

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application		School Beds Code	
General D. Chappie James Middle School of Science		332300010634	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
6 - 8 (7 -8 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
205		76 RIVERDALE AVENUE, BROOKLYN NY 11212	
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Closure <input type="checkbox"/>

**Certification and Approval**

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

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

**ORIGINAL**

## **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.

Part of providing school choice includes phasing-out low-performing schools and offering promising new school options, which the NYCDOE accomplishes through the Turnaround model. In this phase-out/phase-in strategy, the Priority School is phased-out and a new replacement school(s) is phased-in. Interested new leaders submit a new school proposal and are part of a rigorous application process designed to gauge leaders' readiness to meet these challenges, and to evaluate their proposed school models. The phase-out and phase-in schools included in the Turnaround model in this application were approved by the NYCDOE designated Board of Education, the Panel for Educational Policy, in March 2013. The phasing-out and phasing-in schools share resources provided by the School Improvement Grant (SIG) to ensure all students are served regardless of school structure.

Through this process of closing failing schools and replacing them with new, high-quality options, the NYCDOE has opened 656 district and charter schools since 2002, applying strategies that have resulted in historic progress in the public education system. Graduation rates have risen 41 percent since 2005 – and the rate is often 20 percent higher in new schools when compared to those they replace, while serving similar populations of students.

## **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. For our Turnaround new schools, we provide a six month New Schools Intensive program that trains and prepares these principals.

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.

The new school is able to hire staff based on its unique mission and vision of the school. The process for hiring in a new or redesigned school includes staff selection by a personnel committee consisting of two United Federation of Teachers (UFT) designees, two Superintendent or Chancellor designees, and the principal or project director. Article 18D of the UFT/NYCDOE contract outlines the process for staffing new or redesigned schools opening to replace Priority Schools. The 18D hiring process for new schools is outlined in the Collective Bargaining Agreement, which states: "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."

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

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

*Use of Time During and After School:* The Priority School has several opportunities for autonomy in the use of time during and after school. The school has the option to have Supplemental Educational Service (SES) providers support students through extended learning time. Community-based organizations selected by the Priority School also provide students with social-emotional health and counseling services. Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify provisions in the Collective Bargaining Agreement related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. In the SBO process the school community creates a plan for how to effectively implement extended learning time. The principal and UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members affirm the proposed SBO in order for it to pass. The intent of this type of SBO is to empower the school community on how to best make use of time before, during, and after school.

**i. Evidence of formal policies on school autonomy**

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

The Priority School receives funding in its budget to use flexibly and an additional funding allocation to support its school improvement activities, documented in a procedure known as a School Allocation Memorandum (SAM). The school's Network operations managers assist with budgeting. The use of these local Title I, 1003(a), and local funds must be aligned by the school with the school's SCEP submitted to NYSED. The Priority and Focus Schools SAM: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/sam70.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam70.pdf)

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

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

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

The Transition Support Network (TSN) is the Network dedicated to working with phase-out schools under the Turnaround model. The TSN works exclusively with phase-out schools to provide tailored support to staff and students in the school's final years of operation, including targeted support for phase-out schools in the areas of resource management, student support, leadership and instructional support, and school culture/youth development.

#### **ii. Labor-management documentation**

Article 18D of the NYCDOE/UFT Collective Bargaining Agreement, the staffing process for new schools can be found on pages 105-106 here: [http://www.uft.org/files/contract\\_pdfs/teachers-contract-2007-2009.pdf](http://www.uft.org/files/contract_pdfs/teachers-contract-2007-2009.pdf).

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](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 Office of New Schools (ONS) within DPP supports the creation of new schools in the Turnaround model. ONS selects leaders through a rigorous, multi-phase application process which includes evaluation of a written school proposal, multiple in-person leadership exercises, a school visit, and a panel interview. Once approved, leaders attend the New Schools Intensive, a six-month training and preparation program. Proposed new leaders participate in weekly leadership development sessions to learn specific leadership practices and address the operational issues associated with a new school launch. Each leader is assigned a leadership coach who provides feedback on the proposed new leader's educational vision and instructional plan for the school. Coaches also give guidance on how to succeed as the founding principal of a new school. Proposed new leaders are provided access to the city's most effective principals at workshops, school visits and networking events. In addition to vetting and preparing the new school principal candidates, ONS provides post-opening support in concert with Networks and Superintendents. Since 2002, 426 new district schools have been created to offer more options to students and communities; 51 new district schools are planned to open in September 2013.

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 1<sup>st</sup> 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.

The NYCDOE selects only leaders who demonstrate, through the new school application process, that they can lead schools designed for student success among the hardest-to-serve populations. For phase-in new schools, Mentoring Excellence is an innovative recruitment and leadership initiative in which highly successful and experienced principals nominate talented

aspiring leaders from within their schools. If the nominee is selected through the ONS application process to open a new school, the principal supports the aspiring leader in a mentor-mentee relationship. The principal mentor coaches the new principal through the New Schools Intensive and after the new school opens. New school leaders partner with intermediary organizations for their track records of success with leadership and teacher support. These organizations provide experienced coaches who offer leadership and teacher support.

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.

New schools seek highly-qualified staff in a variety of areas. Qualified individuals must demonstrate awareness of the vision and mission of the school, the willingness to create a new school, and commitment to the belief that every student can learn and succeed. Staff is selected in accordance with all contractual provisions of the UFT/NYCDOE Collective Bargaining

Agreement. In 2012-13 new schools had a hiring exception to hire a percentage of staff externally; a similar policy will be in place for the 2013-14 school year.

**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 Turnaround 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.

ONS offers the New Schools Intensive (NSI) for all new school leaders in the Turnaround model. NSI is a six-month training and preparation program for the proposed new leader selected through the new schools application process. Proposed new leaders participate in weekly leadership development sessions to learn specific leadership practices and address the operational issues associated with a new school launch. Each leader is assigned a coach who provides feedback on the proposed new leader's educational vision and written instructional plan for the school. Coaches also give guidance on how to succeed as the founding principal of a new school. Proposed new leaders are provided access to the city's most effective principals at workshops, school visits, and networking events.

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>

Drew Goodman is a newly appointed interim acting principal at General D. Chappie James Middle School. Drew Goodman most currently worked as a supervisor with the NYCDOE Office of Teacher Recruitment & Quality. He previously served as a NYC middle school assistant principal and principal.

Kiersten Ward, principal of Riverdale Avenue Middle School, is a former teacher who has taught in New York City public schools and also abroad as an ESL teacher in Brazil, Mexico and the Czech Republic. She most recently served as the principal of Chappie Middle School from August 2012 to May 2013, during which she improved the safety of the school by bringing partnerships and additional personnel into the school to provide social and emotional supports. Ms. Ward will complete the New School Intensive program in spring 2013.

#### **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 both General D. Chappie James Middle School and Riverdale Avenue Middle School's plans are:

- Editure/AUSSIE
- The Leadership Program
- The Studio in a School Association, Inc.
- Partnership with Children

**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 General D. Chappie James Middle School of Science, students with disabilities comprise 25% of the school's population, 6% points higher than the citywide middle school average. English Language Learners comprise 4% of the school's population, 8% points lower than the citywide middle school average. Only 16% of the students at the school are proficient in English Language Arts, putting the school in the bottom 11% citywide. Only 19% of the students at the school are proficient in Mathematics, putting the school in the bottom 4% citywide. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.61, which is 0.32 lower than the citywide middle 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.

At the middle school level, all students within a geographic district have the same access. Some districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts have at least some choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or unscreened.

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

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

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

work to ensure that SWDs, ELLs, and students performing below proficiency have access to diverse and high quality school options across the district.

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

As a pilot program in school year 2011-12, the NYCDOE de-screened seats in programs that were not filling their seat targets in order to provide greater access to SWDs, ELLs, and students performing below proficiency. The work of de-screening approximately 20 programs resulted in the placement of approximately 900 students into academically screened seats that would have otherwise gone unfilled. In 2012-13, the NYCDOE further expanded this pilot to ensure that all students have access to screened seats. As a result almost 1,300 students were placed into these programs. The NYCDOE will continue this work.

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

As part of the Turnaround model, the NYCDOE is phasing-out low-performing Priority Schools and replacing them with promising new schools. The new schools have the potential to attract many students, and the Office of Student Enrollment and new school leaders are working actively to recruit all students, including SWDs, ELLs, and students performing below proficiency. New elementary and middle schools serve the same zone or district population as the phase-out school, and new high schools have a limited unscreened admissions policy (in which students receive priority based on their attendance at an information session) giving priority to students residing in or attending school in the borough.

### **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%.

Since 2002, the NYCDOE has opened more than 190 new high schools; many of these SIG-funded through the Turnaround model. Based on data from schools phased out from 2002-2008 and new schools opened in 2009, new schools are serving similar populations of students. Students with Disabilities percentages were 13.3% at phase out schools and 13.1% at new schools; English Language Learner percentages were 18% at the phase out schools and 13.9% at the new schools. Citywide averages in 2009 were 16.2% for SWDs and 14.2% for ELLs.

### **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.

For the new schools as part of the Turnaround model, the NYCDOE worked with the CSA, UFT, and the parent body of the district to ensure there was local-level engagement even though the new schools do not officially open until September 2013. For the UFT, proposed new leaders met with UFT district representatives on their plans and obtained their signature on Attachment A. The NYCDOE consulted with the Chancellor's Parent Advisory Council (CPAC) to determine that district representatives would engage through the scheduling of meetings and then through email with the proposed new leaders on their school-level plans.

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 Schools<sup>9</sup>**

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

<sup>9</sup> The rights of teachers to staff the New Programs in District 79 are set forth in Appendix I, paragraph 2.

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

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

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

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

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

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

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

## **ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES**

### **A. Restriction on Union Activities**

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

### **B. Time for Union Representatives**

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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation  
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

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

### **2. SBM / SDM Teams**

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

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

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

### **3. Staff Development**

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

### **4. Waivers**

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

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

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

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

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

### **B. School-Based Options**

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

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

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

#### **C. School Allocations**

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

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

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

#### **D. Students' Grades**

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

#### **E. Lesson Plan Format**

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

#### **F. Joint Efforts**

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

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

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

#### **G. Professional Support for New Teachers**

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

## SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

**DATE:** October 18, 2012

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

**FROM:** Michael Tragale, Chief Financial Officer

**SUBJECT:** Priority and Focus School Allocations

---

### ESEA Flexibility Waiver

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

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

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

**The ESEA waiver grants flexibility in the following areas:**

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

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

**Allocation and Requirements**

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

<b>Borough</b>	<b>Manhattan</b>	<b>Bronx</b>	<b>Brooklyn</b>	<b>Queens</b>	<b>Staten Island</b>
<b>Per Capita</b>	\$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](http://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	Vision Statement
<p><b>Network:</b> N101 Bridges for Learning</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Marina Cotfield <b>Contact:</b> mcotfield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Our team has deep expertise in the following areas:</p> <ul style="list-style-type: none"> <li>- Budget, HR, procurement, and other operations areas</li> <li>- Data analysis / data-driven decisions</li> <li>- Understanding by Design</li> <li>- Supporting rich classroom discussion</li> <li>- Workshop model for reading/writing</li> <li>- CMP and other constructivist approaches to math</li> <li>- Co-planning / Co-teaching</li> <li>- Specialized instruction</li> </ul> <p><b>Mission/Philosophy:</b> What we stand for:</p> <ul style="list-style-type: none"> <li>- Access for all</li> <li>- Continuous learning for children and adults</li> <li>- Community and inclusiveness</li> <li>- Assessment for genuine accountability and improvement</li> <li>- A "bottom-up" structure that provides schools the resources to accomplish their missions</li> </ul>
<p><b>Network:</b> N102</p> <p><b>Leader:</b> Alison Sheehan <b>Contact:</b> 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

Network Information	Current Schools and Staff/Leads	Vision Statement
<p><b>Network:</b> N103  <b>Brand:</b> Network for Sustainable Excellence  <b>Leader:</b> Yuet M. Chu  <b>Contact:</b> YChu@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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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"> <li>1. The creation and support of high quality secondary schools that are open to all students.</li> <li>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.</li> </ol>
<p><b>Network:</b> N104  <b>Leader:</b> Tracey Collins, L.A.  <b>Contact:</b> tcollins5@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><b>Mission/Philosophy:</b> 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"> <li>1. The creation and support of high quality secondary schools that are open to all students.</li> <li>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.</li> </ol>
<p><b>Network:</b> N105  <b>Brand:</b> The Urban Assembly  <b>Leader:</b> Jonathan Green  <b>Contact:</b> JGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5            Manhattan: 9            Bronx: 7</p> <p>JH//MS: 5            Secondary: 5            High School: 11</p>	<p><b>Mission/Philosophy:</b> 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"> <li>1. The creation and support of high quality secondary schools that are open to all students.</li> <li>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.</li> </ol>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N106 Network For Collaborative Innovation</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Cyndi Kerr <a href="mailto:ckerr@schools.nyc.gov">ckerr@schools.nyc.gov</a></p> <p><b>Contact:</b></p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p> <p>Secondary: 2 High School: 24</p>	<p><b>Mission/Philosophy:</b> Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> <li>1. Among principals who share their collective skill and experience;</li> <li>2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change;</li> <li>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.</li> </ol> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>
<p><b>Network:</b> N107 A Network of Dynamic Learning Communities</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Nancy Scala <a href="mailto:nscala@schools.nyc.gov">nscala@schools.nyc.gov</a></p> <p><b>Contact:</b></p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p> <p>JH//MS: 4 High School: 26</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools by borough/zone	Elementary/Secondary	Vision Statement
<p><b>Network:</b> N108</p> <p><b>Leader:</b> Lisa H. Plaski <b>Contact:</b> lplaski@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Elem: 6 Secondary: 1 High School: 20</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDLE and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.</p> <p><b>Mission/Philosophy:</b> 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"> <li>- Student Achievement</li> <li>- Youth Development</li> <li>- Strategic Operations</li> <li>- Capacity and Sustainability</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
<p><b>Network:</b> N109</p> <p><b>Brand:</b> Building a Community of Collaborative Learners and Leaders</p> <p><b>Leader:</b> Maria Quail <b>Contact:</b> mquail@schools.nyc.gov</p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH//MS: 4 K-8: 5</p>	<p><b>Mission/Philosophy:</b> 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"> <li>- Student Achievement</li> <li>- Youth Development</li> <li>- Strategic Operations</li> <li>- Capacity and Sustainability</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N111</p> <p><b>Leader:</b> Lucile Lewis</p> <p><b>Contact:</b> LLewis2@schools.nyc.gov</p>	<p>Brooklyn: 17</p> <p>Queens: 4</p>	<p>Elem: 11</p> <p>JH//MS: 8</p> <p>K-8: 2</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.</p>
<p><b>Network:</b> N112</p> <p><b>Brand:</b> B.E.S.T. Network</p> <p><b>Leader:</b> Kathy Pelles</p> <p><b>Contact:</b> kpelles@schools.nyc.gov</p>	<p>Brooklyn: 19</p> <p>Manhattan: 7</p> <p>Queens: 1</p>	<p>JH//MS: 9</p> <p>K-12: 1</p> <p>Secondary: 7</p> <p>High School: 10</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Our network has a large number of instructional team members, and a small but strong operations team. CFN 112 has been a leading network in the Common Core Pilot program as well as in the Teacher Effectiveness Pilot.</p>
<p><b>Network:</b> N201</p> <p><b>Leader:</b> Joseph Zaza</p> <p><b>Contact:</b> jzaza@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 7</p> <p>Queens: 19</p> <p>Staten Island: 1</p> <p>Bronx: 2</p>	<p>K-12: 1</p> <p>Secondary: 1</p> <p>High School: 30</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide expert support to high schools.</p>

# Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level	Vision Statement
<b>Network:</b> N202  <b>Leader:</b> Nancy Di Maggio <b>Contact:</b> ndimaggio@schools.nyc.gov	Brooklyn: 1 Manhattan: 1 Queens: 26 Bronx: 2	Elem: 15 K-8: 2 High School: 13	<p><b>Mission/Philosophy:</b> 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&amp;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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>
<b>Network:</b> N203  <b>Leader:</b> Dan Feigelson <b>Contact:</b> Dfeigel@schools.nyc.gov	Manhattan: 25 Bronx: 4	ECE: 2 Elem: 21 JH/MS: 1 K-8: 5	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We pride ourselves on our ability to help schools make instructional decisions based on both qualitative and quantitative data. Network staff members include an instructional technology specialist, a former district math director, and a former member of the Teachers College Reading and Writing Project.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level		Vision Statement
<p><b>Network:</b> N204</p> <p><b>Leader:</b> Diane Foley</p> <p><b>Contact:</b> Dfoley@schools.nyc.gov</p>	<p>Brooklyn: 1</p> <p>Queens: 27</p> <p>Bronx: 1</p>	<p>ECE: 1</p> <p>Elem: 20</p> <p>JH/MS: 5</p> <p>K-8: 3</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> In addition to our experienced operations and instructional staff, we also have a designated Instructional Data Specialist and SATIF who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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 CCLS lab sites for ELLs.</p>
<p><b>Network:</b> N205</p> <p><b>Brand:</b> LEARN 205 (Learning Enrichment and Responsive Network)</p> <p><b>Leader:</b> Joanne Joyner-Wells/Mary Jo Pisacano</p> <p><b>Contact:</b> jjoyner@schools.nyc.gov mpisaca@schools.nyc.gov</p>	<p>Queens: 28</p>	<p>Elem: 19</p> <p>JH/MS: 1</p> <p>K-8: 8</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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 CCLS lab sites for ELLs.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools in Network/CFN	Vision Statement
<p><b>Network:</b> N206</p> <p><b>Leader:</b> Ada Cordova acordova@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p>Elem: 11 K-8: 1 Secondary: 1 High School: 6</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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, TRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.</p>
<p><b>Network:</b> N207</p> <p><b>Leader:</b> Danielle Giunta dgiunta@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH/MS: 1 K-8: 2</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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, Willson, DMI, Math for All, Japanese Lesson Study, etc.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N208</p> <p><b>Leader:</b> Daniel Purus</p> <p><b>Contact:</b> dpurus@schools.nyc.gov</p>	<p>Brooklyn: 3 Queens: 16</p> <p>Elem: 3 JH//MS: 15 K-8: 1</p>	<p><b>Mission/Philosophy:</b> CFN 208 supports dynamic school leaders who oversee grades Pre-K to 9. We commit to providing comprehensive and effective services customized to support and guide schools to meet the challenges of an evolving educational landscape. Our specialists foster a culture of collaborative assistance helping schools navigate the complexities of daily operational and instructional expectations. We build capacity in our schools so that instruction is aligned with CCLS, enabling students to meet their full potential.</p> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N209</p> <p><b>Leader:</b> Marlene D. Wilks</p> <p><b>Contact:</b> Mwilks@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3</p> <p>ECE: 1 Elem: 20 JH//MS: 1</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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 school's 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><b>Special Expertise:</b> Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.</p>

# Spring 2012 - 2013 Network Directory

Network/Brand	Current Sites	Account Type	Vision Statement
<b>Network:</b> N210 <b>Brand:</b> RISE - Reaching Individual Schools Effectively  <b>Leader:</b> Joanne Brucella <b>Contact:</b> jbrucella@schools.nyc.gov	Brooklyn: 12 Queens: 16	ECE: 1 Elem: 10 JH//MS: 8 K-8: 9	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/VD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>
<b>Network:</b> N211 <b>Brand:</b> Your Source For Success  <b>Leader:</b> Jean McKeon <b>Contact:</b> jmckeon3@schools.nyc.gov	Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3	Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> NA01 Mobilizing Collective Capacity</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Roxan Marks <b>Contact:</b> rmarks@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>Elem: 13 JH//MS: 2 K-8: 7</p>
<p><b>Network:</b> NA02</p> <p><b>Leader:</b> Cristina Jimenez <b>Contact:</b> mjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>JH//MS: 1 Secondary: 5 High School: 13</p>
<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>		

# Spring 2012 - 2013 Network Directory

Network Information	Current Schools in Network	Vision Statement
<p><b>Network:</b> N403 <b>Brand:</b> The Good Network</p> <p><b>Leader:</b> Joshua Good <b>Contact:</b> jgood2@schools.nyc.gov</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 4 Staten Island: 1 Bronx: 4</p> <p>JH//MS: 2 Secondary: 1 High School: 24</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N404</p> <p><b>Leader:</b> Malika Bibbs <b>Contact:</b> mbibbs@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 4 Queens: 7 Bronx: 3</p> <p>Secondary: 1 High School: 29</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide our schools tailored support in the areas of Special Education, Galaxy, and School Quality Review.</p>
<p><b>Network:</b> N405</p> <p><b>Leader:</b> William Bonner <b>Contact:</b> W.Bonner@schools.nyc.gov</p>	<p>Brooklyn: 12 Manhattan: 8 Staten Island: 4</p> <p>JH//MS: 3 K-8: 1 Secondary: 2 High School: 18</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCLS/TE Institutes.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N406</p> <p><b>Leader:</b> Sandra Litrico slitric@schools.nyc.gov</p> <p><b>Contact:</b> Slitric@schools.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><b>Mission/Philosophy:</b> CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning.</p> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N407</p> <p><b>Brand:</b> Maverick Education Partnership</p> <p><b>Leader:</b> Debra Lamb dlamb@schools.nyc.gov</p> <p><b>Contact:</b> dlamb@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</p> <p>Elem: 13 JH//MS: 4</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>
<p><b>Network:</b> N408</p> <p><b>Leader:</b> Lucius Young lyoung22@schools.nyc.gov</p> <p><b>Contact:</b> lyoung22@schools.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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>

# Spring 2012 - 2013 Network Directory

Network	Contact	Current Schools	Grades	Vision Statement
<b>Network:</b> N409 <b>Leader:</b> Neal Oproomalla <b>Contact:</b> noprooma@schools.nyc.gov	Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 26 JH/HS: 2 K-8: 5 K-12: 1	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>	
<b>Network:</b> N410 <b>Brand:</b> The ROCKS <b>Leader:</b> Athagracia Santana <b>Contact:</b> Asantian2@schools.nyc.gov	Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH/HS: 2 K-8: 3	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>	

# Spring 2012 - 2013 Network Directory

Network Information	Current Schools per Borough/Level	Vision Statement
<p><b>Network:</b> NA11</p> <p><b>Leader:</b> Michael Alcott malcott@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15</p>	<p>JH/MS: 12 K-8: 1 Secondary: 3 High School: 12</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b></p> <ul style="list-style-type: none"> <li>- Supporting leaders of small schools in their instructional supervision and organizational capacity building.</li> <li>- Supporting teacher teams in their work looking at tasks, student work, and data to inform planning.</li> <li>- Common core aligned literacy and math curriculum and instruction for high school and middle school teachers.</li> </ul> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>
<p><b>Network:</b> NA12</p> <p><b>Brand:</b> Making It Happen</p> <p><b>Leader:</b> Daisy Concepcion DConcep@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH/MS: 2 K-8: 2</p>

# Spring 2012 - 2013 Network Directory

Network/Brand	Contact	Schools	Mission/Philosophy
<b>Network:</b> NS11 <b>Brand:</b> FH1360  <b>Leader:</b> Jorge Izquierdo, I.A. <b>Contact:</b> jizquierdo@fh1360.org	Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	Elem: 6 JH/HS: 11 K-8: 2 Secondary: 1 High School: 2	<p><b>Mission/Philosophy:</b> FH1360 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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"> <li>- Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards.</li> <li>- Foster continuous teacher development driven by varied data sources and a research-based framework.</li> <li>- Achieve good standing on identified city and state metrics.</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>
<b>Network:</b> NS21 <b>Brand:</b> CUNY  <b>Leader:</b> Dennis Sanchez <b>Contact:</b> DSanche@schools.nyc.gov	Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	JH/HS: 3 Secondary: 6 High School: 9	<p><b>Mission/Philosophy:</b> 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"> <li>- Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards.</li> <li>- Foster continuous teacher development driven by varied data sources and a research-based framework.</li> <li>- Achieve good standing on identified city and state metrics.</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>

# Spring 2012 - 2013 Network Directory

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

# Spring 2012 - 2013 Network Directory

Network Information	Current school: per borough/level	Vision Statement
<p><b>Network:</b> N551 Fordham University</p> <p><b>Leader:</b> Dr. Anita Batisti/Marge Struk abatisti@fordham.edu struk@fordham.edu</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 15</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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 totalling \$2,750,000.</p>
<p><b>Network:</b> N551 New Visions 561</p> <p><b>Leader:</b> Derek Jones diones@newvisions.org</p>	<p>Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N552 New Visions 562</p> <p><b>Leader:</b> Barbara Gambino bgambino@newvisions.org</p>	<p>Manhattan: 3 Bronx: 22</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N553 New Visions 563</p> <p><b>Leader:</b> Alexis Penzell apenzell@newvisions.org</p>	<p>Brooklyn: 20 Queens: 1 Staten Island: 2</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N602</p> <p><b>Leader:</b> Julia Bove JBove@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 32 Staten Island: 2</p> <p>ECE: 1 Elem: 16 JH//MS: 14 K-8: 3</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Our multi-layered professional development approach is designed to support implementation of the CLE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N603</p> <p><b>Leader:</b> Lawrence Pendergast LPender@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH//MS: 3 Secondary: 5 High School: 16</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools and principal level	Vision Statement
<p><b>Network:</b> N604</p> <p><b>Leader:</b> Richard J. Gallo</p> <p><b>Contact:</b> rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p>	<p>Elem: 19 JH/HS: 5 K-8: 2</p>
<p><b>Network:</b> N505</p> <p><b>Leader:</b> Wendy Karp</p> <p><b>Contact:</b> wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p>	<p>ECE: 1 Elem: 15 JH/HS: 3 K-8: 6 High School: 1</p>
<p><b>Mission/Philosophy:</b> CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> <li>- To deliver operational, instructional and leadership support of exemplary quality.</li> <li>- 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.</li> <li>- To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice.</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>		

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N606</p> <p><b>Brand:</b> Making a Difference</p> <p><b>Leader:</b> Petrina Palazzo</p> <p><b>Contact:</b> ppalazz@schools.nyc.gov</p>	<p>Brooklyn: 4</p> <p>Manhattan: 2</p> <p>Queens: 2</p> <p>Bronx: 17</p>	<p><b>Mission/Philosophy:</b> CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen understandings, improve effective practices, and promote the success of each student and school.</p> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b></p> <ul style="list-style-type: none"> <li>- CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework.</li> <li>- We supported school leaders in successfully opening/phasing in 14 new schools.</li> <li>- Our budget support is second-to-none, consistently exceeding NYCDOE expectations.</li> </ul> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p><b>Special Expertise:</b> 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><b>Network:</b> N607</p> <p><b>Leader:</b> Elmer Myers</p> <p><b>Contact:</b> emyers@schools.nyc.gov</p>	<p>Manhattan: 4</p> <p>Queens: 1</p> <p>Bronx: 24</p>	<p>ECE: 1</p> <p>Elem: 22</p> <p>JH//MS: 4</p> <p>K-8: 2</p>

# Spring 2012 - 2013 Network Directory

Network	Leader	Contact	Location	Grades	Mission Statement
<b>Network:</b> N608 <b>Leader:</b> Rudolph Rupnarain <b>Contact:</b> rrupnar@schooils.nyc.gov	<b>Network:</b> N609 <b>Leader:</b> Debra VanNostrand <b>Contact:</b> dvanno@schooils.nyc.gov	Bronx: 27 Brooklyn: 11 Queens: 4 Staten Island: 6	Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15	ECE: 1 Elem: 2 JH//MS: 22 K-8: 2	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> TSN has the largest network team in the DOE. Additional budget, HR, YO, 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><b>Special Expertise:</b> 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><b>Network:</b> N611</p> <p><b>Leader:</b> Roberto Hernandez</p> <p><b>Contact:</b> rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18            Manhattan: 3            Queens: 5            Staten Island: 1</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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 CLE. 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><b>Special Expertise:</b> 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><b>Network Brand:</b> N612 The Grapevine Network</p> <p><b>Leader Contact:</b> Margarita Nell mneli@schools.nyc.gov</p>	<p>Brooklyn: 32            Queens: 1</p>	<p>Elem: 2            K-8: 5            Secondary: 6            High School: 14</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

# Spring 2012 - 2013 Network Directory

School Information	Current School Performance Level	Vision Statement
<p><b>Network:</b> Cluster 5  <b>Brand:</b> Diploma Plus  <b>Leader:</b> Crystal Jove  <b>Contact:</b> cstimmons.jove@diplomaplus.net</p>	<p>N/A</p>	<p><b>Mission/Philosophy:</b> 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"> <li>- Performance-based Systems</li> <li>- Supportive School Culture</li> <li>- Future Focus</li> <li>- Effective Supports.</li> </ul> <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><b>Organizational Structure:</b> 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 school's areas of need and continued enhancement. The team will also monitor growth and adjust support services as needed.</p> <p><b>Special Expertise:</b> 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><b>Network:</b> Cluster 5  <b>Brand:</b> Teaching Matters PSO  <b>Leader:</b> Lynette Guastaferra  <b>Contact:</b> lguastaferra@teachingsmatters.org</p>	<p>N/A</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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"> <li>- Leadership Coaching</li> <li>- Common Core Curriculum and Assessment Support</li> <li>- Danielson Observation/Feedback</li> <li>- QR Support</li> <li>- Coaching Teacher Leaders/Teacher Teams</li> <li>- Content Coaching in Math/ELA Common Core</li> <li>- Humanities/Science Coaching</li> <li>- ELLs/Special Education</li> <li>- Student Interventions (RTI)</li> <li>- Assessment/Data Systems Support</li> <li>- Technology</li> <li>- Hotline support</li> <li>- Grant writing</li> </ul>

# Sample Network Structure

Network Leadership

Network Leader

Deputy Network Leader

Instruction

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 Coach

Food, Transportation, & Health

Attendance, Safety, & Suspensions

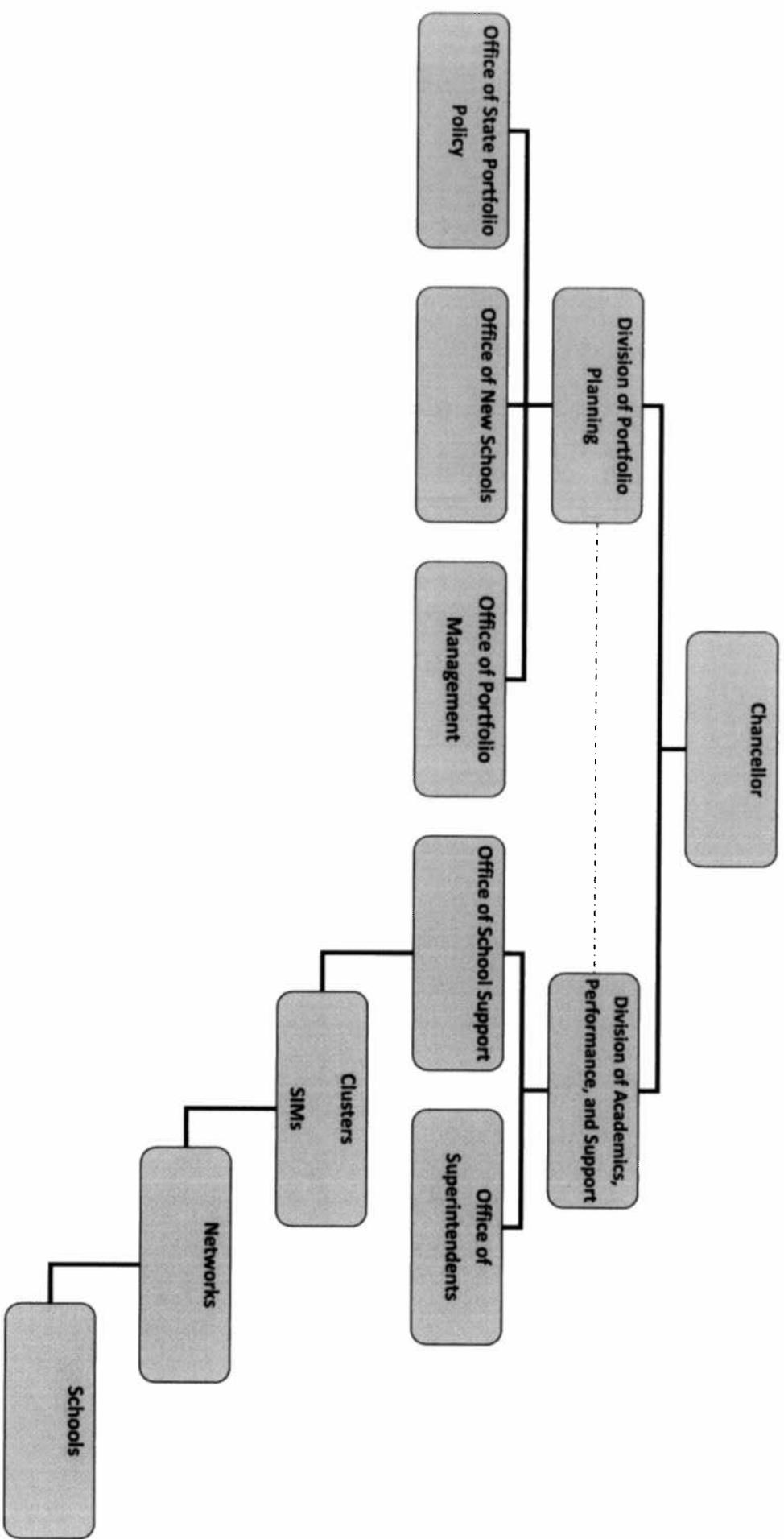


Department of Education

Note: not all networks are configured the same way.

Section 11

NYCDOE Management Structure for Turnaround Efforts



Section Ciii

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

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

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

## Section D

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

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

## **A. School Overview**

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 23K634 (General D. Chappie James Middle School of Science), which is phasing out, and the new school, 23K668 (Riverdale Avenue Middle School), which is phasing in to replace the Priority School under the Turnaround model. Goals for both schools focus on similar areas, and both schools will utilize similar resources in their work to provide high quality instruction and support for students and teachers.

**General D. Chappie James Middle School of Science:** General D. Chappie James Middle School of Science is committed to providing all students with the opportunities they need to excel in school and beyond. The mission of the General D. Chappie James MS of Science is to meet student's diverse needs and address their personal talents, strengths and preferences. Students explore and learn in a safe environment and a culture of high expectations that prepares them to be 21<sup>st</sup> century thinkers and sets them on a path to success. Every student will work towards academic success through goal setting, planning, implementation and evaluation. Students develop strong work habits through discussions and projects, through which they develop strong critical thinking and problem solving skills.

As the school begins to phase down, leadership will focus on the following goals: Creating a positive school culture by incorporating additional emotional and social supports for student and staff, improving academic outcomes by extending the learning day for students and improving structures school-wide such as inquiry and data teams, **and** improving teacher PD by providing individualized and grade level support from administration and outside coaches.

**Goal #1 – Social-Emotional Supports to Strengthen School Culture:** The school will supplement the academic curriculum with social-emotional supports aimed at addressing students' needs both inside and outside of the classroom. Intended outcomes will be a stronger, more cohesive school community, increased attendance and a 10% reduction in the number of incidents at General D. Chappie James Middle School of Science.

**Goal #2 – Improved Student Outcomes:** General D. Chappie James Middle School of Science will increase proficiency levels in ELA and Math based on incoming state exam scores by providing additional academic supports during the school day and after-school. Intended outcomes will be a 5% increase in both Math and ELA as evidenced by 6-week benchmark assessments over the year.

**Goal #3 – Teacher Support and Development:** General D. Chappie James Middle School of Science will provide professional development to teachers throughout the school year that supports them in designing curriculum, delivering instruction and assessing student learning. Intended outcomes include individualized learning plans for each teacher that identify goals, objectives and benchmarks for improvement and a year-long PD plan for each school that is developed to meet staff needs.

**Riverdale Avenue Middle School:** The mission of Riverdale Avenue Middle School is to provide a rigorous and individualized education that prepares all students to be 21<sup>st</sup> century thinkers. Riverdale Avenue students receive a standards-based school experience that promotes academic success and also provides strong structures to support and educate the whole student.

Curriculum is individualized for students to meet diverse needs and address personal talents, strengths and preferences. Students explore and learn in a culture of high expectations where teachers, administrators, parents and community partners collaborate to ensure the success of each individual student.

**Goal #1: – Social-Emotional Supports to Strengthen School Culture:** Riverdale Avenue Middle School aims to educate the “whole” child. The school is designed to provide strong social and emotional supports for students both inside and outside the classroom. A daily advisory curriculum centered on the school’s core values, combined with regular professional development to help teachers prepare for and tailor advisory lessons to students’ needs, will help us ensure that the program is responsive and effective. The goal is to establish a strong foundation for a cohesive school community that engages and supports students so that they are present and ready to learn. Success will be measured by daily attendance, a low number of level 3 and 4 incidents for the school year, and participation in after school programs.

**Goal #2 – Improved Student Outcomes:** Riverdale Avenue Middle School will increase proficiency levels in ELA and Math based on incoming state exam scores by providing additional academic supports during the school day and after school. Students will also have 2 periods per week of Individual Student Action Planning. Intended outcomes will be greater student awareness and ownership of their strengths and areas for development, as well as a 5% increase in both Math and ELA, as evidenced by 6-week benchmark assessments over the year.

**Goal #3 – Teacher Support and Development:** Riverdale Avenue Middle School will provide professional development to teachers throughout the school year that supports them in designing curriculum, delivering instruction and assessing student learning. Teachers will receive targeted support in using UBD 2.0 to design unit plans aligned to year-long curriculum maps. Teachers will also have structured time to meet to align units vertically and horizontally amongst the grades and content areas. Staff will each have an individual PD plan focusing on specific competencies from Danielson’s Framework that will be visited a minimum of 3 times per year with administration and instructional coaches to monitor progress and effectiveness. These plans will identify individual and school-wide goals, objectives, benchmarks for improvements and align to the school’s year-long PD plan. Teachers will also participate in a weekly data analysis meeting that will analyze student outcomes, create item skills analyses to monitor progress by standard and give time to create 6-week instructional plans to modify future curriculum to meet class and individual student needs,

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

### ***General D. Chappie James Middle School of Science:***

General D. Chappie James Middle School of Science will use The Leadership Program during the school day and after-school to align social and emotional supports school-wide. The Leadership Program will push-in to classes once per week for 30 weeks to provide advisory lessons, character development and team building activities. Program facilitators will meet with teachers to talk about student needs and tailor curriculum and activities, based on the school’s specific strengths and challenges. The Leadership Program will also provide services during extended learning time at General D. Chappie James Middle School twice a week.

Social and emotional supports will also be provided to students at General D. Chappie James Middle School through the services of Partnership with Children. This will be funded through the citywide Mayoral Initiative to end Chronic Absenteeism. This will be the third year that 23K634 has received this service. The Partnership with Children team serving General D. Chappie James Middle School will meet regularly with the PwC team serving Riverdale Avenue Middle School to ensure alignment of initiatives and workshops to meet the needs of the students and parents in both schools. The after-school program will provide homework help, creative writing, dance, sports and more opportunities for students to work in teams and build character through activities and lessons. Partnership with Children will also facilitate workshops for parents and after-school groups (peer mediation, boys group, young ladies group, etc...)

To improve proficiency levels, General D. Chappie James Middle School will use Achieve 3000 to supplement the ELA curriculum to give students additional practice dissecting non-fiction texts and provide them with opportunities to examine different genres of texts. Per-session monies will be used to fund collaborative planning time for teachers to examine student data and make instruction/assessment decisions according to student need. Teachers will meet as data teams once per week to look at student work, identify gaps in proficiency and make curriculum adjustments as necessary to meet student needs. Teachers will also have after-school planning teams to create curriculum horizontally and vertically. An AUSSIE consultant will facilitate professional development and meet with teachers once per week. The AUSSIE coach will create individualized learning plans for each teacher, including year-long goals related to curriculum, instruction and assessment. The AUSSIE coach will also visit classrooms, align school initiatives and de-brief with teachers to discuss progress and identify next steps.

**Riverdale Avenue Middle School:**

In an effort towards creating continuity in the building, Riverdale Avenue Middle School will also use The Leadership Program's services both during and after school to provide social and emotional supports for students. Facilitators from The Leadership Program will push-in to one of two weekly advisory classes each week for 30 weeks to provide character development and team building activities. The facilitators will join monthly planning meetings with teachers to prepare curriculum, discuss student needs, and adjust lessons based on the specific challenges and important areas of focus in the school.

Twice a week, during extended learning time, facilitators from The Leadership Program will provide two hours of academic "extra help" to students according to current assignments and needs (as indicated by formative assessment results), twice a week for targeted students. Students will also have the opportunity to participate in enrichment activities such as sports and arts during extended learning time.

Partnership with Children will also provide small group and individual counseling for students at Riverdale Avenue Middle School. The PwC team supporting Riverdale Avenue MS will meet regularly with the team serving General D. Chappie James Middle School, with the goal of aligning initiatives, and planning and delivering joint workshops to meet the needs of the students and parents in both schools. The after-school program offered by Partnership with Children will provide Riverdale Avenue Middle School students with the same offerings provided to students at General D. "Chappie James Middle School: homework help, creative writing, dance, sports, and team- and character-building activities. Partnership with Children

will also facilitate workshops for parents and after-school support groups including peer mediation, boys group and young ladies group.

To improve student proficiency in ELA, Riverdale Avenue Middle School will use Achieve 3000 to supplement the ELA curriculum during the school day and also during small group extended learning time facilitated by the Leadership Program and also by individual teachers. This will provide students additional exposure to different genres of text, practice dissecting non-fiction texts, and opportunities to build comprehension skills.

Because the school has a strong emphasis on deliberate grouping to ensure effective differentiation, Riverdale Avenue Middle School will ensure that teachers have ample time to examine student data and make instructional decisions based on student outcomes. Teachers will participate in weekly data meetings to look at student work, identify gaps in proficiency and make curriculum adjustments as necessary to meet student needs. This will be funded with per-session monies. Teachers will meet as planning teams after school to develop and align curriculum horizontally and vertically. Riverdale Avenue Middle School will also have an AUSSIE consultant, who will facilitate professional development, visit classrooms and align school initiatives. Each teacher will collaborate with the AUSSIE coach to develop an individualized learning plan, which will include year-long goals for curriculum, instruction and assessment. The coach will meet with individual teachers each week, and regularly observe and debrief with teachers to discuss progress and identify next steps.

## **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 for each school.

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

General D. Chappie James is a middle school with 205 students from grade 6 through grade 8. The school population comprises 85% Black, 14% Hispanic, 1% Asian, and less than 1% American Indian or Alaskan Native students. The student body includes less than 4% English language learners and 23% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2010 - 2011 was 89.2%. In 2010-11, 82% of students were eligible for free lunch, and 7% were eligible for reduced-price lunch.

The school did not meet AYP in ELA, Math or Science for 2011-12. Outcomes for 2010-11 show that only 12% of 6<sup>th</sup> graders, 11% of 7<sup>th</sup> graders and 6% of 8<sup>th</sup> graders scored at or above Level 3 on the State assessment in English Language Arts. In mathematics, 10% of 6<sup>th</sup> graders, 14% of 7<sup>th</sup> graders and 8% of 8<sup>th</sup> graders scored at or above Level 3. In Science, only 5% of 8<sup>th</sup> graders scored at or above Level 3.

Riverdale Avenue Middle School will serve similar students from the same community as General D. Chappie James Middle School.

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

A Quality Review (QR) was conducted for General D. Chappie James Middle School in February 2012. The QR is a district-level diagnostic tool that involves a two- or three-day school visit by experienced educators to a school. During the review, the external evaluators visit classrooms, talk with school leaders, and use a rubric to evaluate how well the school is organized to support student achievement. Before a reviewer visits a school, the school leadership creates a self-evaluation based on the Quality Review 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 Quality Review score and report that is published publicly on the NYCDOE website. This document provides the school community with evidence-based information about the school's development and serves as a source of feedback for the school leadership to improve the school's support for student performance.

#### **iv. Results from systematic school review**

##### **What the school does well**

- Administrators and staff work well as a united team to create a calm, respectful, and orderly environment that results in a cohesive culture conducive to learning and school improvement. The school leader
- The school maintains a caring learning environment that consistently conveys high expectations to students and advances student performance. In particular, the school has developed clear expectations, which have led to improved scholarship as evidenced in periodic assessment results. Additionally, the student support structure, which includes additional guidance services, has allowed the school to address the serious academic and social emotional needs of students.
- School leaders make informed and effective organizational decisions across all aspects of the school to support improvements in student learning.
- The school regularly analyzes data and uses it to guide needed adjustments to instructional and organizational decisions.
- The school's effective communication systems keep parents fully informed of school activities, student progress, and opportunities for collaboration.

##### **What the school needs to improve**

- Develop coherence and alignment in the school's curriculum across the grades and subject areas, to meet the instructional needs of students. Alignment of these curricula to critical standards does not always lead to effective classroom instruction that includes higher order thinking. As a result, not all students have their needs met which limits the opportunities for every student to attain proficiency across content areas.
- Improve the consistency of differentiation of instruction to provide appropriate challenges aligned to students' achievement levels.
- Promote greater stability in the use of classroom-level data to differentiate goal setting so that all lessons are rigorous and engage groups of students at their level.
- Enhance staff development so that the connection between discussion of practice and effective classroom instruction is seamless.
- Refine goal setting to include interim goals and benchmarks in all action plans so that the school community understands the goals, progress can be measured accurately, adjustments made, and success evaluated.

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

Based on the needs assessment described above, the Priority School and its replacement new school will prioritize distinct areas for improvement for their respective schools' SIG implementation plans.

**General D. Chappie James Middle School of Science:** As the school begins to phase down, it will maintain a strong focus on providing social-emotional supports to address student needs, academic and artistic enrichment, and character building efforts to ensure that students continue to grow as learners and as socially and emotionally healthy young people. The school will also provide comprehensive support for teachers to ensure that they have the time and professional development they need to effectively serve students and that they continue to grow as professionals.

Support and enrichment for students will be provided through a combination of in-house staff and technology, supplemented by partnerships with outside agencies. To support students socially and emotionally, school guidance counselors will see mandated and at-risk students individually and in small groups. The school will utilize incentive programs such as the honor roll and student of the month awards to motivate students to excel academically and behaviorally. The school will further support positive behavior and healthy social and emotional development by providing opportunities for team and character building on a regular basis. Partnership with Children and MRT will also provide individual and small group counseling and mental health referrals for students. Teachers will receive Professional Development focused on classroom management from The Leadership Program, have opportunities for co-planning with TLP staff. The school will continue to provide PwC's Open Heart – Open Mind Program, which helps staff better recognize how outside factors impact students' ability to engage with and perform well in school, supports them in their efforts to meet students' different needs, and builds capacity among staff in supporting children with significant needs for the long term.

Enrichment for students will include after school character development provided by Partnership with Children and an arts education partnership with Studio in a School. Artists from Studio will push into classes in 12-week residencies to provide instruction in art history, fine arts and sculpture.

To increase proficiency levels in ELA and Math, General D. Chappie James Middle School will provide additional academic supports during the school day and after-school. To improve student achievement in English Language Arts, General D. Chappie James Middle School will utilize Achieve 3000 to monitor levels of student growth in independent reading and expose them to many genres of text, with an emphasis on non-fiction. This will give students additional opportunities to engage in rigorous tasks, in line with the common core learning standards, and allow them to practice reading and responding to the types of complex texts they will encounter on NYS ELA tests.

To increase proficiency in Math, teachers will use formative, periodic and classroom assessments to set academic goals with students, and to plan instruction and interventions for targeted subgroups. Students receive targeted instruction in small groups before and after school.

Teacher Teams will meet once a week after-school for data meetings, during which they will analyze classroom and school-wide data, look at subgroups and make instructional decisions based on what they learn from the data. Teachers will also conduct collaborative inquiry focused on planning, sharing best practices and reviewing student work. Through this work, they will ensure effective differentiation by utilizing methods including skill-based groupings, group investigations, and leveled materials. Across the school, learning activities will emphasize rigorous, higher-order thinking across classrooms and subject areas. Teachers will establish meaningful individual learning goals for students, and ensure that students are familiar with and feel accountable for those goals.

Teachers will also benefit from observation, feedback and support from AUSSIE coaches, who will work with them every week. With the AUSSIE coach, teachers will work to ensure that school-wide curriculum is carefully aligned to the Common Core, they will guide teachers to develop assessments that are well aligned with curriculum, and help teachers apply content- and grade-specific best practices to further student learning.

Teacher surveys and observations will further help to inform professional development plans that are thoughtfully differentiated for teachers at different stages of their careers.

**Riverdale Avenue Middle School:** As it phases in and replaces the Priority School, Riverdale Avenue Middle School, will prioritize a balance of academic and social-emotional supports to address student needs and talents inside and outside of the classroom. The school will utilize in-house technology resources and reach out to outside agencies to provide enrichment to students. Agency partnerships will be forged to provide additional support to students outside of the regular school day and to push into advisory classes. Partnership with Children and MRT will both see individual and small groups of students for counseling and mental health referrals in the school building. The school's guidance counselor will see mandated and at-risk students individually and in small groups. The guidance counselor will also push into advisory classes to address issues such as bullying and cyber-bullying. The schools also recognize positive achievements such as perfect attendance and student of the month to reinforce and celebrate positive attitudes and healthy social and emotional development for adolescents. The Leadership Program will provide character development and team building activities during the students' advisory periods. Teachers will receive Professional Development through The Leadership Program to support them in classroom management.

As at General D. Chappie James Middle School, Riverdale Avenue Middle School will use Studio in a School to provide arts education to all students. Studio will push into classes in 12-week residencies to provide instruction in art history, fine arts and sculpture. Achieve 3000 will be utilized by both schools to monitor levels of student growth in independent reading and expose them to many genres of text, with an emphasis on non-fiction. This will give students additional opportunities to engage in rigorous tasks, in line with the common core learning standards, and allow them to practice reading and responding to the types of complex texts they will encounter on NYS ELA tests.

Riverdale Avenue Middle School will guide students to increased proficiency levels in ELA and Math based on incoming state exam scores by providing additional academic supports during the

school day and after-school, and by implementing a comprehensive plan for using data to inform and adjust instruction. Data Inquiry Teams will meet once per week after-school to analyze classroom and school-wide data, look at subgroups and make instructional decisions based on what they learn from the data. Artifacts such as 6-week instructional plans, student data day templates and item skills analyses will help guide and inform the work of the data team to ensure growth for all students. Diagnostic and Benchmark Assessments will be customized on Acuity and used to track student mastery of standards and inform next steps in curriculum, instruction and assessment. A school testing schedule will help inform curricular decisions in preparing students for upcoming assessments. The school's data specialist will attend network meetings and turnkey relevant information on more efficient practices to analyze student data with the teacher teams. School administrators, network liaisons and AUSSIE consultants will provide Professional Development on the use of UBD to design Common Core-aligned units of study with multiple entry points so all students can experience success and a high level of engagement. Teacher teams will use the "Looking At Student Work" protocol to review student work products and use their findings to evaluate and revise unit and lesson plans, tailor differentiation efforts, determine the effectiveness of strategies, and determine next steps to facilitate the accomplishment of student's goals. Teacher teams will meet once a week to discuss and evaluate student work, review unit performance tasks and analyze classroom data to inform curricular and instructional decisions.

To effectively support and develop teachers, Riverdale Avenue Middle School will provide differentiated professional development throughout the school year. Teachers will receive guidance in designing curriculum, delivering instruction and assessing student learning. Administrators will conduct observations and provide timely feedback to teachers, debrief with teachers during prep periods and meet with them to identify strengths, challenges and set individualized goals. Feedback will be housed in a binder to track each teacher's growth over the course of the year and inform next steps. Administrators, Network liaisons and AUSSIE consultants will facilitate PD around the ideals of UBD 2.0, components of unit plans and will review and provide feedback and support to help teacher with their unit plans. Professional Development will be carefully aligned to individual teacher needs. An AUSSIE consultant will provide teachers with additional feedback aligned to Danielson's Framework. The AUSSIE coach will schedule regular opportunities for teachers to meet and debrief, share best practices and conduct in-house inter-visitations. Administration will hold meetings with teachers to identify targets and evaluate the progress, effectiveness and impact of the strategies and activities regarding next steps. Schedules will be created to ensure that teacher teams have common prep time built into their weekly schedules so that they can collaborate. Department- and grade-teams will meet on alternate weeks to plan curriculum, share unit assessments and discuss student work. Teachers will take student needs into account when designing units of study to provide multiple points of entry. Teacher teams will meet once a week to discuss and evaluate student work, unit performance tasks and analyze classroom data to inform curriculum and instructional decisions.

## **C. School Model and Rationale**

### **i. Model rationale and key school design elements.**

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out the General D. Chappie James Middle

School of Science and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade at a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2015. At the same time, as the change agent for the school site, Riverdale Avenue Middle School will phase-in one grade at a time, prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty. Both schools will work closely to provide similar services, using the same partner organizations, for students.

**General D. Chappie James Middle School of Science:** As the school begins to phase down, the school will focus on providing students with social-emotional supports, additional academic supports to increase proficiency levels, and individualized professional development for staff focused on curriculum development, instructional support and data driven instruction. The plan for addressing the needs of all students was developed in collaboration with the leadership of the new school, Riverdale Avenue Middle School, to provide continuity in the building, and to ensure that the needs of the community will be properly assessed and effectively met over the life of the SIG grant and beyond.

**Riverdale Avenue Middle School:** As the Turnaround for the school site, Riverdale Avenue Middle School will engage in a solidified and aligned plan for improvement that involves the following three elements: comprehensive social-emotional supports both during the school day and after school, extensive academic supports to help struggling students increase proficiency levels and push all students to high levels of achievement, and differentiated Professional Development for teachers using outside consultants and builds internal capacity around curriculum development, instructional support and analysis of assessments and data to drive instruction.

**Common offerings in both schools:**

The students served in both schools present challenges not only academically but also socially and emotionally. They will require counseling and mental health referrals outside of the small number of students who are mandated for counseling on their IEPs. Partnership with Children will serve as an in-house center for students and families to get information, workshop strategies and meet in small groups and individually. PWC will provide a full-time site supervisor, social worker and social work interns, who will be assigned students based on referrals and identified needs. PWC provides an integrated, comprehensive school-based program of social emotional learning opportunities that include whole classroom work, small counseling groups, individual counseling and crisis intervention, combined with a full range of additional supports including family support, home visits, and referrals to other collaborating community based agencies and organizations. The program results demonstrate that participating students have increased attendance, positive interaction with teachers, improved student self-esteem and behavior at school and at home, reduced the number of incidents and suspensions and improved academic performance, all resulting in improved school and classroom climate.

Partnership with Children offers a variety of topical and support services that are proven to improve student achievement and school climate. At both General D. Chappie James Middle

School of Science and Riverdale Avenue Middle School, PWC will offer a fully integrated, school-based program, Open Heart-Open Mind, which has a concentrated, holistic impact on the entire school community. While individual or combinations of services offered are effective, the integrated program is optimal as it provides a full array of services to maximize school success.

Through the Open Heart-Open Mind program, three MSW social workers with at least 3-5 years' experience are seamlessly integrated into the school community on a full time basis and work directly with students and their families and collaboratively with teachers and administrators.

The Leadership Program will provide a push-in program once per week for thirty weeks during advisory to support students with character education and team building skills. It will also provide an after-school component. The After School Project will provide a safe place for students to cultivate their creativity and develop personal and social responsibility through a variety of creative arts and recreational activities. These programs are aligned to Common Core State Standard and STEM principles, and staff will work to link topics covered after school to what students are learning during the school day. The activities will be developed alongside staff of both schools to ensure that they are tailored to the needs and requests of our teachers, and students, they provide a structured series of age-appropriate activities that can be facilitated during after school for two hours, two days per week for both schools. There will be structured times for co-planning so that the Leadership Program can meet with staff, set goals and monitor and assess progress. The After School Project provides students with clubs and activities that are:

- Customized for each school's needs and interests
- Facilitated by vibrant, qualified, and reliable trainers
- Offered one to five days a week for a year-long or customized program
- Inclusive of parents and community members
- Structured to include the presentation of final projects at Leadership Arts events throughout the city

This program is essential to extending the school day to ensure that students receive additional time to support their learning and growth academically, socially and emotionally. On the three afternoons that the Leadership Program, students will participate in academic and enrichment clubs run by staff, such as Chess In Schools, StockMarket, Fashion Forward, Scouts, etc...

Additionally, both schools will be using separate funding to pay for additional adult support in the form of a school dean for each school. The respective school deans for each school will be in charge of maintaining records of incidents and providing support in the form of positive behavior interventions. Both deans will receive training over the summer in PBIS and be part of the planning team to develop/ modify the existing Discipline Codes. 23K634 will also use funds to supplement salary for a school guidance counselor to assist in the high number of students who are mandated for counseling. This will provide additional support for students who demonstrate high risk behaviors. Our goal is to maintain a proactive approach to dealing with issues that may arise during and outside of the regular school day.

The regular academic program will be supplemented in both schools by residencies from Studio in a School. These residencies will provide each 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade class with an arts

connection once per week for 14 weeks in ELA and/or Mathematics. Teachers will meet with Artists to examine curriculum and plan activities that align with departmental and grade-wide content learning objectives. Students will be able to connect learning in their core academic subjects to art history, fine arts and sculpture in an organized way. Both schools will celebrate with an exhibition at the end of each residency and family and communities from both schools will be invited.

In order to provide substantial support to teachers in curriculum development and to improve instructional outcomes, an AUSSIE consultant will be hired for each school. The AUSSIES will meet for one day per week for 35 weeks to talk with administration about intended outcomes, identify goals and meet with teachers. AUSSIE will observe classroom, debrief with teachers, create individualized learning plans for teachers and facilitate specific professional development with a focus on improving differentiation in the classroom and curriculum alignment in each school horizontally and vertically. Ipads will be used during inquiry to look at student work and track progress using ACUITY and ARIS. Data analysis sessions will be facilitated by Administration from both schools and AUSSIE consultants once per week after school hours. Teachers will receive per-session pay during that time to look at student work, identify next steps and share-out best practices to close achievement gaps with the goal to improve percentages of student proficiency and mastery of ELA and Mathematics concepts.

Technology will be an integral part of engaging students and providing support in differentiating their learning experiences. Neither school has technology in the classroom and no existing SMARTBoards, projectors or document cameras. Each classroom will receive SMARTBoards in year one to use as an instructional tool. Teachers will receive PD in SMARTBoard training to improve student engagement in the classroom and also receive workshops from AUSSIE and admin giving teachers concrete ways to use technology in the classroom to support students and improve instructional outcomes (data tracking, ACUITY, individualized assessments using ACHIEVE 3000).

**ii. Process for model selection and stakeholder engagement.**

At the district level, a dedicated cross-divisional work group is in place to recommend whole school reform models for NYCDOE's 122 Priority Schools. The work group met weekly beginning in September 2012 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 keeping with NYCDOE's strategy for turnaround, once the Priority School was approved to phase-out by the Panel for Educational Policy in March 2013 and a high-quality new school was similarly approved to replace it, the work group determined that the school site would be a good candidate for the Turnaround model. In April 2013, schools were officially notified about their eligibility to apply for the Turnaround model and began working on their applications. The School Improvement Grant application for Priority School was developed by the school leadership and key staff, consulting with the school's Children First Network, School Implementation Manager, and external partners as needed. For the phase-in school, the founding principal of the new school identified to replace the Priority School crafted a School Improvement Grant plan and met with the district-level union representative to share the plan in

May 2013. The new school's plan was also shared with the district-level Chancellor's Parent Advisory Council.

#### **D. School Leadership**

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

It is essential that both the phasing out school as well as its replacement Phase-in school are led by principals who are qualified to take on the challenges unique to each school.

**General D. Chappie James Middle School of Science:** The principal who will preside over General D. Chappie James Middle School of Science as it phases out must be someone who is prepared to motivate staff to continually improve their practice through a transitional period, while keeping acute focus on improving student outcomes.

**Riverdale Avenue Middle School:** For the new school that will replace the Priority School, the leader must be able to articulate a coherent school vision that a) builds and maintains a positive school culture, b) builds a solid instructional core across classrooms, and c) creates supports and structures for development and continual improvement, all rooted in a deep commitment to students. In addition, the leader must demonstrate the capacity to build relationships and effectively collaborate with others.

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

As required under the Turnaround model, new leadership has been identified to drive the successful implementation of whole school change at this Priority School as it phases down.

**General D. Chappie James Middle School of Science:** Drew Goodman will oversee the school as it phases down. Mr. Goodman is a newly appointed interim acting principal who is equipped to build a strong school community and instructional team at 23K634. Drew Goodman most currently worked as a supervisor with the Office of Teacher Recruitment & Quality. He previously served as a NYC middle school assistant principal and principal. Mr. Goodman is familiar with the District 23 community since he served as an assistant principal at 23K634 for two months during the 2011-2012 school year. Mr. Goodman has high expectations for students and realizes the need for strong collaboration between adults and students at the school. His goal is to prepare students for high school and beyond with "options for success". He has articulated steps he would take to ensure the diligent implementation of the Citywide Instructional Expectations (CIE) through planning for common core integration and practices related to effective teacher feedback. He is aware of the importance of various forms of data to identify trends and urgent needs of both staff and students. Professional development support tailored to the needs of teachers that directly impact student performance in the areas of data analysis, entry points for students, scaffolding of instruction and assessment of learning are part of his focus. Mr. Goodman recognizes the need for a strong parent partnership where parents remain knowledgeable about student performance, school priorities and available resources. He has referenced the need to celebrate short wins/steps to build staff and student morale to ensure the school transitions on a "positive level".

Mr. Goodman is a reflective leader who is growing in his administrative practices. He recognizes his need to follow up on teacher practice to ensure that it has direct impact on student performance. As a new principal and lifelong learner, Mr. Goodman will continue to build his capacity by acquiring additional strategies for supporting teachers to use effective instructional strategies to meet the diverse learning needs of all students. He is committed to ensuring that students continue to have access to a full academic experience along with student support services.

**Riverdale Avenue Middle School:** The principal who will lead the new school replacing the Priority School is Kiersten Ward. Ms. Ward is a former teacher who has taught in New York City public schools and also abroad as an ESL teacher in Brazil, Mexico and the Czech Republic. Her experience has allowed her to see education from a unique perspective. Ms. Ward began teaching special education at PS/IS 72 in East New York and was selected as a founding staff member of a new small middle school, The East New York Middle School of Excellence. There, in addition to providing instruction, she served as a coach and mentor for other teachers, developed curriculum, facilitated professional developments, supervised the special education department, started a cooking program, after-school yoga and book clubs for struggling readers. Ms. Ward holds an M.Ed in Education from Brooklyn College and a B.A. in International Politics and Journalism from New York University.

Kiersten Ward served as the principal of 23K634 from August 2012 to May 2013. During that time she improved the safety of the school by supporting staff and students by bringing partnerships and additional personnel into the school to provide social and emotional supports. She was also successful in building a positive school culture where staff, parents and the community worked together to support students and improve outcomes. She instituted data analysis teams, grade team leaders and individualized professional developments for staff to build capacity and grow new leaders.

Ms. Ward will be the principal of Riverdale Avenue Middle School, which will open in September 2013. Her focus in the first year will be building a school culture that holds students and staff to high expectations. She will utilize resources and align professional development to meet the needs of staff and students. Kiersten is an instructional leader who realizes the importance of timely feedback to staff. She will work to create a reflective culture to improve curriculum, instruction, assessment practices and student outcomes. She has extensive experience in creating a data-driven culture that looks at student levels and designs ways to close gaps in proficiency and will use data analysis to make curricular and instructional decisions at the classroom level and school-wide. Kiersten looks forward to collaborating with Mr. Goodman to ensure a cohesive and safe environment in the school, and will continue to partner with organizations that have been successful in helping to promote a positive school culture and ensure that students and staff are growing and learning.

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

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.

***In Both Schools:*** There is one AP who will serve at these two schools to assist in the implementation of these objectives and ensure success and sustainability. The AP will meet with AUSSIE consultants to check-in on teacher learning plans and give feedback to teachers alongside the AUSSIE. The AP will help facilitate data analysis meeting once per week after school and also serve on the school-wide inquiry team that will examine trends in students work products and use a protocol to identify needs, next steps and analyze instructional modifications and their effectiveness. The AP will also monitor/ observe the Leadership program and Studio in a School to ensure consistency and increased student outcomes. The AP will oversee the dean's responsibilities and be a point person in the school's ladder of referral for discipline and safety.

#### **iv. Current supporting leadership profile for model and strategies for plan buy-in**

It is advantageous that in this particular scenario there is a bridge and a consistency in leadership between the phase-out and new school. The principal of the new school, 23K668, also served as the principal of the phase-out school, 23K634, until May 2013. Before transitioning, the schools identified needs in the areas of social and emotional support, academic interventions and increased professional development/ coaching for teachers. Ideas and partnerships were discussed with the new leader of the phase-out school and a proposed plan was agreed upon by both parties. Both schools will use delegation and shared leadership to align objectives, resources and a successful sustainability. Departmental and grade team leaders, data inquiry teams, discipline team, Pupil Personnel Team and whole staff will all receive copies of the strategic plan including goals, partnerships and objectives to ensure consistency and coherence. Staff from both schools will meet to discuss connections and partnerships between Studio in a School, The Leadership Program, Discipline Codes, AUSSIE consultancies and instructional PDs to ensure the best possible environments for students and staff.

### **E. Instructional Staff**

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

With the opening of a new replacement school and the shift in grades to be served at the Priority School's by start of the model implementation in September 2013, there will be key changes in the staffing needs at this school site. The current staff at 23K634 will be pared down next year due to the 6<sup>th</sup> grade being lost to the new school, 23K668 (Riverdale Avenue Middle School). Some staff members will transfer to the new school to aid in consistency and help maintain a culture of positivity, high expectations and a continued trajectory of student improvement. The staff has begun the work of data analysis in teacher teams that meet once per week. They have begun to participate in the inquiry process, looking at student work and making decisions to modify instruction according to student need to make learning and curriculum more meaningful. Teachers and instructional staff will be specifically trained to use a structured protocol to identify gaps in student proficiency and share classroom strategies to improve learning outcomes. Staff will also be trained in data analysis using the text "Driven By Data" by Bambrick-Santoyo to root the process in a research-based text. Staff and admin will mimic the "Driven By Data"

interim assessment cycle and monitor student progress and growth during our weekly analysis meetings.

Administration frequently participates with teachers to identify areas of professional development and design individualized goals and action plans alongside coaches and AUSSIE consultants. Teachers and administration will also meet in small groups with liaisons from both the Leadership Program and Studio in a School to ensure curricular alignment and that the supports are designed specifically according to classroom need. The SMARTBoards and Achieve 3000 will be accompanied with several sessions of PD for all staff members to ensure that they are implemented and used with fidelity.

By start of the 2013-2014 school year, each school's faculty will be in place with the capacity to carry out the improvement initiatives described in this plan and serve the needs of the students.

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

Every instructional staff member at both schools must be well versed in the use of data to drive their instructional choices. Additionally, every instructional staff member must be able to adjust their teaching based on the data they collect in their classrooms. Staff in both schools will understand how to gather, collect, and analyze data in order to find out where their students are currently performing and understand the specific standards where they are struggling. This is essential in our "Driven by Data" design and will be a major component in ensuring the continued progress of our students in both ELA and Mathematics. Staff in both schools will receive individualized PD plans from Administration and from AUSSIE consultants and are expected to take feedback willingly and implement next steps in a timely fashion to improve instructional outcomes. Staff must also value the importance of meeting student's social and emotional needs and will participate in Advisory classes, Partnership with Children events and the Leadership Program events. All teachers at 23K668 will be licensed content area specialists who will serve as teachers, advisors, enrichment cluster instructors and individual student action planners.

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

**General D. Chappie James Middle School of Science:** The new school is currently in the process of interviewing instructional staff (please see next question for more details). During this process, candidates are informed about the Turnaround model design where the new school is replacing the Priority School, and are invited by the new school to apply for available teaching and other staff positions. Staff at 23K634 will be informed of the goals at the start of the school year during summer PD and made aware of the supports that have previously been put in place that will be extended to align to these three goals (e.g. data teams, teacher teams, AUSSIE, Leadership Program, Studio in a School, etc...). Staff will have weekly data meetings to monitor student outcomes, participate in PD sessions from AUSSIE, Leadership and Studio and the new school will host workshops for staff and families from Partnership with Children.

**Riverdale Avenue Middle School:** Staff at 23K668 will host a series of summer PD sessions that will focus on culture as well as curriculum and instruction. During these sessions, goals for the year will be introduced and the supports integral to achieving these goals will be highlighted.

Throughout the school year, staff will monitor their own progress in meeting these goals and have the flexibility to modify, adjust or change process/procedures. The Summer PD sessions will solidify the schools Code of Excellence, reinforcing our core values of Leadership, Empathy, Achievement, Resilience and a No Excuses approach to success. The summer PD sessions will also map out curriculum for the first three months and school and teachers will be given the time to create and share their first two units of study. Non-negotiable instructional strategies and lesson planning components will also be solidified to present a consistency and coherence amongst all classrooms. During these summer PD sessions, teachers will also review the curriculum for the 6<sup>th</sup> grade summer bridge program, to be used at the end of August.

**iv. Formal hiring mechanisms for instructional staff, strategies to assign necessary staff**

The process for hiring in a new or redesigned school includes staff selection by a personnel committee consisting UFT and NYCDOE representatives. Article 18D of the UFT/NYCDOE contract outlines the process for staffing new or redesigned schools opening to replace Priority Schools. The 18D hiring process for new schools is outlined in the Collective Bargaining Agreement. The new school generally opens with one grade in middle or high school and up to three grades in elementary school. New staff must be added as the school adds a new grade cohort each year until the school reaches full scale. The 18D hiring process is used each year at the new school until the Priority School closes completely, thus ensuring formal screening and hiring of all instructional staff at the new school. Due to the phase-out and phase-in process, an accurate reading of staff turnover will be completed after two hiring cycles, or the fall of the phase-in school's second year.

**General D. Chappie James Middle School of Science:** At the phase-out school, 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.

**Riverdale Avenue Middle School:** As a new school, Riverdale Avenue Middle School screens, selects, and hires through the 18D process. A committee comprised of two network representatives, two union representatives, and the principal run the process with goal of hiring the most qualified candidates. A possible barrier to selecting the most qualified personnel for the positions is the location of the school. It is located in a very hard to staff area of Brooklyn that is not accessible to all public transportation.

## **F. Partnerships**

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

***In Both Schools:*** Both schools will share the following partnerships, which will help solidify community between the two schools and forge a connected effort to make sure that all students and staff are receiving the necessary supports for success. In addition to the following partnerships, the new school, 23K668, will host Partnership with Children inside their school to provide social workers to see and provide support to at-risk students and families. The phase-out school houses Partnership with Children funded through the city's mayoral initiative for chronically absent students.

**The Leadership Program:** Selected for push-in services in both schools to provide additional social and emotional support during advisory classes. Leadership will also help both schools facilitate a large after-school program where all students can receive additional academic support in an extended school day twice a week. The Leadership Program was selected because of the positive outcomes made in the phase-out school the prior year and also due to the range of diverse services that they are able to provide. The push-in advisory model was extremely successful in 23K634 during the 2012-13 school year in helping students reflect on their actions and choose proactive ways to deal with conflict.

**AUSSIE:** Aussie consultants will be used by both schools to provide PD to teachers and target individual needs/strengths to improve instructional outcomes for both Math and Literacy.

**Studio in a School:** Both schools will use residencies to provide students with arts education aligned to academic curriculum in both the ELA and Mathematics classrooms.

**Achieve 3000:** Both schools will use Achieve 3000 to ascertain individual student reading levels, provide students with exposure to a variety of non-fiction genres and also monitor progress using a variety of formative and summative assessment.

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

See Attachment C for each school.

### **iii. Partner accountability**

***In Both Schools:*** First, both administrations will review the partnerships' professional development materials in order to ensure that what our teachers and staff members are being trained in fits with our school improvement model. Next, the assistant principals and/or principals will attend all trainings in order to understand what instruction our teachers received. Based on the training teachers receive, each school will target weekly observations to check on the implementation of this new knowledge. Partner organizations will be held accountable for improved student outcomes. Additionally, both schools will continuously review data from interim assessments to ensure that students are making academic gains. If they are not, the schools will tap into partner organizations' expertise to help address the areas for development and create action plans for all parties.

With regard to partnerships focused on students' social and emotional development, each school will survey students and families in order to ensure they are satisfied with the services being provided. Staff and administration will also have regular meetings with these partners in order to identify students in need of additional support, any adjustments that might need to be made and to ensure that all parties are on track to meet yearly goals. Each school will review and track student behaviors and attendance through a software program to identify trends and assess the impact of the partnerships. Administration will also look at surveys taken by teachers, students and parents to determine the level of satisfaction with the programs. Benchmarks will be three times a year, with a goal of a reduced number of incidents and improved attendance in school and at events/ workshops. If the schools do not achieve these goals, administrators will reconsider the structure of the programs that the partnerships provide and shift them according to what can be gleaned from the data collected.

## **G. Organizational Plan**

### **i. Organizational chart**

See Attachment G for each school.

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

***At Both Schools:*** At both schools staff will be encouraged to participate in the operational aspects of the school improvement model. Administration will reach out to staff to gauge interest and also to invite them to volunteer/ work in various aspects or with partnerships. Distributive leadership will be used to ensure that all stakeholders are represented and decisions are not made in isolation. Each teacher will participate in data teams, there will be representation from each grade and department on our PPT teams and Social/ emotional partnerships will meet with whole staff to survey needs and modify practices as necessary. Online surveys will be sent out to staff to gather opinion and consensus before changes occur. Instructional decisions will be made according to identified needs of students, staff and the community. The instructional programs for students are specifically designed to provide additional support through "Individual Student Action Planning" periods, Advisory and Enrichment clusters. Student progress will be monitored via data tracking systems to maintain continued improvements.

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

Both schools will implement New York City's newly approved APPR plan for teachers beginning in the 2013-2014 school year. Central staff and the Network team will support them with training in the new system this summer. The schools may revise their plans for implementation as they 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.

Both 23K634 and 23K668 will engage in formal and/or informal observation cycles happening consistently to ensure the highest quality instruction for our students and on-going feedback for our teachers. Dependent on the outcomes of the Initial Planning Conferences, it is anticipated that the assistant principal, principal or instructional coach will be in every classroom for a short observation on a weekly basis. This will average about 3-4 observations per administrator per week. Following the short observation, the administrator will schedule a 15 minute debrief with the teacher that day. The debrief conversation will include two areas of strength and one to two areas of growth with action steps. The areas for growth will be followed up with during the next week's short observation. These short observations will be kept in an excel observation tracker in order to track on-going teacher development as well as housed in a binder for quick reference. We will use a template focusing on components of Danielson as identified in the citywide instructional expectations.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment T. 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. Both schools 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 T for further detail. As discussed in section iii, both schools will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. The schools may revise their plans for implementation as they 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.

#### **In Both Schools:**

	<b>Frequency</b>	<b>Scheduling</b>	<b>Conducting</b>	<b>Reporting</b>
<b>Informal Observations</b>	Weekly 10-15 minute observations.	Every teacher will have an informal observation each calendar week. These may be more frequent if deemed necessary by the performance of the teacher.	Administration will take a running record of the teacher actions and words as well as student actions and words. The administration will complete an informal observation report that will give two strengths and one to two next steps that will be checked on during next week's observation.	There will be a 15 minute debrief that day following the informal observation. This meeting will highlight what steps need to be taken for the next week. Teacher and administrator will mutually decide what supports or professional development sessions are necessary in order for the teacher to successfully implement the next steps. Report will be kept in binder per teacher in order to track growth over time.
<b>Formal Observations</b>	Administration will conduct three formal observations a year.	These will be scheduled in advance with the teacher agreeing to a pre-observation, observation, and post-observation timetable.	Administrator will structure them with a narrative, questions, positive features, recommendations and next steps.	During the post-conference, administrator and teacher will discuss the strengths and growth areas for the teacher. Based on observation and collection of information observations, teacher and administrator will agree on personal professional development plan for the time until the next formal observation.

**H. Educational Plan**

Both the phasing out Priority School and the phasing in new school are committed to providing educationally sound programs for all of their students each year. The educational plans described below articulates how the Priority School will ensure that it continues to strengthen its programs and offerings to students each year until it closes, and how the replacement school launches a new, comprehensive programming at the school site, geared toward the needs of its student community.

i. **Curriculum**

**In Both Schools:** Both schools will be using the Common Core-aligned curriculum that has been approved for city use. Teacher teams will also use planning time to ensure that all the standards for NYS and the NYS Testing Program as well as coverage of standards within the already vetted curriculum.

Based on NYCDOE recommendation, both schools will use Connected Math. Both schools will use Scholastic's Codex program (ELA) and supplement the curriculum with additional high-interest book clubs based on reading level for Humanities. Glencoe will be used for Science, and will be supplemented with FOSS kits. Additionally, the schools will purchase software to supplement the basic curriculum such as Achieve3000 and Read180. These will serve as additional resources for struggling learners. Whenever appropriate the schools will provide the same resources to parents in order to help those who need to learn English.

ii. **Instruction**

**In Both Schools:** Both schools will seek to infuse all the instructional shifts for ELA and math into our teaching across all subject areas. Teachers will infuse a depth of understanding rather than a breadth by using the Connected Math curriculum. Students will have multiple opportunities to model their mathematics using manipulatives and supplemental materials. Teachers will also create authentic assessments to give students real-world opportunities to use new content. Students will work to see the relevance of math in real world contexts and apply concepts to areas that will help them internalize information. In ELA, both schools will give students the opportunity to interact with informational texts in humanities classes, science and social studies. All subject areas will emphasize academic vocabulary and the importance of exposure to a variety of genres. There will be a consistency and coherence amongst the literacy instruction in all classrooms and teachers will use common rubrics to assess student work. Students will be expected to "explain their thinking" and reflect on their work in meaningful ways (e.g. identifying obstacles, alternate solutions, process). Partnerships will also be utilized to strengthen academic and instructional outcomes. The Leadership Program will extend the school day twice a week for students and provide enrichment. Both schools will also promote student engagement and instructional effectiveness by using document cameras, projectors, and SMART boards. Staff will also use iPads to look at student work, take notes and engage in the inquiry process.

iii. **Use of Time**

Both schools will follow the same weekly schedule. There are 184 days during the 2013-14 school year. The school day is 6 hours and 20 min. Three times a week, (pending an SBO vote) there will be 50 minutes of extended day in order to provide targeted support to students who are struggling academically and to provide an opportunity for teacher teams to meet. The sample class schedule shows that four hours of each day are in core instruction, 30 minutes of advisory daily to address social-emotional concerns, 50 minutes of lunch and 45 minutes of gym, and 15 minutes for morning meetings. At **Riverdale Avenue Middle School** students will receive 2 hours of Individualized Student Action Planning, which will vary in content area according to need and 2 hours of Enrichment Clusters on Fridays according to interest and preference. Riverdale Avenue Middle School will also provide a 3-day Summer Bridge program for incoming 6<sup>th</sup> graders only. Finally, teachers will have common planning time twice a week while students are in advisory with Leadership Program Staff.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45 – 9:15	Advisory				
9:15-10:15	Humanities	Math	Math	Humanities	Individual Student Action Planning
10:15-11:15	Humanities	Math	Math	Humanities	
11:15-12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:05-12:50	Gym	Gym	Gym	Gym	Gym
12:50-1:50	Math	Science	Humanities	Math	Enrichment Clusters
1:50-2:50	Science	Humanities	Science	Science	
2:50-3:40	Extended Day	Extended Day	Teacher Teams	Extended Day	Dismissal
3:45- 5:45	ELT After School		ELT After School		

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

**In Both Schools:** Both schools will engage in Santoyo’s “Driven By Data” interim assessment schedule to monitor and constantly assess student progress. Staff will receive PD in data analysis and also receive per session to meet bi-weekly to look at data and make curriculum and instructional decisions. ACUITY will be used to customize assessments and monitor specific standards and skills students are mastering and struggling with throughout the year. Achieve 3000 will be used to monitor reading levels.

September – Baseline/Diagnostic assessments are given in ELA and Mathematics for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Achieve 3000 online reading assessments are given to students to assess their independent fluency and comprehension levels.

Teacher teams meet to analyze the data from the baseline/diagnostic assessments, students set goals based on specific standards/skills and reflect on their progress. Teacher teams meet during school hours and after school to refine and adjust curriculum to address student needs based on the data from diagnostic assessments.

October – Based on data from the baseline/diagnostic assessments and CCLS aligned units of study, teacher teams use common planning times to create interim benchmark assessments in Math and ELA to assess student mastery of skills and objectives aligned to pacing calendars and the CCLS.

November – Common interim/benchmark assessments are given to students across grade levels in Math and ELA. The results are analyzed in teacher teams using items skills analyses to detect student strengths and areas for specific interventions in ELA and Math. Teachers use the results of the assessments to revise and modify curriculum, creating an instructional plan to re-teach skills and standards according to student need. Students reflect on their progress and monitor their goals by examining their gains from diagnostic/baseline assessments and % of proficiency in selected CCLS standards and skills (i.e. Acknowledging opposing viewpoints and formulating an argument).

December – Students take their second Achieve 3000 online reading assessment to determine their independent reading levels and comprehension skills. Teacher teams meet during the school day and after school in departmental and grade teams to determine next steps for students depending on current curriculum and gaps in student mastery. Teachers design interim assessments that align with student needs and CCLS that serve as performance tasks that address student proficiency while deepening their understanding of concepts and applying them in an interdisciplinary way that bridges content areas and reinforces connections to the real world.

January – Students complete their second interim assessment which is administered in grades 6-8 in ELA and Math. The results are analyzed in teacher teams using items skills analyses to detect student strengths and areas for specific interventions in ELA and Math. Teachers use the results of the assessments to revise and modify curriculum, creating an instructional plan to re-teach skills and standards according to student need. Students reflect on their progress and monitor their goals by examining their gains from diagnostic/baseline assessments and % of proficiency in selected CCLS standards and skills.

February – Instructional plans are monitored by instructional leads and administration to ensure that individual and small group student needs are being addressed in ELA and Math. Students are given multiple opportunities to demonstrate mastery in standards and skills during regular class times and small group sessions.

March/April – The results are analyzed in teacher teams using items skills analyses to detect student strengths and areas for specific interventions in ELA and Math. Teachers use the results of the assessments to revise and modify curriculum, creating an instructional plan to re-teach skills and standards, according to student need. Students reflect on their progress and monitor their goals by examining their gains from diagnostic/baseline assessments and % of proficiency in selected CCLS standards and skills

May/June – Teachers use student levels and grade level expectation to determine next steps for individual and small groups of students. Based on the results of the last interim/benchmark assessment, students are given additional reinforcements/ opportunities to demonstrate mastery in ELA and Math standards/skills through CCLS aligned performance assessments and small group academic interventions. Students reflect on the progress made throughout the academic year and begin work in preparing for the next academic year. Students are given a final online reading assessment to determine gains made throughout the year and inform class configurations and instructional foci for the upcoming school year.

#### v. **Student Support**

**In Both Schools:** Partnership with Children will help head up the schools' Pupil Personnel Team, alongside teachers and administrators. Social workers will examine qualitative and quantitative student data to identify those who may require academic, social and/or emotional interventions. All staff will have detailed referral forms to use in order to refer students to the PPT meeting. At these meetings, staff will discuss findings, schedule interventions and monitor their effectiveness. Staff will be trained by PWC and Leadership Program to identify student needs, respond accordingly and use a consistent and coherent set of beliefs in the classroom about educating students in order to provide a safe and positive space for learning. The school will also work with a part-time guidance counselor who will serve mandated students and meet with PWC to keep abreast of all day-to day occurrences. Through PWC, both schools will

collaborate to sponsor family and community events as necessary to maintain an active and productive school-home partnership.

**vi. School Climate and Discipline**

**In Both Schools:** In order to create (23K668) and maintain (23K634) a safe and supportive environment where students can learn, both schools will use SIG funds to hire a dean of student discipline. The respective deans will be the point people for making sure that the Code of Discipline is upheld. Each school will use a PBIS system to monitor infractions and provide specific and meaningful consequences to students, including a structured time to reflect on behaviors and set goals for improvements. Partnership with Children and the Leadership Program will also be used to supplement the discipline code by reinforcing it during lessons, workshops, small-groups meetings and through individual counseling.

**vii. Parent and Community Engagement**

**In Both Schools:** Partnership with Children will provide workshops and events for parents and community members to come in and participate with school initiatives and goals. Leadership gram will host after-school celebrations for parents and families to come and view our students engaged in academic events, sports, arts, etc... Studio in A school will host an exhibition for both schools which allows parents and the community opportunities to view and celebrate student achievements. The school dean will use structured time during the day to contact parents and schedule meetings to discuss student goals, present performance and identified areas of concern.

**I. Training, Support, and Professional Development**

To ensure that each school's staff is prepared and receiving on-going support for implementing the educational plan, the Priority School and its replacement new school will have professional development events tailored to each school's needs.

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

**In Both Schools:** The three areas identified in the school's PD plan are Curriculum Planning, Improving Instruction and the creation of meaningful Assessments that accurately capture student proficiency levels. Both school's administrations were part of the creation of the professional development plans in place. Both schools use the UBD methodology in planning curriculum alongside state and city scope and sequence. They are also aligned in using the Danielson framework to align teacher feedback and identify next steps. Staff members receive extensive PD both during the summer and school year in each of these three areas. The development of a data analysis plan is something that is ironed out at the start of the school year and modified as the data team/ administration sees necessary. Teacher PD plans are also modified dependent on the teacher, their needs, their strengths and/or preferences.

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

See professional development events in Attachment I

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

**In Both Schools:** Both schools have set three goals for Professional Development:

1. To improve planning and preparation of curriculum on a broad level to illustrate connections between content areas and show vertical and horizontal alignment.
2. To improve instructional outcomes by conducting short informal observations aligned to specific components of a research-based teacher support framework.
3. To use assessment to drive our instruction and understand the value of data analysis.

These goals will be monitored several times throughout the year in admin cabinet meetings, individually with teachers and during data checks after interim assessments are given every 6 to 8 weeks.

## **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, 2012, 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), 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.

**General D. Chappie James Middle School:** Families will have opportunities to get regular updates on SIG plan implementation during family and community workshops. The goals and improvement plan will also be discussed and goals will be monitored in PTA meetings and during SLT. Parent and community thought and opinion will be taken into account to help determine the effectiveness of certain supports and help plan for the future of both schools.

**Riverdale Avenue Middle School:** During the summer, staff from Riverdale Avenue Middle School will make home visits to all students and families slated to attend the school in the fall. During these visits the support structures outlined in the SIG plan will be highlighted and distributed along with the family handbook.

As at General D. Chappie James Middle School, families will have the opportunity to get updates on SIG implementation during the year at family workshops, PTA and SLT meetings. Additionally, parent and community input will be taken into account to help determine the effectiveness of the programs put in place.

#### **K. Project Plan and Timeline**

The project plans and timelines for the Priority School and new school, including their respective major goals and strategies for each year of the Turnaround model implementation, are described below.

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

**In Both Schools:**

**Goal #1:** Both schools will supplement academic curriculum with social-emotional supports to address student needs and talents inside and outside of the classroom.

**Key Strategies:** Partnership with Children, the Leadership Program curriculum integration, Guidance Counselor supports, Advisory Program, Full-time dean in both schools

**Goal #2:** Both schools will increase proficiency levels in ELA and Math based on incoming state exam scores by providing additional academic supports during the school day and after-school.

**Key Strategies:** Extended Learning Time from the Leadership Program, Achieve 3000, Data analysis program supported with per session moneys for teacher to meet

**Goal #3:** Both schools will provide professional development to teachers throughout the school year that supports them in designing curriculum, delivering instruction and assessing student learning.

**Key Strategies:** AUSSIE consultant, Leadership Program, SMARTBoard training, ACUITY

training, DATA analysis trainings/PD, Summer PD in both Culture and Instruction

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

Early wins would include comprehensive bios on each student, including a social history, to better understand and assist each student. These can be used as references throughout the school year. Also, an early indicator of success will be the effectiveness of the Advisory program as evidenced by surveys distributed to staff and students each month. Another indicator of success related to goal #1 will be high percentages of attendance at our parent/ family functions and workshops held by Partnership with Children and the Leadership Program.

To meet the second goal of increased levels of proficiency in ELA and Math early wins would include growth via diagnostic and benchmark/interim assessments. By November/ December we will see a growth average of 5% points measured by similar standards in ACUITY assessments taken each 6 weeks. We will also see growth in student ability to show their thinking and reflect on their own progress on short answer and extended responses.

Early wins on the road to the third goal will be tracked via individual teacher PD plans and learning goals made in the first month of school. These will be checked on during the month of December to determine progress and also set next steps. Teachers’ informal and formal observations should also show alignment to their own goals, as well as school-wide goals. Teachers will each have a shared understanding of a curriculum map for the school which will be posted and a minimum of three unit plans created using UBD methodologies by December 2013.

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

Leading indicators of success will be scores from ACUITY and benchmark assessments, survey results from students and families of advisory and partnerships, attendance sheets from family and community events, and teacher progress according to individualized learning plans, informal and formal assessments. These indicators will be collected a minimum of 4 times per year and analyzed first in administrative cabinet meetings and then shared out to the whole staff. Online Occurrence Reporting System (OORS) data will also be examined and analyzed quarterly to monitor the effect of advisory programs, partnership with children and the Leadership Program. Administration will meet with the site supervisors of both PWC and the Leadership Program to measure efficiency and design ways to improve outcomes. AUSSIE consultant logs and plans will be debriefed quarterly to monitor progress and design strategies moving forward to ensure continued success. Student behavior logs will also be reviewed and analyzed via Deans List software to look at the greatest number of incidences, the locations and use this data to strategize next steps. Logs will also be reviewed a minimum of 4 times per year to look at patterns and trends from students in Partnership with Children and Leadership Programs. The majority all these data sources will be used during weekly inquiry team, curriculum team and program partnership meetings. In addition, during whole staff retreats, these indicators, school quality review data, and annual achievement data will be analyzed and strategically addressed to ensure that student needs are being addressed and outcomes are being improved.

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

In year two, both schools will seek to improve on all results of our three goals in year one. The effectiveness of supports will be evaluated and modified if necessary. The effectiveness will be

determined not only be school administration but whole-staff and discussions with parents and community. We will continue to hold quarterly meetings with each of our partnership organizations to discuss their progress and talk about next steps to maintain accountability and ensure continued success for staff and students. Programs for the new school will be extended and grown to accommodate the growing number of students and staff.

The Priority School, General D. Chappie James Middle School, will phase-out completely at the end of the 2014-2015 school year and Riverdale Avenue Middle School will continue to phase-in at the site the following year. In year three, Riverdale Avenue Middle School will continue to set and reach for ambitious goals. The school will continue to put resources towards providing comprehensive academic and social/emotional supports for students, and developing highly qualified staff.

23K634 General D. Chappie James Middle School of Science  
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
<b>I. Leading Indicators</b>							
a. Number of minutes in the school year	min		59182	60060	60060	60060	School Closed
b. Student participation in State ELA assessment	%		99.20%	99%	100%	100%	School Closed
c. Student participation in State Math assessment	%		99.20%	97%	100%	100%	School Closed
d. Drop-out rate	%		n/a	n/a	n/a	n/a	School Closed
e. Student average daily attendance	%		93.0%	89%	91%	92%	School Closed
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	School Closed
g. Suspension rate	%		1.9%	17.2%	14%	10%	School Closed
h. Number of discipline referrals	num		66	96	30	20	School Closed
i. Truancy rate	%		1.0%	4.1%	3.8%	2.5%	School Closed
j. Teacher attendance rate	%		95.2%	95.6%	97%	99%	School Closed
k. Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	School Closed
l. Hours of professional development to improve teacher performance	num				73	76	School Closed
m. Hours of professional development to improve leadership and governance	num				45	50	School Closed
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num				34	45	School Closed
<b>II. Academic Indicators</b>							
o. ELA performance index	PI		Please see memo	86	Please see memo	Please see memo	School Closed
p. Math performance index	PI		Please see memo	76	Please see memo	Please see memo	School Closed
q. Student scoring	%		44%	9.40%	Please see	Please see memo	School Closed

"proficient" or higher on ELA assessment					memo		
r. Students scoring "proficient" or higher on Math assessment	%		57%	10.6%	Please see memo	Please see memo	School Closed
s. Average SAT score	score		n/a	n/a	n/a	n/a	School Closed
t. Students taking PSAT	num		0	n/a	n/a	n/a	School Closed
u. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	School Closed
v. High school graduation rate	%		n/a	n/a	n/a	n/a	School Closed
w. Ninth graders being retained	%		n/a	n/a	n/a	n/a	School Closed
x. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	School Closed

**Attachment B**  
**School-level Baseline Data and Target-Setting Chart**

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>NYS State Avera ge</b>	<b>District Average</b>	<b>*School's Baseline Data (2010-11)</b>	<b>Target for 2013-2014</b>	<b>Target for 2014-2015</b>	<b>Target for 2015-2016</b>
<b>I. Leading Indicators</b>							
y. Number of minutes in the school year	min		59182	n/a	59182	59182	59182
z. Student participation in State ELA assessment	%		98.9%	n/a	98.9%	98.9%	98.9%
aa. Student participation in State Math assessment	%		99.20%	n/a	99.20%	99.20%	99.20%
bb. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
cc. Student average daily attendance	%		93.0%	n/a	93.0%	93.0%	93.0%
dd. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
ee. Suspension rate	%		1.9%	n/a	1.9%	1.9%	1.9%
ff. Number of discipline referrals	num		66	n/a	60	50	40
gg. Truancy rate	%		1.0%	n/a	1.0%	1.0%	1.0%
hh. Teacher attendance rate	%		95.2%	n/a	96%	96%	96%
ii. Teachers rated as "effective" and "highly effective"	%			Please see memo	Please see memo	Please see memo	Please see memo
jj. Hours of professional development to improve teacher performance	num			n/a	70	70	70
kk. Hours of professional development to improve leadership and governance	num			n/a	30	30	30
ll. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	50	50	50
<b>II. Academic Indicators</b>							
mm. ELA performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
nn. Math performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
oo. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	50%	55%	60%
pp. Students scoring "proficient" or higher on Math assessment	%		57%	n/a	60%	65%	65%

qq. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
rr. Students taking PSAT	num		0	n/a	n/a	n/a	n/a
ss. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
tt. High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
uu. Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
vv. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

\*School has not yet opened so will not have baseline data.

## 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"> <li>• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions)</li> <li>• PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching</li> <li>• PD to understand the new system of teacher evaluation and development</li> <li>• PD to implement Response to Intervention (RtI)</li> <li>• PD for teachers working with English Language Learners</li> <li>• PD to implement Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Observation and feedback to individual teachers</li> <li>• PD/mentoring to support new teachers</li> <li>• PD to implement CTE courses in which increased percentages of historically underserved students will enroll</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs</li> <li>• 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</li> </ul>
--	---

*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"> <li>• Regular meetings in which school leaders:             <ul style="list-style-type: none"> <li>○ Review data and establish an instructional focus</li> <li>○ Evaluate curricular alignment with standards in all content areas</li> <li>○ Plan and adjust PD to support implementation of the school's curricula</li> <li>○ Plan and adjust PD to improve instruction</li> </ul> </li> <li>• Regular meetings in which team leaders develop facilitation, data analysis, and planning skills</li> <li>• PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings</li> <li>• 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</li> <li>• Support for school leaders supporting teachers with the new teacher evaluation and development system</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll</li> <li>• 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</li> <li>• 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</li> </ul>
---	---

**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  
**23K634 General D. "Chappie" James Middle School of Science**  
**23K668 Riverdale Avenue Middle School**  
 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)
Editure – Literacy, Math, & Technology  AUSSIE (Editure) Job-Embedded PD Support Contact: Bernadette McKinlay (Education Director) <a href="mailto:BMcKinlay@edituregroup.com">BMcKinlay@edituregroup.com</a> ph 212 731 8417	1. 12X098 Herman Ridder	1. Principal: Claralee Irobunda <a href="mailto:CIrobun@schools.nyc.gov">CIrobun@schools.nyc.gov</a> Ph 718 589 8200
	2. 10X118 William W Niles	2. Principal: Elizabeth Lawrence <a href="mailto:Elawren3@schools.nyc.gov">Elawren3@schools.nyc.gov</a> Ph 718 5842330
	3. 11X287 The Forward School	3. Principal: Adrienne Phifer <a href="mailto:APhifer@schools.nyc.gov">APhifer@schools.nyc.gov</a> Ph 718 6520519
	4. 11X144 Michaelangelo	4. Principal: Jeremy Kabinoff <a href="mailto:Jkabino@schools.nyc.gov">Jkabino@schools.nyc.gov</a> Ph 718 3797400
	5. 12X383 Emolior Academy	5. Principal: Derick Spaulding <a href="mailto:dspaulding@schools.nyc.gov">dspaulding@schools.nyc.gov</a> Ph 718 8422670
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.	<b>References / Contracts</b> (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)
<b>Elaine Porcher</b> Director of Business Development The Leadership Program 598 Broadway 5th Fl. New York, NY 10012 212.625.8001 office 212.625.8020 fax	Progress HS/Grand Street Campus	Principal William Jusino <a href="mailto:wjusino@schools.nyc.gov">wjusino@schools.nyc.gov</a>
	MS 247 Dual Language	Principal Claudia Aguirre <a href="mailto:Caguirr@schools.nyc.gov">Caguirr@schools.nyc.gov</a>
	MS 301	Principal Benjamin Basile <a href="mailto:bbasile@schools.nyc.gov">bbasile@schools.nyc.gov</a>
	Hillside Arts & Letters Academy	AP -Raquel Nolasco <a href="mailto:Rnolascc@schools.nyc.gov">Rnolascc@schools.nyc.gov</a>
	IS 52	Principal Dr. Sal Fernandez

elaine@tlpnyc.com		sfernan@schools.nyc.gov
	PS 001 Courtlandt School	Principal Jorge Perdomo jperdom@schools.nyc.gov
	PS 155 William Paca	Principal Lillian Ortiz lortiz4@schools.nyc.gov
	Taft-BX HS for Medical Science	Principal William Quintana wquinta@schools.nyc.gov
<b>Partner Organization Name and Contact Information</b> <b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.	<b>References / Contracts</b> (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)
Nisha Nair Program Manager, Residency Programs The Studio in a School Association, Inc. 75 West End Avenue New York, Ny 10023 nnair@studioinaschool.org T: 212.459.1455, ext. 229 F: 212.957.1327 www.studioinaschool.org Art for All Children	1. PS 171M, district 4: partner since 1998 Quality Review: Well-developed.	Dimitres Pantelidis, Principal, 212-860-5800 1. Dpantel2@schools.nyc.gov
	2. PS 112M, district 4: partner since 1998 Progress Reports 09-12: B, A, B. Quality Review: Well-developed.	2. Eileen Reiter, Principal, 212-860-5868 ereiter@schools.nyc.gov
	3. PS 196X, district 12. Partner since 2005 Progress Reports 09-12: B, C, A. Quality Review: Proficient	3. Principal Lizette Rivera, 718-328-7187 lrivera10@schools.nyc.gov
	4. PS 49X, district 7. Partner since 2005 Progress Reports 09-12: B, C, A. Quality Review: Proficient	4. Principal I.A. Philip Caraher 718-292-4623 pcaraher@schools.nyc.gov
	5. PS 123 Brooklyn, district 32. Partner since 2005 Progress Reports 09-12: C, B, B. Quality Review: Proficient.	5. Principal Veronica Greene, 718-821-4810 vgreene@schools.nyc.gov
	6. PS 106X, district 11. Partner since 2005 Progress Report 09-12: B, B, B Quality Review: proficient.	6. Principal Eugenia Montalvo, 718-892-1006 emontal@schools.nyc.gov
	7. P.S. 102M, district 4. Partner since 2005 Progress Reports 09-12: A, B, B. Quality Review: Proficient	7. Principal Sandra Gittens, 212-860-5834 sgitten@schools.nyc.gov
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (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.	<b>References / Contracts</b> (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)
<b>Partnership With Children – Open Hearts, Open Minds Program</b> Barbara Cavallo, LCSW Associate Executive Director of Program Partnership with Children	1. 23K446 – The Riverside Avenue Community School	1) Meghan Dunn mdunn6@schools.nyc.gov
	2. Brownsville Collaborative Middle School	2) Stacey Walsh swalsh3@schools.nyc.gov
	3.	3)
	4.	4)
	5.	5)

299 Broadway, Suite 1300 New York, NY 10007 Phone: 212.689.9500, ext. 304 Fax: 212.689.9568 Email: <a href="mailto:bcavallo@partnershipwithchildrennyc.org">bcavallo@partnershipwithchildrennyc.org</a>	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)

Attachment G

Riverdale Avenue Middle School  
Organizational Chart

**Principal- Kiersten Ward**

Teacher Team Leaders  
Guidance – Partnership with Children  
ESL  
Safety- Security  
Special Education Department  
IEP teacher  
Weekly Instructional Meeting whole staff  
Weekly Data Analysis Meeting  
Data Specialist  
AIS : Kid Talk/ PPT  
Instructional Leadership Team  
Professional Development  
School Budget- Galaxy  
Compliance  
School Leadership Team  
Secretary  
Observations  
School Aides  
Parent Coordinator

**Teacher Team Leaders**

Co-Data Specialists( school data)  
PTA  
Testing  
Website Coordinator  
Prof Development  
Field Trips

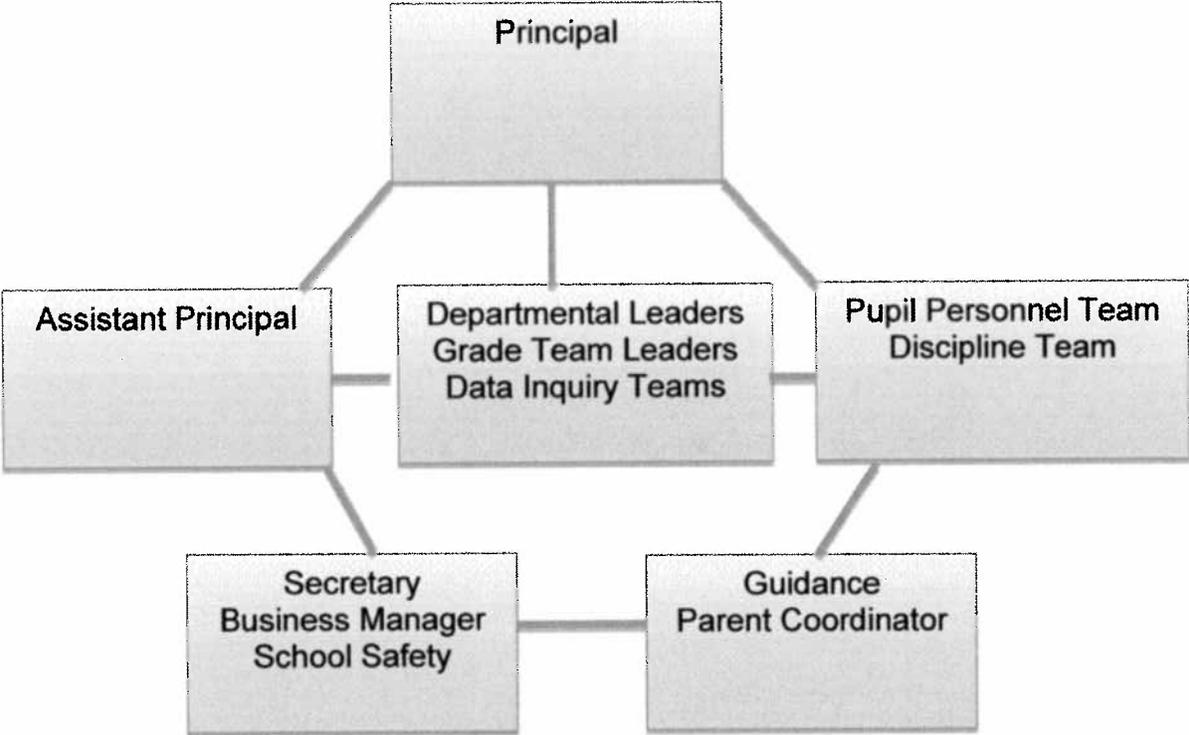
**Guidance/ PWC**

Mandated Counseling  
Crisis Response team  
Scheduling Push In- Pull out Support  
Advisory- Curriculum, Issues  
Report Cards

**Secretary/ Office**

Enrollment/Discharge Pupil  
Accounting  
Attendance  
Payroll  
Student Transportation  
ATS  
FAMIS  
Coverages

General D. Chappie James Middle School  
Organizational Chart



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

**General D. "Chappie" James MS and Riverdale Avenue Middle School  
Professional Development Plan for 2013-14**

<b>Month of</b>	<b>Type of Sessions</b>	<b>What? Activities</b>	<b>Why? Expected Outcomes What data is it based on?</b>	<b>Targeted Audience? Who?</b>	<b>Who? Facilitator</b>	<b>Assessment/Evaluation</b>
<b>September</b>	<p><i>Reviewing Cultural Norms and Daily Flow (Rituals and Routines)</i></p> <p><i>Data Driven Instruction</i></p> <p><i>Utilizing Learning Objectives and Enduring Understandings</i></p>	<p>Reviewing and implementing dept. norms and Classroom "Flow of the Day"</p> <p>Using Achieve 3000, Running Records, and Base Line Assessments.</p> <p>Developing SMART learning objectives, Observing lesson and developing objective based on outcome</p>	<p>To establish tone for instruction and professional responsibilities for the year</p> <p>Using multiple sources of data to plan for targeted student instruction</p> <p>Present contextual learning in a meaningful way for students.</p>	<p>Dept. Teams and Grade Teams</p>	<p>Instructional Support Specialist/Admin</p> <p>Network Support</p> <p>AUSSIE</p>	<p>All departments implement norms for the year</p> <p>Collection of student data</p> <p>Incorporation of strategies into lesson planning and informal observations</p>

<b>October</b>	<p><i>Review Achieve Running Records, and math baseline Assessments</i></p> <p><i>Questioning and Discussion Techniques</i></p>	<p>Analyzing reading level and baseline assessment results</p> <p>Reading <u>T</u>each <u>L</u>ike a <u>C</u>hampion (Right is Right and Stretch It),  <u>R</u>eviewing Clips, <u>D</u>iscussion on implementation, <u>L</u>ooking at DOK levels and <u>Q</u>uestioning</p>	<p>To create instructional groups and plans for 37 ½ minute session</p> <p>Deepen student understanding of content presented</p>	<p>Dept. Teams</p>	<p>Instructional Support Specialist/Admin</p> <p>Network Support          AUSSIE</p>	<p>Intervention plan for targeted students based on baseline data</p> <p>Implementation of strategies presented into lesson planning</p> <p>Use data gathered to revise unit plans</p>
	<p><i>Preparing for Interim Assessments</i></p> <p><i>Unit Plan Analysis</i></p>	<p>Reviewing Assessments for alignment to curriculum/standards</p> <p>Analyzing student work using protocols</p>	<p>To identify patterns and trends in student learning gaps</p> <p>Critical friends focus on Learning Objectives and Instructional Outcomes</p>			

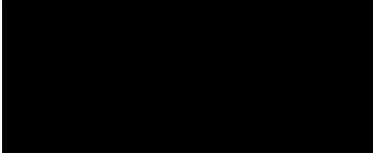
<b>November</b>	<i>Grading Interim Assessments</i>	Dept. Teams aiding in grading the interim assessments	To identify patterns and trends in student learning gaps	Dept. Teams	Instructional Support Specialist/Teacher Leaders/Admin	Patterns and trends identified and action plan to address gaps created
	<i>Analyzing Assessment Results</i>	Looking at interim assessment data	To identify patterns and trends in student learning gaps		Network Support AUSSIE	Synthesize results from assessments and student work analysis to adjust instruction
	<i>Adjusting Instruction based on data results</i>	Analyzing student work using protocols	To identify areas to revise instructional practices to meet the needs of each student			Modified curriculum maps/unit plans/lesson plans to meet the needs of all learners
<b>December</b>	<i>Looking at Student Work</i>	Teachers looking at student work using protocols	Identifying trends and patterns	Dept. Teams	Instructional Support Specialist/Teacher Leaders/Admin	Specific areas for improvement identified/plan created for modification
	<i>2<sup>nd</sup> interim assessment planning</i>	Review assessment and scheduling	Make sure that schedule is accurate and assessment in complete and ready to administer		Network Support AUSSIE	Completed testing schedule
	<i>Curriculum Map check in</i>	Departments will review curriculum maps for pacing/rigor/	Ensuring that curriculum maps are revised and reflect actual teaching practices and are meeting			Revised curriculum maps

		alignment etc. Teams will meet to grade interim assessment	student learning needs To identify patterns and trends in student learning gaps and reflect on instructional adjustments that have been made			Synthesize results from assessments and student work analysis to adjust instruction
<b>January</b>	<i>Interim Assessment Grading</i>	Teachers looking at student work using protocols Teachers meet by dept. to analyze and update unit plans Teachers meet to discuss progress of students receiving AIS Teachers meet to finalize plans for pre-state exam interim assessment	Identifying trends and patterns Identifying areas where unit plans can be modified to address the needs of all learners Identifying trends and patterns for students Assessment will mirror state exam	Dept. Teams	Instructional Support Specialist/Teacher leaders/Admin. Network Support AUSSIE	Creating instructional plans and lesson modifications to address the needs of all learners Modifying plan to meet the needs of students receiving AIS based on assessment data Interim assessment and calendar prepared
	<i>Looking at Student Work</i>					
	<i>Revising unit plans</i>					
	<i>Student intervention check in</i>					
	<i>Preparing for Feb. interim assessment</i>					

<b>February</b>	<p><i>Interim assessment Grading</i></p> <p><i>Looking at Student Work</i></p> <p><i>Analyzing interim assessment data</i></p> <p><i>State Exam prep</i></p> <p><i>*Identify Saturday school and winter break academy students</i></p> <p><i>State Exam preparation</i></p> <p><i>Looking at Student work</i></p>	<p>Teachers will meet to grade interim assessments</p> <p>Teachers looking at student work using protocols</p> <p>Dept. teams will meet to analyze data for patterns and trends</p> <p>Test prep-unit planning</p>	<p>Identifying trends and patterns</p> <p>To identify patterns and trends in student learning gaps and reflect on instructional adjustments that have been made</p> <p>To create a test-prep unit plan and timeframe for implementation based on interim assessment data</p>	Dept. Teams	<p>Instructional Support Specialist/Teacher leaders/Admin.</p> <p>Network Support</p> <p>AUSSIE</p>	<p>Adjusting instructional practices to meet the needs of all learners</p> <p>Synthesize results from assessments and student work analysis to adjust instruction</p> <p>Test-prep units finalized</p>
<b>March</b>		<p>Teachers will meet to consider final interventions for students</p> <p>Continue analysis of student work</p>	<p>To plan for students identified for intensive intervention based on interim data</p> <p>To meet the needs of all learners</p>	Dept. Teams	<p>Instructional Support Specialist/Teacher leaders/Admin.</p> <p>Network Support</p> <p>AUSSIE</p>	

	<i>*Plan spring academy unit</i>	Teachers identify gaps in student learning based in interim assessments	Plan unit to address most common gaps			Completed spring units
<b>April</b>	<i>Looking at Student work</i>	Protocols to identify gaps and student work samples are used to identify additional portfolio assignments	Provide students with additional time and support in getting promotional materials together	All Staff	Network Support AUSSIE	Completed student portfolios
<b>May/June</b>	<i>End of year goal analysis</i>	Staff reflects on progress and identifies strengths and areas of growth using the framework and continuum	Give each staff member an opportunity to reflect on the year and receive feedback from instructional coaches and admin	All Staff	Network Support AUSSIE	Beginning, mid and end of year goals for each staff member
<b>July/ August</b>	<i>Preparation for the next year</i>	Fall unit plans and curriculum maps for 6 <sup>th</sup> and 7 <sup>th</sup> graders	Peer feedback and planning times designated throughout the summer	All Staff	Network Support AUSSIE	Curriculum Maps and Unit Plans for the fall 2014

# **Kiersten Ward**



## **Professional Experience**

### **The General D. Chappie James Middle School of Science**

*Principal, 23K634*

*August 2012- Present*

### **New York City Leadership Academy- Aspiring Principals Program**

*Principal Intern, M.S. 057K*

*July 2011- January 2012*

*Principal Intern, The Young Women's Leadership School of Astoria*

*Feb.2012 – June 2012*

- Supervise the ELA and Social Studies Departments in their inquiry work, curriculum and assessment development.
- Work with ELA, Social Studies and Special Education teachers to unpack the CCLS, align current performance tasks to the standards and create new performance tasks.
- Coordinate the Special Education department and facilitate new initiatives to increase accountability and monitor instructional practices.
- Plan and facilitate cross grade and content professional development to improve teacher effectiveness using the Danielson framework focusing on student engagement.
- Facilitate the creation of interim assessments to gather and analyze current school data to inform instructional decisions.
- Individualize learning for students by creating flexible schedules to maximize achievement and outcomes.
- Plan and supervise school fundraising events to build community inside and outside of the school.

### **I.S. 678, Brooklyn, NY**

*Special Education Coordinator*

*2009 - 2011*

*September 2010 - June 2011*

- Developed systems and protocols to ensure the success of a new small middle school.
- Compiled student and school data to inform instruction, set academic goals and create standards-based and content specific benchmarks to monitor teacher curriculum and individual student progress.
- Supervised the Special Education teachers and students to ensure coherence across curriculum.
- Mentored new teachers and assisted in curriculum modification to meet the needs of all students.
- Administered pull-out instruction for mandated and at-risk students based on individual needs.
- Created and facilitated a tiered-discipline plan to be instituted for the 2010-11 school year.
- Fostered relationships between parents and community; active member of the PTA and SLT.
- Served as liaison to the advisory program to meet students' social and emotional needs by creating curriculum and training teachers.
- Contributed to the development of the school's CEP, aligning instruction and budget.

**I.S. 678, Brooklyn, NY 2009 - 2010**

*Special Education teacher*

- Modified 6<sup>th</sup> grade NYS standards to meet the needs of special education students in a 12:1:1 environment.
- Facilitated Enrichment Clusters (yoga and cooking) to engage and motivate all learners including mainstreamed D75 students.
- Coordinated school-wide and grade-level field trips to support classroom learning and standards based outcomes.
- Assisted in the scoring of the 6<sup>th</sup> grade NYS ELA assessments extended responses.

**P.S./I.S. 72, Brooklyn, NY 2007 – 2009**

*Special Education teacher*

- Created standard-based lessons and units for 5th, 6th and 7th grade students in a 12:1:1 self-contained classroom.
- Instituted individual routines, goals, and transition activities to foster students' unique talents and abilities in the classroom.
- Developed data-folios and scored the New York State Alternate Assessment.

---

**Teaching English as a Foreign Language**

**SKILL Aracati – Spanish & ESL Teacher**

*Aracati – CE, Brazil January 2005-December 2006*

- Taught individual and group ESL classes to 75 students (ages 5 to 50).
- Developed a new curriculum for the learning disability program.

**Dunham Institute – ESL Teacher**

*Chiapa de Corzo, Mexico January 2004-September 2004*

- Taught three 1-hour ESL classes, 5 days per week, to beginner and intermediate learners (ages 6 to 45).
- Tutored and prepared students for upcoming entrance exams.

**Contactel Communication Company and Next Level Language Institute - ESL Teacher**

*Prague, Czech Republic October 2003-January 2004*

- Taught beginner and intermediate-level business English classes for business professionals
- Prepared employees for business exams and proficiency tests.

---

**Education and Certification**

**Masters of Science, Special Education**

*Brooklyn College, Brooklyn- NY*

**B.A. Politics, Broadcast Journalism**

*New York University, New York- NY*

*School Building Leader Certificate*

*NYS Professional Teaching Certificate - Special Education K-6*

*TEFL Certificate - 120-hour course: Next Level Language Institute, Prague- Czech Republic*

---

**Skills**

*Fluent in Spanish and Portuguese*

# Drew D. Goodman



## PROFESSIONAL EXPERIENCE

**Office of Teacher Quality Department of Education**, Field Supervisor, NY, NY      December 2011- Present  
Field Supervisor for Absent Teacher Reserve pedagogues. Serve as the rating officer, and responsible for completing observations, providing timely feedback and professional development. Coordinate with superintendents on year end ratings. Work collaboratively with principals to evaluate teachers and suggest teachers for vacancies. Lead professional development sessions on lesson and unit planning aligned with the common core standards.

**Chappie James Middle School**, Assistant Principal, Brooklyn, NY      September 2011-December 2011  
Supervisor of school safety and math department. Responsible for OORS reporting, school safety policies creation, Lead in Safety and BRT team meetings, coordinated post suspension counseling sessions, organized an lead parent meetings on discipline guide book, professional development for Danielson training and implementation of core curriculum.

**The Scholars Academy**, Assistant Principal, Queens, NY      September 2009- June 2011  
Supervisor for school safety, transportation, Physical Education and technology. Responsible for OORS reporting, BRT team training, safety plan completion. Responsible for analyzing, designing and purchasing technology to support and enhance instruction. Implemented use of Gmail and Google documents to improve school-wide communication and transferring of information. Designed sixth grade use of Kindles and EBooks to eliminate the need for textbooks. Created a new computer room for student; observed lessons to integrate the use of new technology. Supervised cluster teachers and school safety. Oversaw school inventory and technology purchasing.

**The Lucretia Mott School 215**, Assistant Principal, Queens, NY      December 2008-June 2009  
Supervised pre -K, third and fourth grades. Responsible for teacher observations, analyzing ARIS data and meeting with teachers' to provide support and guidance to improve differentiation of instruction. Supervised safety and discipline by organizing and leading safety meetings and met with parents and teachers' to provide support for students. Oversaw the inventory and worked collaboratively with the PA to provide the staff with resources to improve instruction.

**United Federation of Teachers Secondary Charter School**, Principal, Brooklyn, NY      Mar. 2006 - Nov. 2008  
School Leader for grades 6-12, responsible for day to day operations. Designed curriculum, daily schedule, community service and after-school program. Served as a board member, lead data team, designed professional development to improve lesson planning, implemented character building curriculum, planned and lead weekly professional development, supervised *Reading Buddies* program, organized partnerships to create internships and in-school training sessions for students with an international investment company Alliance-Bernstein. Worked collaboratively with the staff to create lesson plans and modeled teaching techniques for use in their classrooms. Named as one of the top achieving charter schools in New York State for 2006-2007.

**W. Arthur Cunningham Intermediate School 234**, Assistant Principal, Brooklyn, NY      Sept.2003 – Feb. 2006  
Supervised Social Studies, Science, Technology, and Physical Education departments; supervised school security; designed and implemented professional development for teachers, worked with each department to modify lessons to reflect differentiation and incorporate state standards. Responsible for teacher observations and supervised grade deans. Responsible for book distribution and accuracy of OORS information. Lead safety meetings and organized supervision of school events.

**United Federation of Teachers**, UFT Representative, New York, NY

2000 - 2002

Represented teachers at twenty-five schools during summer school session. Visited schools to ensure that the union contract was in practice. Represented UFT members in unsatisfactory rating hearings.

**Marine Park Intermediate School 278**, Dean, Brooklyn, NY September 1997 – June 2000  
Supervised the seventh grade; processed Superintendent's Suspensions and served as representative during corresponding hearings; organized In-House Suspension Program; entered all information for the Online Occurrence Recording System (OORS); trained staff in use of OORS; developed and supervised after-school detention program.

**Marine Park Intermediate School 278**, Social Studies Teacher, Brooklyn, NY September 2000 – June 2002  
Taught Eighth grade Social Studies in the Inclusion Program; taught Social Studies and Reading in the alternative S.P.I.N.S. program; taught seventh grade technology; organized annual charity basketball games; developed schools' Comprehensive Educational Plan (CEP).

**Beaver Country Day School**, Teacher/Advisor, Chestnut Hill, MA September 1995 – June 1997  
Taught seventh grade Social Studies; taught a mock Senate sub-committee class about Social Security; provided academic support as student advisor; served as faculty advisor for the African-American club.

**Midwood High School**, Boys basketball coach, Brooklyn, NY 2010-present  
Won New York City 'A' division Championship

### **Professional Development**

**Leaders in Education Apprenticeship Program** NY, NY 2011-2012

### **EDUCATION**

**Touro College**, New York, NY May 2002  
*Master of Arts* – Administration and Supervision

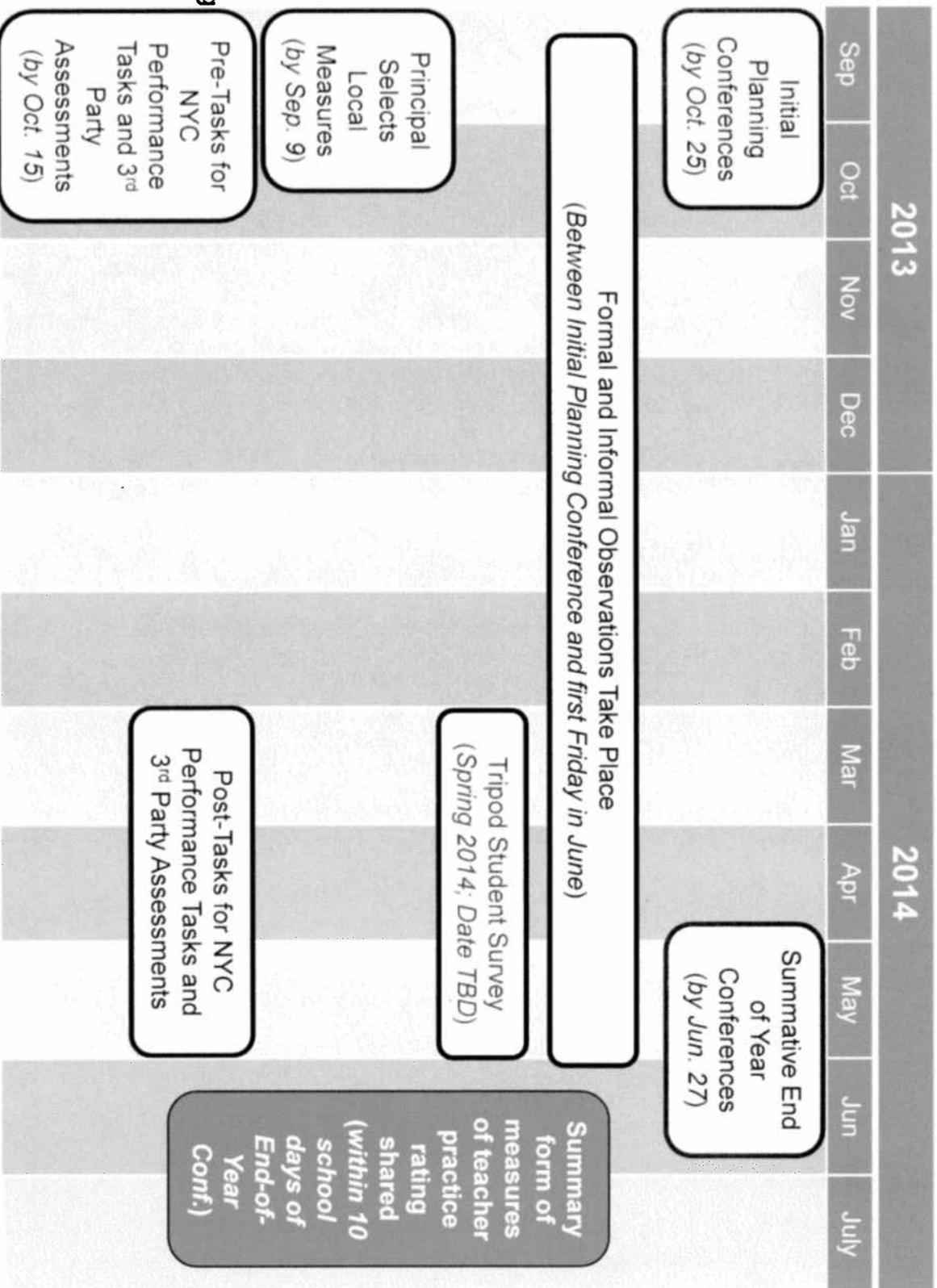
**Mercy College**, Bronx, NY May 2000  
*Master of Science* – Education

**Wheaton College** Norton, MA May 1994  
*Bachelor of Arts* – Major in Political Science, American History & Philosophy  
Honors: Dean's List

Wheaton College – Men's Varsity soccer, Men's Varsity Basketball, Vice President Students of Color.

Recommendations upon request.

# 2013-14 Teacher Evaluation and Development Timeline



Department of Education  
 Divisions of Student Achievement and Learning  
 Division of Professional Support Services  
 Division of Quality Improvement

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

231631 General D Chappie James Middle  
 School of Science Attachment A  
 Consultation and Collaboration Documentation Form

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

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

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

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

231634 General D Chappie James Middle

School of Science Attachment A  
Consultation and Collaboration Documentation Form

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

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

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

Principals Union President / Lead	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		
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		

23K634 - General D. Chappie Jones  
Middle School of Science

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

Attachment A  
Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead		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			
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)		6/10/13	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			

## Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>[Handwritten Signature]</i>	5/28/13	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 Kierska Ward		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>[Handwritten Signature]</i>	5/28/13	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 Valeri B Smith		
Type or print name Laurin Smith		
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.
Signature (in blue ink)		
Type or print name		

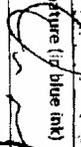
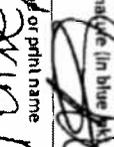
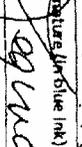
23K634

New York State Education Department  
Local Education Agency (LEA) 1003(a) School Improvement Grant Application  
Under 1003(a) of the Elementary and Secondary Education Act of 1985

Attachment A  
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (f) 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.

Principal/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 this Priority School Identified by the SIG application.)
Signature (in blue ink) 	6/4/10	
Type of print name Don Parker	6/4/10	
Signature (in blue ink) 		
Type of print name Kevin Mitchell-Parker		
Signature (in blue ink) 	6/4/2010	
Type of print name Reginald I. King		



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

**PROPOSED BUDGET**  
**FOR THE OPERATION OF A**  
**FEDERAL OR STATE PROJECT FS-10 (2/94)**

BASIC PROJECT INFORMATION																														
N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #																												
<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>									<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>									<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td></tr> </table>												
AGENCY CODE	<table border="1" style="width: 100%; height: 20px;"> <tr><td>3</td><td>0</td><td>5</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>5</td><td>1</td></tr> </table>		3	0	5	1	0	0	0	1	0	0	5	1																
3	0	5	1	0	0	0	1	0	0	5	1																			
Federal /State Program	<b>SCHOOL IMPROVEMENT GRANT 1003 (g)</b> <b>General D Chappie James MS</b>																													
Contact Person	<b>EDUARDO CONTRERAS</b>																													
Agency Name	<b>New York City Department of Education</b>																													
Mailing Address	<b>52 Chambers Street, Room 413</b>  <b>New York, N.Y. 10007</b>																													
Telephone #	<b>212-374-0520</b>	<b>Manhattan</b> County																												
Project Operation Dates From	<b>SEP 1 2013</b>	To <b>AUG 31 2014</b>																												

**BUDGET TOTAL**

<b>\$698,340</b>
------------------

**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	132,008	132,008
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.50	50,000	25,000
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	1,158	41.98	48,600
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)	0	154.97	0
CENTRAL - School Implementation Manager	0.20	119,344	24,090
CENTRAL - Talent Coach	0.07	114,000	8,006
CENTRAL - Policy and Operations, New Schools	0.09	95,000	8,941
Subtotal - Code 15			246,645

**SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16**

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

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

**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	AUSSIE, Partnership With Children (PWC), Studio in A School	268,100
686 - Evaluation Consultant		0
689 - Professional Development Consultant		0
Subtotal - Code 40		268,100

**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	36,359
Educational Software	18,820
General and Instructional Supplies	70,800
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	125,979

**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	45,304
ARRA FRINGE - CENTRAL	12,311
Subtotal - Code 80	57,616

**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)	\$698,340
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

N.Y.C. GRANT #

0 0 0 0 0 0 0

**PROJECT BUDGET SUMMARY**

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	246,645
Non-Professional Salaries	16	0
Purchased Services	40	268,100
Supplies and Materials	45	125,979
Travel Expenses	46	0
Employee Benefits	80	57,616
Indirect Cost	90	0
Equipment	20	0
<b>GRAND TOTAL</b>		<b>698,340</b>

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #: [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

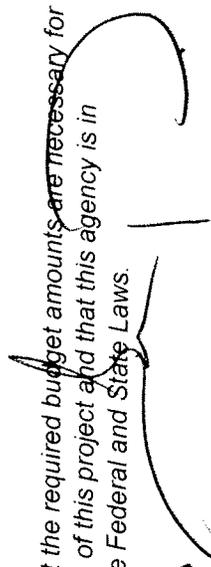
Project Funding Dates: 9 1 2013 FROM 8 31 2014 TO

Program Office Approval: \_\_\_\_\_

Fiscal Year	Amount Budgeted	First Payment
	\$ _____	\$ _____
	\$ _____	\$ _____
	\$ _____	\$ _____
	\$ _____	\$ _____
	\$ _____	\$ _____
Voucher # _____	\$ _____	First Payment _____
Finance Office Approval _____		

**CHIEF ADMINISTRATOR'S CERTIFICATION**

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

6-7-2013 

DATE

SIGNATURE

**Eduardo Contreras, Chief Operating Officer, Portfolio Planning**

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

Attachment D - (1003g) Budget Summary Chart

<b>Agency Code</b>	
<b>Agency Name</b>	

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	\$ -
<b>Total</b>		<b>\$ -</b>

Year 1 Implementation Period (September 1, 2013 - August 31, 2014)		
Categories	Code	Costs
Professional Salaries	15	\$ 246,645
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 268,100
Supplies and Materials	45	\$ 125,979
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 57,616
Indirect cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 698,340</b>

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 188,135
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 288,100
Supplies and Materials	45	\$ 42,541
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 42,796
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 561,572</b>

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 257,226
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 257,150
Supplies and Materials	45	\$ 54,479
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 59,923
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 623,778</b>

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 687,006
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 813,350
Supplies and Materials	45	\$ 222,999
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 160,335
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total Project Budget</b>		<b>\$ 1,883,690</b>

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Purchased Services, Code 40	Funds will be used to pay for an AUSSIE consultant who will provide PD to staff once per week for the entirety of the school year. AUSSIE will work closely with administration to identify goals for each teacher, individualize PD and monitor growth. AUSSIE will work in conjunction with admin to informally and formally observe teachers in a meaningful way that emphasizes timely feedback and actionable next steps.	42,300	42,300	0	84,600	SIG allocation will fund AUSSIE for the two years that the school will remain open until phase-out.
Curriculum	Professional Purchased Services, Code 40	Funds will be used to pay for a 14-week Studio in School residency which will provide students with an opportunity to experience fine arts integration into their regular academic classes. The residencies will include a full-time teaching artist who will meet with teachers to plan arts integration into the academic curriculum to show vertical and horizontal curriculum alignment to improve student outcomes and create connections between curriculum.	6,300	0	0	6,300	These funds will expire after the first-year of school phase-out so that administration is able to evaluate the effectiveness in the first year and evaluate alternative ways to meet arts integration into the second year of school phase-out with a decreased student population.
Curriculum	Supplies, materials, equipment, textbooks and software, Code 45	Funds will pay for the Achieve 3000 programs in years 1 and 2 to monitor student reading levels and give students exposure to genres of text and non-fiction samples aligned to the Common Core	9,410	9,410	0	18,820	These funds will expire when the school phases out.
Data Driven Instruction/Inquiry (DDI)	Professional Staff (hourly and per diem stipends), Code 15	Teacher hourly per-session for teams of teachers to meet once per week and analyze student, classroom, departmental and grade-level data. Teachers will examine trends, make instructional modifications and participate in the inquiry process to improve student academic outcomes.	33,110	14,155	0	47,265	These funds will allow for teachers to meet in both years of the school phase-out until the school closes.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials, equipment, textbooks and software, Code 45	Funds will be used to purchase iPads for each teacher to use in the Inquiry Process to look at student work and classroom data once per week in teacher teams. Teachers will use ACUTY and ARIS to view outcomes, look at progress and set goals based on diagnostic and formative data.	5,880	0	0	5,880	The iPads will remain in the school for both years until the school phases out so that teachers can continue to use data to drive their instruction. All equipment will remain in the building thereafter.
Instruction	Professional Purchased Services, Code 40	Funds will be used to pay for the Leadership Program after-school services that will meet twice per week for two hours a session. These funds will allow for the phase-out school and new school to provide additional academic support to all of the students that necessitate it. The program provides for a minimum of 90 students to be serviced in the first year.	75,000	0	0	75,000	The new school (Phase in) will use funds to continue the after-school services in the second year of school phases out until the school closes.
Instruction	Professional Staff, Code 15	1.0 FTE School Dean - support school-wide discipline code and monitor infractions. Dean will serve students with positive behavior interventions and help maintain a safe and positive school culture in years 1 and 2.	66,008	40,000	0	106,008	These funds will expire when the school phases out.
Instruction	Supplies, materials, equipment, textbooks and software, Code 45	These funds will pay for eight SMART Boards which will be used in all classrooms to improve engagement and provide opportunities for teachers to use online instructional software. The boards will be an integral piece of incorporating technology into instruction and will be used to demo new instructional software such as Achieve 3000m NY Ready, etc.	35,400	0	0	35,400	The SMART Boards will remain in the classrooms until the school fully phases out. All equipment will remain in the building thereafter.

BUDGET NARRATIVE: General D. Chappie James Middle School of Science (23K634)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
School Climate and Discipline	Professional Purchased Services, Code 40	These funds will pay for the Leadership Program push-in initiative which will meet at the school for one day per week for a total of 30 weeks. The program will align its curriculum to current school needs and provide additional support in areas of social and emotional support for all students.	19,950	19,950	0	39,900	These funds will provide services for the remaining years that the school will remain open until the school phases out.
Student Support	Professional Staff Code 15	0.25 FTE Guidance Counselor to service students. The guidance counselor will be an additional school support who can meet with mandated and at-risk students to provide the additional social and emotional supports that the school population necessitates. This person will also serve as a point person in the school's positive behavior intervention system ladder of referral.	25,000	0	0	25,000	In the second year of school phase-out the student population will have decreased by 50% and will not necessitate the same number of hours of counseling when at full capacity.
All	Employee Fringes Code 80	Employee Fringes as calculated on ARRA-funded FTE position and teacher's extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	26,638	11,677	0	38,315	
		<b>Subtotal Phase-out</b>	<b>344,996</b>	<b>137,492</b>	<b>0</b>	<b>482,488</b>	
Curriculum	Professional Purchased Services, Code 40	Funds will be used to pay for an AUSSIE consultant who will provide PD to staff once per week for the entirety of the school year. The AUSSIE consultant will work closely with administration to identify goals for each teacher, individualize PD and monitor growth. The AUSSIE consultant will work in conjunction with school leadership to informally and formally observe teachers in a meaningful way that emphasizes timely feedback and actionable next steps.	47,000	47,000	47,000	141,000	The AUSSIE consultant will remain in the school after SIG funding expires on a bi-weekly basis to continue to provide PD to teachers. The AUSSIE will be paid out of Title 1 funding set aside specifically for teacher development.
Curriculum	Professional Staff, Code 15	0.4 FTE Instructional Coach - support classroom teachers for 1/2 day, once per week for the year. This instructional coach will work with a specific set of teachers to increase academic outcomes for students.	0	0	27,742	27,742	After SIG funding expires, school will have revenues at scale and will continue to fund either full-time or F-status (retired, part time) teachers to supplement classroom instruction.
Curriculum	Supplies, materials, equipment, textbooks and software, Code 45 Code 45	Funds will pay for the Achieve 3000 programs in the first 3 years to monitor student reading levels and give students exposure to genres of text and non-fiction samples aligned to the Common Core.	9,410	18,820	24,000	52,230	After SIG funding expires, the school will secure local or Title 1 funds to maintain the consistency of the ACHIEVE 3000 program so that students are able to practice fluency and decoding skills at their individual levels. The school will also work in the first 3 years to supplement the ACHIEVE program with non-fiction literature that will be used to engage students in content specific texts in addition to the ACHIEVE 300 PROGRAM.
Data-Driven Instruction/Inquiry (DBI)	Professional Staff hourly and per diem stipends, Code 15	Funds will pay for teacher hourly per session (Y1: 6 teachers x 10 hours; Y2: 12 teachers x 10 hours; Y3: 18 teachers x 10 hours) to build capacity, meet in data analysis groups to analyze student work, make instructional and curriculum modifications according to student needs and monitor growth accordingly. Teachers will meet bi-weekly to look at interim assessments and plan according to results and insights.	15,490	30,226	45,339	91,055	After the 3 years of implementation, the interim assessments will have been created in 6th, 7th and 8th grades to monitor student progress and determine abilities and proficiency levels. Less funding will be necessary for teachers to meet and analyze the assessments. Local funding will be used to continue the data analysis and inquiry process to ensure that instruction is meaningful after SIG funding expires.

Primary SIC Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Professional Purchased Services, Code 40	Funds will be used to pay for the Leadership Program after-school services that will meet twice per week for two hours a session. These funds will allow for the phase-out school and new school to provide additional academic support to all of the students that necessitate it. The program provides for a minimum of 90 students to be serviced in the second and third years.	0	50,000	75,000	125,000	After SIC funding expires, school will have revenues at scale and will work to assign local or Title I funds so that money is available to extend the school day for students to provide additional academic supports and activities including sports.
Instruction	Professional Purchased Services, Code 40	Funds will be used to pay for 14 week Studio in A School residencies which will provide students with an opportunity to experience fine arts integration into their regular academic classes. The residencies will include a full-time teaching artist who will meet with teachers to plan arts integration into the academic curriculum to show vertical and horizontal curriculum alignment to improve student outcomes and create connections between curriculum. Studio in a School - (first year) 2, 14 week, (second year) 3, 14 week and then (3rd year) 4, 14 weeks) 4 classes each	12,600	18,900	25,200	56,700	After the SIC funding expires, the school will have substantial FSF (Local Tax Levy per pupil allocation) to bring on a full-time Arts instructor to provide all students in grades 6, 7 and 8 with arts instruction.
Instruction	Professional Staff Code 15	1.0 FTE Supplemental Teacher - add additional instructional support to teachers in the classroom. Funds will be used in year 3 to fund a supplemental teacher to support classroom teachers in academic content areas to increase opportunities for differentiation and targeted small groups instruction.	0	0	66,008	66,008	After SIC funding expires, school will have revenues at scale and will continue to fund either full-time or F-status (retired, part time) teachers to supplement classroom instruction.
Instruction	Supplies, materials, equipment, textbooks and software, Code 45/Code 45	These funds will be used to purchase 40 laptops in the first-year and for 40 each additional year so that students are able to access instructional software such as ACHEIVE 3000 and NY Ready. The laptops will also be used so that students can take ACULTY assessments online so that data teams can monitor students growth and individualize assessments.	22,600	14,311	22,600	59,511	The addition of 40 laptops each year for three years will ensure that each grade-level of students will have access to a laptop cart for use to access instructional software and use in classrooms.
Instruction	Supplies, materials, equipment, textbooks and software, Code 45/Code 45	These funds will pay for eight SMART Boards which will be used in all classrooms to improve engagement and provide opportunities for teachers to use online instructional software. The boards will be an integral piece of incorporating technology into instruction and will be used to demo new instructional software such as Achieve 3000m NY Ready, etc.	35,400	0	0	35,400	The SMART Boards will remain in classrooms for students to use in the first year and all subsequent years. The school will receive the SMART Boards from the phase-out school each year that we increase in size so that there will always be SMART Boards in each classroom of both the new and phase-out school.
Instruction	Supplies, materials, equipment, textbooks and software, Code 45/Code 45	This funding will be used to purchase 14 desktop computers in year one for use in classrooms for student activities and centers. These desktops will allow students to use instructional software individually and in small groups. They can also be used for students to administer ACULTY assessments so that data can be more accurately captured to ascertain student levels of proficiency and track growth during data analysis	7,879	0	7,879	15,758	The school will assume ownership of other desktop computers from the phase-out school as we increase in size and they decrease by the expiration of SIC funding, students will have a minimum of 3 desktop computers to access in each classroom.

BUDGET NARRATIVE: General D. Chapple James Middle School of Science (23K634)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
School Climate and Discipline	Professional Staff Code 15	1.0 FTE - School Dean who will support the school-wide discipline code and monitor infractions. The dean will serve students with positive behavior interventions and help maintain a safe and positive school culture years 1, 2 and 3	66,000	66,000	66,000	198,000	After three years, school population will reach scale and will be able to use FSF (Local Tax Levy per pupil allocation) to continue paying for a school dean who will also serve in capacities such as advisor, enrichment cluster teacher and Individual Student Action Planner. The school culture and safe environment for learning will have been established in the first 3 years so that the school dean can act in a more flexible capacity after SIG funding expires.
Student Support	Professional Purchased Services Code 40	Funds will be used to purchase the services of Partnership With Children (PWC) who will assign a site supervisor and a full time social worker to the school in year one. Interns will also be assigned to the school to meet with students and provide them with additional social and emotional supports. They will facilitate individual and small group counseling for students.	45,000	90,000	90,000	225,000	In years 2 and 3, funding will increase to 90,000 dollars a year to allow PWC to add another social worker and additional interns to accommodate the growing population of students. After SIG funding expires, school will have revenues at scale and will work to assign local or Title 1 funds to secure a full-time partnership that will ensure PWC stays in the building.
Student Support	Professional Purchased Services Code 40	These funds will pay for the Leadership Program push-in initiative which will meet at the school for one day per week for a total of 30 weeks. The program will align its curriculum to current school needs and provide additional support in areas of social and emotional support for all students.	19,950	19,950	19,950	59,850	The funds allocated in years 1, 2, and 3 will be used to provide push-in services for students will be substituted entirely by a cohesive Advisory program once SIG funding expires.
All	Employee Fringes Code 80	Employee Fringes as calculated on ARRA-funded FTE position and teacher's extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	18,667	19,793	45,782	84,241	
		<b>Subtotal Phase-in</b>	<b>299,996</b>	<b>375,000</b>	<b>562,500</b>	<b>1,237,495</b>	
		<b>Subtotal Phase out + Phase In</b>	<b>644,991</b>	<b>512,492</b>	<b>562,500</b>	<b>1,719,983</b>	
District-level expenses for Phase out and Phase in 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) 0.21, 0.19, 0.19	24,090	21,873	26,988	72,951	
District-level expenses for Phase out and Phase in 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) 0.07, 0.06, 0.06	8,006	7,270	8,969	24,245	

BUDGET NARRATIVE: General D. Chapple James Middle School of Science (23K634)

Primary SIC Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
District level expenses for Phase out and Phase in Director of Policy and Operations, New Schools	Professional Staff (Code 15)	The Director acts as a liaison between the DOE's Networks, Offices of Superintendents, Enrollment, Portfolio and Space Planning, Provides guidance and support to turnaround school leaders regarding enrollment and operational issues around school opening. Director also works to develop New School Development policy regarding funding, community engagement and enrollment, as it pertains to students moving from phase-outs to phase-ins. FTE (Y1, Y2, Y3): 0.09, 0.09, 0.09.	8,941	8,611	11,180	28,732	
Fringes central positions (Phase out and Phase in)	Employee Fringes (Code 80)	Employee Fringes as calculated on ARRA-funded FTE positions	12,311	11,326	14,141	37,778	
		<b>Subtotal Central Positions</b>	<b>53,348</b>	<b>49,080</b>	<b>61,278</b>	<b>163,707</b>	
		<b>TOTAL SIC</b>	<b>698,340</b>	<b>561,572</b>	<b>623,778</b>	<b>1,883,690</b>	
		Non-Core Instruction Tax Levy	265,288	248,828	240,417	754,533	
		Title 1 for Priority and Focus Schools	42,289	20,225	-	62,514	
		Other Title 1 allocations	214,471	175,279	143,334	533,084	
<b>Other sources of income</b>		<b>TOTAL</b>	<b>1,220,388</b>	<b>1,005,904</b>	<b>1,007,529</b>	<b>3,233,820</b>	