ul style="list-style-type: none"> - Backwards mapping from performance tasks - Cross-School Seminar (modeling) - Creating Individual Academic Plans 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); - NUA; - Counseling in Schools 	<ul style="list-style-type: none"> - Math and ELA teachers will be able to create one performance task - Teachers will model for each other during scheduled inter-class visitations - All students that has level 3 and 4 incidents last school year will have an IAP 	<ul style="list-style-type: none"> - Student work from the performance task - Classroom observations - Review of the IAP and implementation of the plan.
December 2013	<ul style="list-style-type: none"> - Classroom Management 	<ul style="list-style-type: none"> - Counseling in Schools 	<ul style="list-style-type: none"> - Teachers will learn professional life skills and help them with managing stressful interactions 	<ul style="list-style-type: none"> - Referrals decrease
January 2014	<ul style="list-style-type: none"> - Cross-School Seminar (Sensitive Instructional Issues) - Classroom Management 	<ul style="list-style-type: none"> - NUA - Counseling in Schools 	<ul style="list-style-type: none"> - Teachers will identify their biases - Teachers will learn professional life skills and help them with managing stressful interactions 	<ul style="list-style-type: none"> - Teachers will address SwDs, ELLs, etc with a new mental model - Referrals decrease
February 2014	<ul style="list-style-type: none"> - Academic vocabulary - Cross-School Seminar (Mini-workshop, SwD) - Achieving Student & Staff Empowerment Team (ASSET) 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); - NUA - Counseling in Schools 	<ul style="list-style-type: none"> - All teachers will utilize at least one strategy learned - Teachers will learn one strategy to incorporate into their lesson for SwDs - Team members will use data to create team 	<ul style="list-style-type: none"> - Classroom observations, student work products - Classroom observations - Detailed clear plan is produced and implemented

			goals	
March 2014	<ul style="list-style-type: none"> - Literacy across contents - Cross-School Seminar (Mini-workshop, SwD) - ASSET 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); - NUA - Counseling in Schools 	<ul style="list-style-type: none"> - All teachers will incorporate at least one literacy strategy differentiated by student need - Teachers will learn one assessment tool - School wide student voice is heard through Town Halls 	<ul style="list-style-type: none"> - Classroom observations, student work products - Classroom observations - Monthly town halls facilitated by students
April 2014	<ul style="list-style-type: none"> - Literacy across contents - Cross-School Seminar (Mini-workshop, SwD) - ASSET 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); - NUA - Counseling in Schools 	<ul style="list-style-type: none"> - All teachers will incorporate at least one new literacy strategy differentiated by student need - Teachers will have a social/emotional lens 	<ul style="list-style-type: none"> - Classroom observations, student work products - Classroom observations
May 2014	<ul style="list-style-type: none"> - Curriculum map adjustments, task review, data-driven inquiry, reflection, feedback - Cross-School Seminar (Mini-workshop, SwD) - ASSET 	<ul style="list-style-type: none"> - AUSSIE (2 times a month); - Counseling in Schools 	<ul style="list-style-type: none"> - Teachers have a completed map, a clear understanding of performance tasks, and are able to reflect on their growth - Teachers will employ UDL - Students will be placed into healthy peer groups 	<ul style="list-style-type: none"> - Curriculum maps, binder of performance tasks, reflection sheets, student work - Classroom observations - Established groups and reduction in the amount of suspensions
June 2014	<ul style="list-style-type: none"> - Cross-School Seminar (Mini-workshop, SwD) 	<ul style="list-style-type: none"> - NUA - Counseling in Schools 	<ul style="list-style-type: none"> - Teachers will model UDL by inviting them into their class 	<ul style="list-style-type: none"> - Classroom observations - Referrals and

	- ASSET		- School policies are established and teachers have established an environment of respect	suspensions are reduced, absenteeism decreases and credit accumulation improves
July 2014	- ASSET	- Counseling in Schools	- Mentoring programs are established	- Plan for implementation of Mentoring programs
August 2014	- ASSET	- Counseling in Schools	- Mentoring programs are starting	- Students are attending the mentoring programs

2013-14 Teacher Evaluation and Development Timeline



Department of Education
 Dennis M. Walcott, Chancellor

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

AMY C. YAGER



CERTIFICATION

New York State Initial Certification - School Building Leader Pre K - 12, February 2012
New York State Permanent Certification - School Counselor Pre K - 12, September 2010

WORK EXPERIENCE

CYPRESS HILLS COLLEGIATE PREPARATORY HIGH SCHOOL, Brooklyn, NY
Principal, Interim Acting, August 2012 – Present

CYPRESS HILLS COLLEGIATE PREPARATORY HIGH SCHOOL, Brooklyn, NY
School Guidance Counselor, September 2007 - July 2012
Administrative Intern, September 2011 - June 2012

- Create and deliver a comprehensive school guidance and counseling program
- Counsel mandated students and lead various groups
- Conduct staff workshops and facilitate Crisis Management and Intervention
- Teach students mediation and conflict resolution
- Engage parents and students in educational and career planning
- Facilitate college application process with incorporation of standardized tests
- Study a targeted population and participate in discussions with Inquiry Team
- Bring college awareness to students as a member of the College Going Culture Committee
- Obtain relationship with CUNY At Home in College to prepare seniors for college
- Lead Special Education content meeting and act as liaison between school and network
- Monitor all Special Education reports, schedule Triennial and Annual Review conferences
- Address needs and plans for the school as a member of the school Leadership Team
- Sustain relationships with Community Based Organizations on the campus
- Analyze data to determine how instruction can improve
- Interview potential staff and participate in decision making process of hiring
- Prepare for Quality Review as a part of the Principal's Cabinet
- Deliver a comprehensive Advanced Placement program
- Systematize the Annual Awards Night and the Graduation Awards Ceremony
- Maintain Community Service hours for students
- Facilitate weekly attendance meetings with Mayor Bloomberg's Attendance Initiative correspondent to increase student attendance

Program Chairperson, September 2008 – July 2012

- Create Master School Schedule
- Plan all class, student, and teacher schedules
- Input and organize grades, reports, and transcripts

CITY UNIVERSITY OF NEW YORK/LAGAURDIA COMMUNITY COLLEGE, Queens, NY
College Now Coordinator, Franklin K. Lane Campus, April 2010 - February 2011

- Created an effective working relationship with all schools on campus
- Increased student enrollment and sustained participation
- Monitored course placement, attendance, and teacher responsibilities

MADONNA HEIGHTS SCHOOL, Dix Hills, NY
Transition Coordinator, May 2007 - August 2007

- Identified transition services needed for each student
- Coordinated and developed career awareness and explored activities as part of career counseling
- Developed Transitional Phase Services Manual
- Assisted students and families in understanding support services
- Created Service Learning Curriculum with the incorporation of life skills
- Lead portfolio, internship, family and job training groups

AMY C. YAGER



EDUCATION

CITY UNIVERSITY OF NEW YORK/BARUCH COLLEGE, Manhattan, NY
Advanced Certificate, School Building Leader, May 2012

LONG ISLAND UNIVERSITY/C.W. POST CAMPUS, Brookville, NY
Master of Science, School and Mental Health Counseling, May 2007

ST. JOHN'S UNIVERSITY, Queens, NY
Bachelor of Arts, Psychology, Minor: Sociology, May 2005

HONORS/ AWARDS

Cypress Hills Collegiate Preparatory Perfect Attendance Award - 2009

Chi Sigma Iota - Counseling Honor Society - 2006

Graduate Scholars Award - Outstanding academic and professional excellence - 2006

National Chancellor's List - March 2006, June 2006

St. John's College of Liberal Arts and Sciences Dean's List for Outstanding Achievement - 2005

VOLUNTEER EXPERIENCE

LIJ SCHNEIDER'S CHILDREN'S HOSPITAL, New Hyde Park, NY

Volunteer, October 2004 - January 2005

- Interacted with children during their activity hour
- Reinforced behavior modification methods
- Observed and formed relationships with children diagnosed with mental disorders

PROFESSIONAL AFFILIATIONS

New York Mental Health Association

Chi Sigma Iota Honor Society

Nassau Counselors' Association

142659 Express Hills Conscience Prep School

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 of constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

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

1412659 Cypress Hills Conscience Prep School

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

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 Consultation and Collaboration Documentation Form

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Signature (in blue ink)		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		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)		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		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)		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		

19K659 — Cypress Hills Collegiate Prep School

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

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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.
Parent Group 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.

19K 659

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 NYSSED 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 NYSSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) Amy Yager	5/17/13	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 Amy Yager		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) Jennifer Gorman Stokes	5/17/13	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 Jennifer Gorman Stokes		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) George A. Dennis	5/17/13	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 George A. Dennis		
Signature (in blue ink) Shawn P. Lewis		
Type or print name Shawn P. Lewis		



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 #																																																												
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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) Cypress Hills Collegiate Prep School																																																													
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

\$1,141,881

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	1.00	128,000	128,000
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Eduacation Administrator	1.00	110,000	110,000
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	0	41.98	0
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	645	154.97	100,000
CENTRAL - School Implementation Manager	0.34	119,344	40,057
CENTRAL - Talent Coach	0.12	114,000	13,313
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			391,370

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)	1.00	45,000	45,000
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			45,000

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	Outward Bound, Counseling in Schools	180,000
686 - Evaluation Consultant	RISLUS	60,000
689 - Professional Development Consultant	National Urban Alliance, AUSSIE	160,000
Subtotal - Code 40		400,000

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	80,000
Educational Software	46,500
General and Instructional Supplies	22,202
Library Books	0
Supplemental Textbooks	45,000
Subtotal - Code 45	193,702

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	95,797
ARRA FRINGE - CENTRAL	16,011
Subtotal - Code 80	111,808

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)	\$1,141,881
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

Agency Code	
Agency Name	

Pre-Implementation Period (April 1, 2013 - August 31, 2013)		
Categories	Code	Costs
Professional Salaries	15	\$
Support Staff Salaries	16	\$
Purchased Services	40	\$
Supplies and Materials	45	\$
Travel Expenses	46	\$
Employee Benefits	80	\$
Indirect Cost (IC)	90	\$
BOCES Service	49	\$
Minor Remodeling	30	\$
Equipment	20	\$
Total	\$	-

Year 1 Implementation Period (September 1, 2013 - August 31, 2014)		
Categories	Code	Costs
Professional Salaries	15	\$ 391,370
Support Staff Salaries	16	\$ 45,000
Purchased Services	40	\$ 400,000
Supplies and Materials	45	\$ 193,702
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 111,808
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total	\$	1,141,881

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 398,988
Support Staff Salaries	16	\$ 45,000
Purchased Services	40	\$ 380,000
Supplies and Materials	45	\$ 213,702
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 114,094
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total	\$	1,151,783

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 395,531
Support Staff Salaries	16	\$ 45,000
Purchased Services	40	\$ 250,000
Supplies and Materials	45	\$ 171,202
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 113,056
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	\$ 1,185,889
Support Staff Salaries	16	\$ 135,000
Purchased Services	40	\$ 1,030,000
Supplies and Materials	45	\$ 578,606
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 338,958
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget	\$	3,268,453

BUDGET NARRATIVE: Cypress Hills Collegiate Prep School (19K659)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 - 3 TOTAL	Sustainability
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Spanish and Bengali additional language textbooks will be purchased to accommodate the needs of our Emergent Bilinguals. The books will be used in content area classes, ELL classes and in the after-school ELL program.	45,000	45,000	50,000	\$140,000	Purchasing the resources now will build a library for future use.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	School Specialty Inc. Art supplies to create an enriching art program that has a sequence that students follow throughout the four years. It will serve as a creative outlet for students.	22,202	42,202	0	\$64,404	Art is a class that will continue and materials will be purchased with Fair Student Funding money and applying for grants
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Achieve 3000 will be used as a resource to differentiate learning materials and readings. It will assist in creating literacy across contents and articles of the week.	20,000	20,000	20,000	\$60,000	Teachers will create a library of materials in various reading levels over the three years that they will not require the services any longer.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	APEX Learning is an online curriculum that will allow students to participate in blended instruction and to continue instruction at home. It will give the higher achieving students the opportunity to participate in AP classes and possibly graduate early.	20,000	20,000	20,000	\$60,000	APEX Learning is a program that we anticipate using in the future to continue to provide blended instruction. The money that is used to purchase textbooks will be combined with software funds and the program will continue to be purchased.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Rosetta Stone: 115 emerging bilingual students and all teachers will have full access to an online application to learn additional languages. Teachers will learn the dominate language that the students speak and students will learn English and any other additional language that they want to learn. This will increase the amount of students passing out of ESL and give them the opportunity to learn the language at home and on their own time. Parents will also have the opportunity to learn an additional language and encourage parents to be more involved in school.	6,500	6,500	6,500	\$19,500	Rosetta Stone will be an application that we anticipate using past the three years because of its high success rate with English Language Learners. We will use budgetary funds that are normally used for other enrichment programs that be not be needed because of the structures and programs that are established.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session - Teacher Per-Session: Will ensure that the teachers are compensated for the additional tutoring and after school programs that they participate in to support the students.	100,000	100,000	100,000	\$300,000	Per-session for teachers after the three years will use Fair Student Funding
School Climate and Discipline	Professional Purchased Services (Code 40)	Outward Bound: Teamwork and relationship building will be emphasized in the Year Two of the grant. Teachers and students will be faced with many new systems and policies that they will need a refreshing period of time to come back to school strong.	100,000	100,000	0	\$200,000	This is a program that will be continued every few years to continue to build relationships and a trusting environment. Fair Student Funding will be used for this activity.

BUDGET NARRATIVE: Cypress Hills Collegiate Prep School (19K659)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Student Support	Professional Purchased Services (Code 40)	Counseling in Schools: Create an action plan to provide students with individual and group counseling while also providing staff with professional development to decrease discipline referrals.	80,000	64,000	64,000	\$208,000	Counseling in Schools will assist the school in creating systems of accountability and teach staff the skills to assist students with being socially and academically responsible. Students will still need the counseling services which we can refer to community based organizations but staff will have the systems and skills to appropriately support young people.
Student Support	Professional Staff (Code 15)	1.01 FTE - ESL Teacher: An additional ESL teacher is required to provide the mandated hours to the ELL students and to assist the teachers in the classroom with modifying lessons to meet all learning needs.	64,000	64,000	60,000	\$188,000	Fair Student Funding will be used to keep the ESL teacher position.
Student Support	Professional Staff (Code 15)	1.0 FTE - Dean: A dean will be hired to provide teachers with classroom management professional development and assistance when there is a student that needs additional support.	64,000	60,000	60,000	\$184,000	The dean position will be re-evaluated after three years to see if it is still required. It is anticipated that throughout the three years structure and systems that are created will ensure that teachers and students know what the discipline policy is and that personal responsibility is highly valued.
Student Support	Supplies, materials Supplemental books and Software (Code 45)	Laptops for students will assist teachers in created blended courses and curriculums . This will also assist in having the students continue to learn outside of the classroom and give them the resources needed to be college and career ready	80,000	80,000	64,000	\$224,000	Laptops will need to be refurbished or replaced every year so NYSTL Hardware money will be used.
Student Support	Support Staff (Code 16)	2.0 FTE - Two school aides will be hired for additional support in working with students that are tardy and chronically absent. This individual will directly support the guidance office.	45,000	45,000	45,000	\$135,000	If the position is still required, Fair Student Funding will be used.
Teacher Evaluation (APPR) Implementation	Professional Staff (Code 15)	1.0 FTE - Assistant Principal: This staffing position will be important to providing teachers with the support that they require for the first few years of the new teacher evaluation system.	110,000	110,000	110,000	\$330,000	This position will be funded after the three years by using Fair Student Funding. It is important to have strong leadership and support for teachers, especially to have them grow into leaders.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	AUSSIE: Will work with all content areas in supporting them with the Common Core State Standards, PARCC assessments and the APPR . They will specifically work with teachers on backwards mapping from performance tasks, academic vocabulary and literacy across contents.	80,000	80,000	80,000	\$240,000	AUSSIE will guide teachers through effective planning and teach them the techniques and skills needed to implement what is learned. Teachers will be expected to turn-key information to other teachers to create a professional learning community resulting in not requiring the services after three years.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	National Urban Alliance: Cross-School Seminars around access for all, differentiated instruction and multiple intelligences.	80,000	80,000	65,000	\$225,000	Teachers and administration will participate in professional development that will teach them the skills to be effective on their own without assistance from NUA.

BUDGET NARRATIVE: Cypress Hills Collegiate Prep School (19K659)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	RISLUS: Will provide supplemental professional development to teachers for the large population of emerging bilinguals that we educate. Teachers will learn strategies and share best practices to have the ELLS graduate within four years.	60,000	60,000	59,702	5179,702	Within three years teachers will have the skills necessary to provide emergent bilinguals with the strategies to learn English while strengthening literacy in both English and their native language.
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	95,797	95,797	95,797	287,391	
		Subtotal School	1,072,499	1,072,499	899,999	3,044,997	
District-level expenses: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.35, 0.4, 0.4.	40,057	45,775	43,180	129,012	
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): 0.12, 0.13, 0.13.	13,313	15,213	14,351	42,877	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	16,011	18,296	17,259	51,567	
		Subtotal Central	69,381	79,284	74,790	223,456	
		TOTAL SIG	1,141,880	1,151,783	974,789	3,268,453	
Other sources of income		Non-Core Instruction Tax Levy	141,597	141,597	141,597	424,790	
		Title I for Priority and Focus Schools	74,521	74,521	74,521	223,563	
		Other Title I allocations	325,953	325,953	325,953	977,859	
		TOTAL	1,663,951	1,693,854	1,516,860	4,894,664	