


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

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Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
High School of Graphic Communication Arts		310200011625	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
9 - 12 (10 - 12 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
1139		439 WEST 49TH STREET, MANHATTAN NY 10019	
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	RECEIVED JUN 7 2013

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~~CONTRACT ADMINISTRATION~~
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

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

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

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

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.

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

C. District Accountability and Support

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

The specific senior leaders responsible for the district's turnaround efforts are Marc Sternberg, Senior Deputy Chancellor for Strategy and Policy, who oversees the Division of Portfolio Planning (DPP) in collaboration with Shael Suransky, Chief Academic Officer and Senior Deputy Chancellor for the Division of Academics, Performance, and Support (DAPS). These

two leaders report to NYCDOE Chancellor Dennis Walcott. Attached is an organizational chart with more detail on the structure of DPP and DAPS, as well as a sample Network structure.

ii. Coordination of district structure for school turnaround efforts

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

The 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 1st determination by the Commissioner of Education and supporting documentation, Education Law 3012-c and SED regulations. Superintendents are the rating officer for the principals. The APPR results in a final rating for principals of Highly Effective, Effective, Developing or Ineffective and is based on key metrics from the school's Progress Report results which measure students' growth and the principal's practice as measured by the Quality Review rubric.

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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>

Brendan Lyons has had a successful leadership track record throughout his tenure in the NYC DOE. In his short time as a principal, he has been able to provide a comprehensive vision for school reform, first evidenced through participation in the Turnaround work during the 2011-12 school year, where his proven track record and ability to implement a full scale school improvement model led to his selection as a Turnaround leader for the High School of Graphic Communication Arts in 2011-12.

Rudolfo Elizondo will lead the new school, Urban Assembly of School for Emergency Management, which opens in fall 2013 to replace Graphics. Prior to his involvement in the development of UASEM, Mr. Elizondo served as an instructional lead and data coach assisting teachers, establishing a new data driven instruction model and developed professional development for staff at his former school resulting in a 100% pass rate in the NYSED Regents exam in Algebra with an average of 86% for 8th grade students, and above 80% regents pass rates for both Regents in English Language Arts and Global History. Mr. Elizondo is completing 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 the High School of Graphic Communication Arts' plan are:

- Cambridge Education LLC
- Teaching Matters Inc. (TMI)
- Pearson
- Counseling in Schools (CIS)
- The Leadership Program
- The Good Shepherd
- The Urban Arts

Major partners identified for providing services to The Urban Assembly of School for Emergency Management include:

- FEMA Region II
- NYC Office of Emergency Management
- NYS Department of Homeland Security
- American Red Cross
- NYPD
- FDNY
- ConEd
- Thornton Tomasetti, Inc.
- Lucius Pitkin
- Adelphi University
- John Jay College (CUNY)

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

At the High School of Graphic Communication Arts school site, students with disabilities comprise 18% of the school's population, 3% points higher than the citywide high school average. English Language Learners comprise 9% of the school's population, 4% points lower than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.61, which is 0.14 lower than the citywide high school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

(in programs that offer priority to ELLs), unscreened (random selection) and zone (priority based on home address).

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

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

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

The NYCDOE operates a school choice-based system for students and families from PreK to high school, which consistently matches the majority of students to their top choice schools. For example, for the previous five years, the high school admissions process has matched over 80% 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

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

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

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of the

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and

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Local 2, American Federation
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covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

[Click here to download a copy of the School Allocation Memorandum.](#)

Attachment(s):

Table 1 – Priority and Focus School Allocation Summary ([click here for a downloadable Excel file](#))

Table 2 – Priority and Focus School Allocation Detail ([click here for a downloadable Excel file](#))

MT:bf



Section 8ii Network Directory

Spring 2012 - 2013 Network Directory

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

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N101 Brand: Bridges for Learning Leader: Marina Cofield Contact: mcofield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6</p>	<p>JH//MS: 22 Secondary: 3 High School: 5</p> <p>Mission/Philosophy: We are a network of middle schools, secondary schools, and high schools spread across four boroughs. Our schools serve a broad diversity of communities, but they are unified in their progressive and innovative approaches to school improvement. Our principals are critical and creative thinkers who value opportunities to learn with and from one another to serve all their students more effectively.</p> <p>Organizational Structure: We get to know every school and its leaders well – so that we understand their strengths, needs, work styles, priorities, and beliefs – and we personalize our support accordingly. On our instructional team, every coach is an expert in one content area or other area of focus, and we assign coaches to schools for specific time frames based on their individual needs and priorities. We also create multiple opportunities for teachers and administrators in similar roles to come together for ongoing collaboration and learning.</p> <p>Special Expertise: Our team has deep expertise in the following areas:</p> <ul style="list-style-type: none"> - Budget, HR, procurement, and other operations areas - Data analysis / data-driven decisions - Understanding by Design - Supporting rich classroom discussion - Workshop model for reading/writing - CMP and other constructivist approaches to math - Co-planning / Co-teaching - Specialized instruction <p>Mission/Philosophy: What we stand for:</p> <ul style="list-style-type: none"> - Access for all - Continuous learning for children and adults - Community and Inclusiveness - Assessment for genuine accountability and improvement - A "bottom-up" structure that provides schools the resources to accomplish their missions
<p>Network: N102 Leader: Allison Sheehan Contact: asheehan3@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 16 Bronx: 1</p>	<p>Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8</p>

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		Vision Statement	
<p>Network: N103 Brand: Network for Sustainable Excellence</p> <p>Leader: Yuet M. Chu Contact: 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>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team special" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p>
<p>Network: N104 Leader: Tracey Collins, LA Contact: 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>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, intervisitations and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p>
<p>Network: N105 Brand: The Urban Assembly Leader: Jonathan Green Contact: JGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p>	<p>JH//MS: 5 Secondary: 5 High School: 11</p>	<p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success.</p> <p>The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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Network Information	Current schools per borough/level	Mission Statement
<p>Network: N106 Network For Collaborative Innovation</p> <p>Leader: Cyndi Kerr ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Secondary: 2 High School: 24</p> <p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more. <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several IZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p>
<p>Network: N107 A Network of Dynamic Learning Communities</p> <p>Leader: Nancy Scala nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH//MS: 4 High School: 26</p> <p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (DuFour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N111</p> <p>Leader: Lucile Lewis llewis2@schools.nyc.gov</p>	<p>Brooklyn: 17 Queens: 4</p>	<p>Elem: 11 JH//MS: 8 K-8: 2</p> <p>Mission/Philosophy: Our network strives to improve the quality of classroom instruction and school leadership with the goal of positively impacting student achievement. We embrace the belief that all students are entitled to a quality, standards-driven education. We aim to provide guidance to all school communities who share this vision.</p> <p>Organizational Structure: Our network provides differentiated support to school leaders and their communities based upon their expressed needs and their school's accountability status. We carefully match network staff with schools to maximize our effectiveness and the potential for each school to succeed.</p> <p>Special Expertise: We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.</p>
<p>Network: N112</p> <p>Brand: B.E.S.T. Network</p> <p>Leader: Kathy Pelles kpelles@schools.nyc.gov</p>	<p>Brooklyn: 19 Manhattan: 7 Queens: 1</p>	<p>JH//MS: 9 K-12: 1 Secondary: 7 High School: 10</p> <p>Mission/Philosophy: Our driving goal is to increase student achievement and help every member of the school community reach full potential. We offer a wide range of supports to promote school leaders in increasing focus on teaching and learning, schools in developing rigorous and relevant curricula, and teachers in becoming highly effective. Why us? Experience (network leader was a principal for ten years), innovative Intervention Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals.</p> <p>Organizational Structure: Our network is organized to provide network-wide support and professional development to ALL schools--and specific and targeted support to each individual school based on results from recent Quality Reviews and Progress Reports (highest impact areas) as well as school identified priorities! Each school gets a dedicated instructional specialist as a point person as well as access to a full calendar of professional development opportunities for all members of the school: principals, APs and teachers in all subject areas.</p> <p>Special Expertise: Our network has a large number of instructional team members, and a small but strong operations team. CFN 112 has been a leading network in the Common Core Pilot program as well as in the Teacher Effectiveness Pilot.</p>
<p>Network: N201</p> <p>Leader: Joseph Zaza jzaza@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2</p>	<p>K-12: 1 Secondary: 1 High School: 30</p> <p>Mission/Philosophy: CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments.</p> <p>Organizational Structure: We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs.</p> <p>Special Expertise: We provide expert support to high schools.</p>

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

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

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	CFN Number	City	Schools	Vision Statement
<p>Network: N205</p> <p>Leader: Ada Cordova acordova@schools.nyc.gov</p> <p>Contact:</p>		<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p>Elem: 11 K-8: 1 Secondary: 1 High School: 6</p>	<p>Mission/Philosophy: CFN 206 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members.</p> <p>Organizational Structure: We review school data and instructional goals, and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.</p>
<p>Network: N207</p> <p>Leader: Danielle Giunta dgiunta4@schools.nyc.gov</p> <p>Contact:</p>		<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH//MS: 1 K-8: 7</p>	<p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our school. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>

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

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Network	Brand	Location	Grades	Vision Statement
<p>Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Brucella Contact: jbrucella@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>ECE: 1 Elem: 10 JH//MS: 8 K-8: 9</p>	<p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs. Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth. Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p>	
<p>Network: N211 Brand: Your Source For Success Leader: Jean McKeon Contact: jmcKeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p>	<p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve. Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs. Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>	

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

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

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

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	City	State	Grade Levels	Vision Statement
<p>Network: N409</p> <p>Leader: Neal Oproomalla</p> <p>Contact: nroo@schools.nyc.gov</p>	<p>Brooklyn: 26 Staten Island: 9</p>	<p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p>	<p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.</p>	
<p>Network: N410</p> <p>Brand: The ROCKS</p> <p>Leader: Athgracia Santana</p> <p>Contact: Asantana2@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p>	<p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p>	<p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>	

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N411</p> <p>Leader: Michael Alcoff malcoff@schools.nyc.gov</p> <p>Contact:</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>Network: N412</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Concepcion DConcep@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH//MS: 2 K-8: 2</p>
<p>Mission/Philosophy: Effective schools have a strong instructional core, seamless operations, and comprehensive student support systems. We believe this is a direct result of strong principal leadership and are committed as a network to supporting the capacity of our school principals. When consistently and collaboratively engaged in reflective practice, effective principals foster great learning communities.</p> <p>Organizational Structure: Our professional development aligns to the belief system that students learn best by doing and thinking. Our instructional PD has a strong focus on Common Core-aligned unit design, daily lesson planning around rigorous tasks, the pedagogy to support student thinking around those tasks, and instructional strategies to allow entry points for all students. We also offer PD to build administrative capacity, the work of teacher teams, and student support systems that develop positive academic and personal behaviors among students.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - Supporting leaders of small schools in their instructional supervision and organizational capacity building. - Supporting teacher teams in their work looking at tasks, student work, and data to inform planning. - Common core aligned literacy and math curriculum and instruction for high school and middle school teachers. <p>Mission/Philosophy: Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students.</p> <p>Organizational Structure: The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service.</p> <p>Special Expertise: The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>		

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	City	Schools	Vision Statement
<p>Network: NS11 Brand: HJ360 Leader: Jorge Izquierdo, I.A. Contact: izquierdo@h360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p>	<p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p>	<p>Mission/Philosophy: HJ360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: NS21 Brand: CUNY Leader: Dennis Sanchez Contact: DSanchez@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH//MS: 3 Secondary: 6 High School: 9</p>	<p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>

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Network Information		Current schools per borough/level	Vision Statement
Network: NS31 Brand: CEI-PEA Leader: Joseph Blaize Contact: jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	<p>Mission/Philosophy: The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders.</p> <p>Organizational Structure: Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans.</p> <p>Special Expertise: Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.</p>
Network: NS32 Brand: CEI-PEA Leader: Ben Soccodato Contact: BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH//MS: 10 K-8: 9	
Network: NS33 Brand: CEI-PEA Leader: Nancy Ramos Contact: NRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH//MS: 8 K-8: 2	
Network: NS34 Brand: CEI-PEA Leader: Ben Waxman Contact: BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH//MS: 12 K-8: 2	
Network: NS35 Brand: CEI-PEA Leader: Ellen Padva Contact: EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH//MS: 11 K-8: 2	
Network: NS36 Brand: CEI-PEA Leader: Bill Colavito / Gerard Beirne Contact: WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH//MS: 9 K-8: 1 Secondary: 5 High School: 10	

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		School Profile		Vision Statement	
Network: NSS1 Brand: Fordham University Leader: Dr. Anita Batisti/Marge Struk Contact: abatisti@fordham.edu struk@fordham.edu	Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16	Elem: 20 JH//MS: 5 K-8: 2 Secondary: 2 High School: 6	<p>Mission/Philosophy: The mission of the Fordham PSO collaboration with New York City schools is to help teachers and administrators drive academic achievement through a process of reflection, self-analysis, and the integration of perspectives gained from research into school-wide and classroom practice. The goal is to move each school toward the "tipping point" at which its culture becomes one of accountability and accomplishment.</p> <p>Organizational Structure: We acknowledge the "uniqueness" of each school and tailor our supports to meet their individual needs. Through a designated network team point person, outside consultants, Fordham faculty and resources, we keep each school prepared to meet the challenges of an evolving system by providing operational, instructional, and leadership supports that will maximize academic achievement, build teacher capacity and create environments that best serve all constituents.</p> <p>Special Expertise: Our special areas of expertise include: English Language Learners (Bilingual/TESOL) professional development by renowned faculty and technical assistance and compliance expertise from Fordham's NYC Regional Bilingual ELL Resource Network. As a result of our grant writing to date, Fordham PSO schools have received grants totaling \$2,750,000.</p>		
Network: NS61 Brand: New Visions 561 Leader: Derek Jones Contact: djones@newvisions.org	Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1	K-8: 2 Secondary: 8 High School: 15	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>		
Network: NS62 Brand: New Visions 562 Leader: Barbara Gambino Contact: bgambino@newvisions.org	Manhattan: 3 Bronx: 22	Elem: 1 JH//MS: 1 Secondary: 4 High School: 19	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>		
Network: NS63 Brand: New Visions 563 Leader: Alexis Penzell Contact: apenzell@newvisions.org	Brooklyn: 20 Queens: 1 Staten Island: 2	Elem: 1 JH//MS: 1 Secondary: 1 High School: 20	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>		

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Contact	Schools	Vision Statement
Network: NS04 Leader: Richard J. Gallo Contact: rgallo@schools.nyc.gov	Brooklyn: 3 Staten Island: 23	Elem: 19 JH//MS: 5 K-8: 2	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.</p> <p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>
Network: NS05 Leader: Wendy Karp Contact: wkarp@schools.nyc.gov	Brooklyn: 25	Elem: 15 JH//MS: 3 K-8: 6 High School: 1	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network		Contact		Schools		Vision Statement	
Network: MS08 Leader: Rudolph Pugmarrin Contact: rpugmarr@schools.nyc.gov	MS08	Bronx: 27 Elem: 1 Elem: 2 JH//MS: 22 K-8: 2	<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CLE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSQJ pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach 3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>				
Network: MS09 Leader: Debra VanNostrand Contact: dvanno@schools.nyc.gov	MS09	Brooklyn: 11 Queens: 4 Staten Island: 6 Elem: 13 JH//MS: 8	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>				
Network: MS10 Brand: Transition Support Network Leader: Steven Chernigoff Contact: scherni@schools.nyc.gov	MS10	Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15 Elem: 8 JH//MS: 7 Secondary: 2 High School: 21	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>				

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N611</p> <p>Leader: Roberto Hernandez Contact: Rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1</p>	<p>Mission/Philosophy: CFN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p>Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p>
<p>Network: N612 Brand: The Grapevine Network</p> <p>Leader: Margarita Nell Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 32 K-8: 1</p> <p>Mission/Philosophy: Grapevine Network CFN 512 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

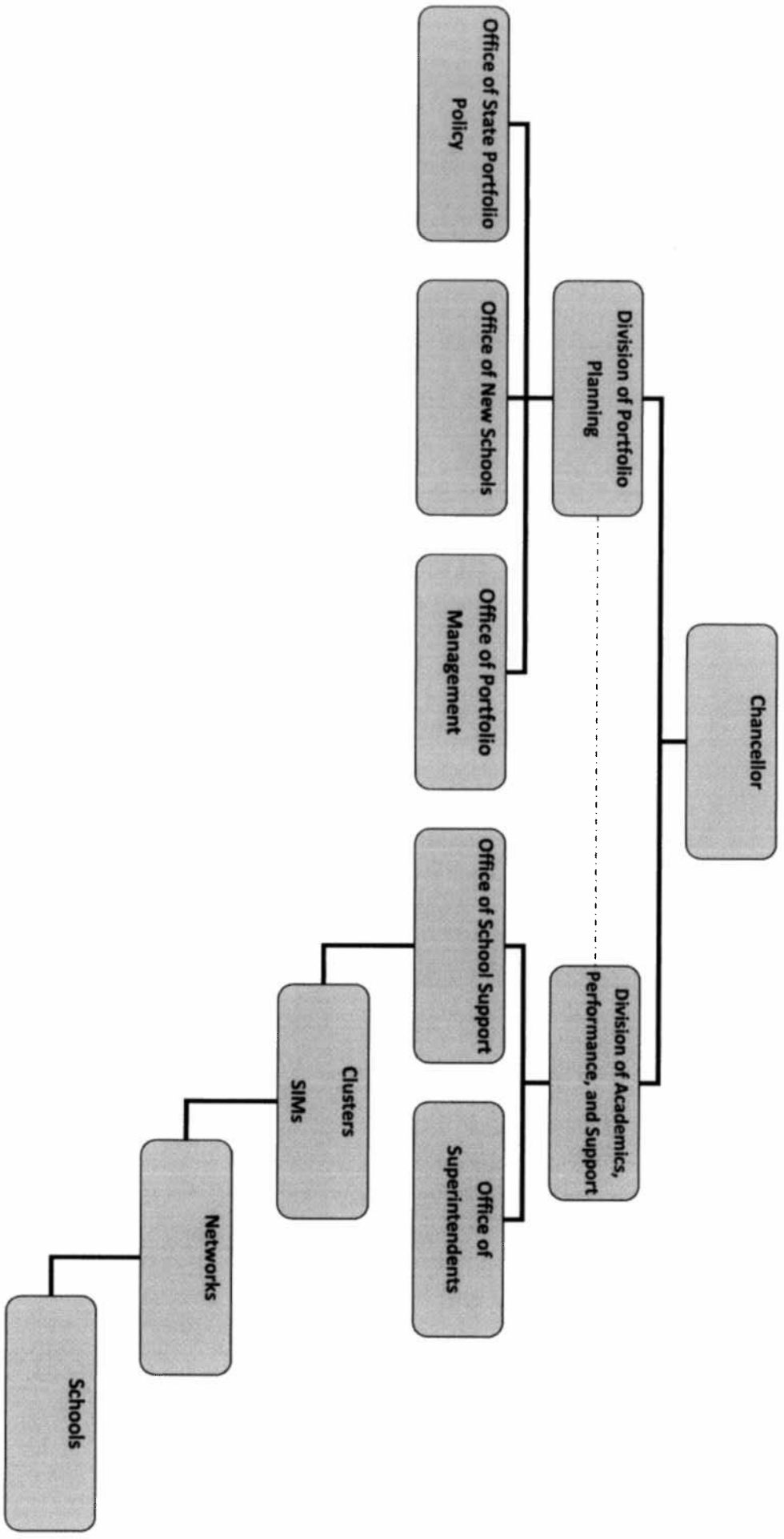
Spring 2012 - 2013 Network Directory

Network	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Diploma Plus Leader: Crystal Joye Contact: csimmons-joye@diplomaplus.net</p>	<p>N/A</p>	<p>Mission/Philosophy: It is our belief that the Diploma Plus model successfully transforms student's learning experiences through the implementation of our Four Essentials for Success:</p> <ul style="list-style-type: none"> - Performance-based Systems - Supportive School Culture - Future Focus - Effective Supports. <p>Our Essentials provide a detailed framework for modifying instruction, building student-teacher relationships, and policy and procedural analysis to ensure positive academic outcomes. Each essential influences the school's academics, climate, expectations, and structure.</p> <p>Organizational Structure: Diploma Plus implements its staff development program through a series of professional development (PD) modules, which builds the school's capacity to improve teaching and student outcomes. Our team will work with each school site to self-assess current programmatic needs. Our team will use this information to identify the PD modules needed to address the school's areas of need and continued enhancement. The team will also monitor growth and adjust support services as needed.</p> <p>Special Expertise: While we specialize in providing Competency-based professional development to those educators serving off-track youth, the Diploma Plus model benefits students at all levels. Competency-based services include: curriculum development, instruction, grading, portfolio development, and college and career readiness. Diploma Plus services support staff to codify the current systems to improve student outcomes.</p>

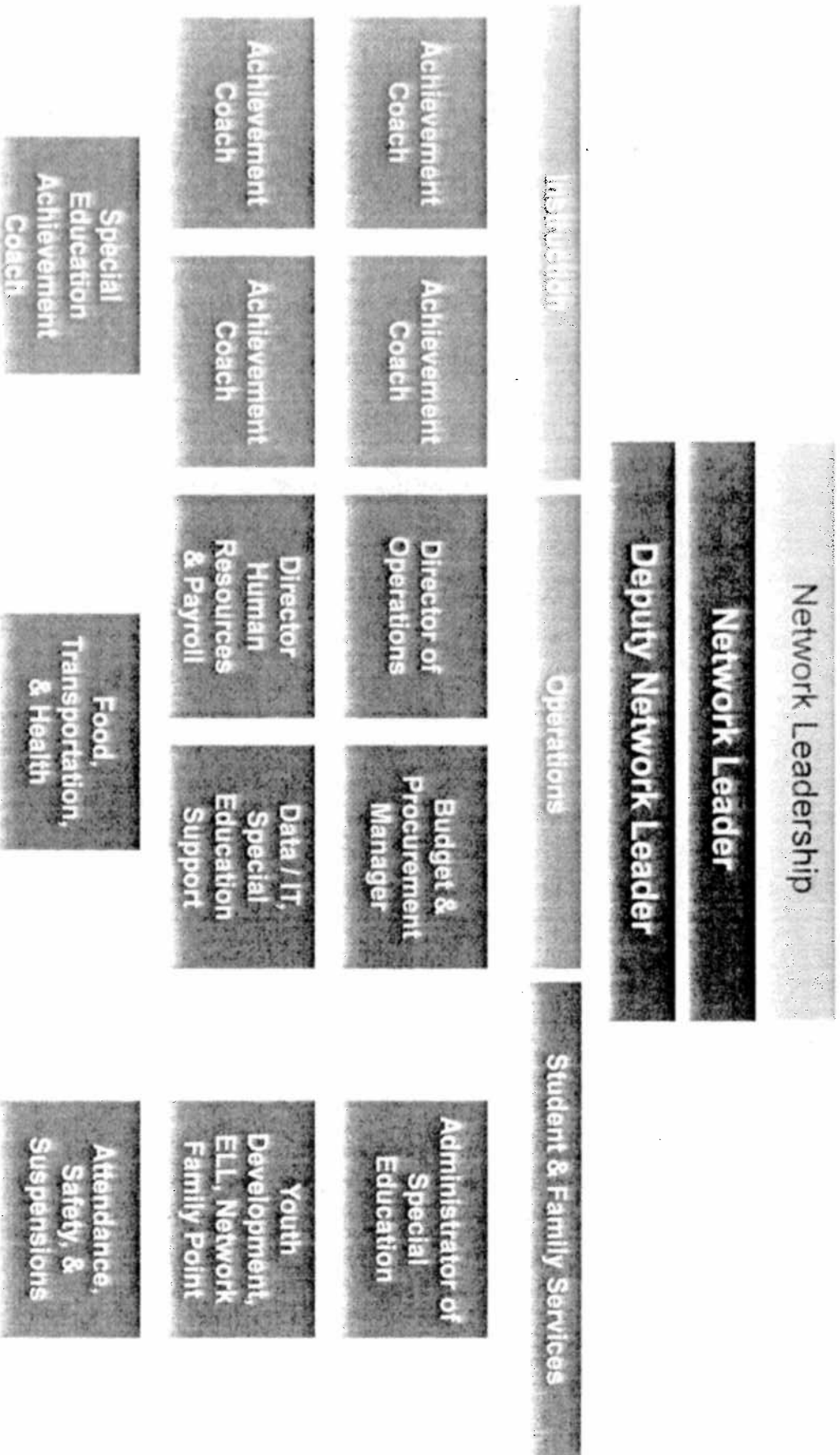
Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Teaching Matters PSO Leader: Lynette Guastafarro Contact: lguastafarro@teachingmatters.org</p>	<p>N/A</p>	<p>Mission/Philosophy: The Teaching Matters PSO is an innovative support organization focused on measurably improving teacher effectiveness and student learning aligned to the new demands of Common Core Standards. Our service model is informed by a distinguished group of advisors including Linda Darling-Hammond, Kim Marshall, Alan Lesgold, Paul Vallas, and Sandy Kase. They provide guidance in school leadership, management, instruction and teacher development. Our network will build leadership at teacher and principal levels, and organize through small principal-led learning communities that will inform PSO decisions.</p> <p>Organizational Structure: For 20 years, Teaching Matters has offered differentiated services to hundreds of NYC schools as their primary educational support partner. Our model offers 35 days of direct instructional support, and additional operations and accountability supports. Our network will develop and support the implementation of rigorous curricula, common assessments, Common Core-specific coaching, and teacher teams. In each school, the exact formulation will vary, but the result will be students meeting Common Core challenges.</p> <p>Special Expertise: In addition to Operations, Budget, and Compliance support, we offer access to 60 experts in the following areas:</p> <ul style="list-style-type: none"> - Leadership Coaching - Common Core Curriculum and Assessment Support - Danielson Observation/Feedback - QR Support - Coaching Teacher Leaders/Teacher Teams - Content Coaching in Math/ELA Common Core - Humanities/Science Coaching - ELLs/Special Education - Student Interventions (RTI) - Assessment/Data Systems Support - Technology - Hotline support - Grant writing

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



Department of Education

Note: not all networks are configured the same way.

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

<p>Struggling Schools Review Process</p>	<p>Consultation with stakeholders: October-November 2012</p> <p>Notification of staff, parents, and community: January-March 2013</p> <p>Enrollment/Transfer Process: March-September 2013</p> <p>Staffing Reassignments: Summer 2013</p> <p>District Support: September 2013 and ongoing</p>	<p>Senior Deputy Chancellor Marc Sternberg</p> <p>Division of Portfolio Planning; Office of Portfolio Management</p> <p>&</p> <p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support</p>
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* Note: Some timeframe dates provided are for School Year 2012-13; School Year 2013-14 and future dates will be similar

Section D

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

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

A. School Overview

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 02M625 High School of Graphic Communication Arts (Graphics), which is phasing out, and the new school, 02M135 The Urban Assembly School for Emergency Management (UASEM), which is phasing in to replace the Priority School under the Turnaround model.

High School of Graphic Communication Arts:

As the school begins to phase down, Graphics will continue to provide students with the opportunity to earn NY State CTE accreditation in Commercial Visual Arts and Commercial Photography. Students will graduate Graphics with the requisite skills for college success as well as prepared for careers in the visual arts and graphics industries. Graphics has created a three year plan as part of the SIG grant which will support three prioritized goals throughout the course of three year period. We believe that teacher effectiveness, CCLS implementation and youth development represent our key leverage points for student and teacher success. Each priority area listed below will be developed throughout the course of the three year grant, we expect that support for the following initiatives will, increase our attendance and graduation rate, while simultaneously providing teachers with the ability to deliver engaging instruction. Below you will see the articulation of three prioritized goals.

Goal #1: To improve teachers' ability to provide student-centered lessons and deliver engaging instruction through targeted professional development.

Goal #2: To support the integration of CCLS aligned instruction with multiple points of access for all students.

Goal #3: To integrate an intense youth development focus for all students to support the graduation rate and career and college readiness.

The Urban Assembly School for Emergency Management:

UASEM is a Career and Technical Education (CTE) high school that prepares students to engage in college and a career, both academically and socially, through authentic learning experiences in the classroom and through internships, collaborative simulations, student-led community training, and strong industry partnerships. UASEM puts students in the shoes of emergency managers to hone the communication, collaboration, high-stakes problem-solving and complex reasoning skills they will need to succeed after high school in college or employment. By constantly applying what they learn in the classroom to emergency management, e.g. disaster preparation and response scenarios, students will develop the confidence to pursue their dreams and the character to serve their communities.

Goal #1: To engage students in the rigorous academics dictated by the CTE focus of the school by designing specialized courses and embedding content in all core academics that connect directly to the field of Emergency Management with real life case studies, simulations, and the use of industry specific technology. Student engagement is measured by student attendance rates (official daily attendance and individual period attendance), metrics designed to monitor literacy, written communication skills, and core content areas as measured by learning targets aligned to state standards, and results of local interim assessments as well as the New York State Regents exams.

Goal #2: To create and foster a safe and supportive environment, as measured by participation rates in extra-curricular activities, and participation rates in work-based-learning opportunities in the form of, but not limited to: field trips, job shadowing, service learning, clinical experiences, internships, and off-site projects.

Goal #3: To create student advocates for emergency preparedness and be able to relay information to and interact with various communities. As measured by student, family and teacher communication, community service hours, and community projects.

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

High School of Graphic Communication Arts: Graphics' plan to achieve each goal is outlined as follows:

Goal #1: *To improve teachers' ability to provide student centered lessons and deliver engaging instruction through targeted professional development.* Graphics has developed a leadership model to support teacher effectiveness. Within the model, the leadership team, which consists of the principal, APs, instructional leads and social worker, works in conjunction with Cambridge Education to provide actionable feedback for teachers. This team utilizes the "instructional rounds" model to support this initiative. During the 2012-13 school year, Cambridge assisted by facilitating teacher growth plans which are developed from classroom observations and interim assessment data which then informed the focus for the Leadership team. This team meets two times per week to look at instructional progress for teachers as well as student interim assessment data; the results of these meetings drive the professional development offerings and assist the team in creating a comprehensive approach to school wide and differentiated support for teachers. The instructional leads are part of the leadership group and they provide coaching support for all teachers in the classrooms. The work of the instructional leads is driven by observation data, student interim assessment data and school wide patterns and trends. Throughout the tenure of the grant, Cambridge will shift their focus to their whole school reform model. This model will build upon the work started during the 2012-13 school year and support the three prioritized goals as articulated in the plan.

Goal #2: *To support the integration of CCLS aligned instruction with multiple points of access for all students.* The work with teachers is directly linked to supporting CCLS alignment of instruction and providing multiple points of access in lesson planning. During the 2012-13 school year, the new principal brought in Teaching Matters Inc (TMI) to support team building and the creation of professional learning communities school wide. TMI supported the work during common planning periods with a direct focus on analyzing student work through inquiry. Teacher teams meet 2-3 times per week. During the 2013-14 school year, the school will work with Pearson to provide direct coaching support for teachers in the classrooms. Pearson will implement their SIF (School wide Instructional Focus) model in year one and year two. The SIF model provides support for teachers and results in full scale implementation of strategies to build students' facility with academic language and college and career readiness learner competencies, consistent with the CCSS and incorporating scaffolds to provide access for English language learners and students with disabilities These programs will also be coordinated through the whole school reform model provided by Cambridge. Graphics is in the 2nd year of participation in a blended learning initiative through participation in the iLearnNYC platform. The school will have a dedicated lab as well as a Coordinator to assist students in managing and guiding students in this new method of learning. Through this pilot, students will be able to access accelerated and individualized course selection for both advanced learning and credit recovery.

Students will also be able to access accelerated courses through the school's partnership with the College Now program. This program will provide specific sub-groups of students with differentiated access to accelerated college level course work.

Goal #3: *To integrate an intense youth development focus for all students to support the graduation rate and career and college readiness.* Graphics has created a comprehensive approach to supporting youth development in the school which incorporates academic support as well as social/emotional development. To fully coordinate this initiative, the school will hire a F Status coordinator. The coordinator will be in charge of managing the operations for these programs and supporting student access to all the services. In order to provide a more personalized school experience for every student, the Leadership Program will support the implementation of an advisory program for all students as well as provide tutoring services for students. This advisory program provides a curriculum which incorporates career and college readiness, time management skills, self-esteem building and character development for all students on a weekly basis. The coaches from the Leadership Program will facilitate advisory sessions with students and support the professional development needs of the teachers. This program will also be used to create a transitional campus culture for all of the schools by providing resources to the other campus schools. We will also partner with UASEM, our collocated phase-in school, in the development of a unified Advisory program. In order to strengthen the connection between the home and school culture, the Leadership Program will also provide parent workshops on a monthly basis. To further support the social and emotional development of students directly, the school will partner with Counseling in Schools to provide direct counseling services to students and families. This organization will provide social services, social workers, and mental health services for the students. The Good Shepherd program will also be used to provide a broad array of individual, family and school-based services to prevent youth from becoming disconnected from family, school and society. This program will be on-site to support students in the school community. The participation of Good Shepherd is a joint-venture between Graphics and UASEM and will be used to ensure sufficient student support during the process as Graphics phases out and UASEM phases in. This will result in a consistent and long-term investment in social/emotional support for our combined student bodies. Finally, the Urban Arts program will help to further support the CTE focus for students by providing after school media and visual arts program with certified CTE strand teachers. These programs will provide engaging enrichment opportunities for all students and will help support our students by providing them with increased access to Work Based Learning opportunities as well as direct exposure to career-related instruction.

The Urban Assembly School for Emergency Management: UASEM will achieve its mission by providing teachers with essential professional development in the CTE focus of the school, social/emotional strategies for supporting students and families, social/emotional supports for students and their families, and researched-based instructional strategies and monitoring tools for teachers. Essential elements of the UASEM plan are:

- Career and Technical Education program in Emergency Management that manifests itself in the curriculum and aligned to the Common Core Learning Standards, through active partnerships, in the discourse of students, teachers, and activities inside and outside of the classroom.
- Key industry partnerships with Federal Emergency Management Agency Region II (FEMA), The New York City Office of Emergency Management (OEM), American Red Cross, New

York Police Department (NYPD), New York Fire Department (FDNY), Adelphi University, Emergency Management Institute (EMI), and ConEdison.

- A Partnership Coordinator to build and maintain industry partnerships, CTE Advisory Board, and student enrichment/work-based-learning opportunities
- Consistent use of a student goal setting structure (“Step-it-up-2-thrive”), collaboratively developed by guidance counselor, advisory teacher, and students, for academic, career, social and emotional goals.
- Frequent revisiting and evaluation of goals made possible by student led conferences with advisor and parent (Education World)
- Use of common assessments and data meetings to monitor student progress and adjust instruction as supported by Paul Bambrick-Santoyo (*Driven by Data*) of the North Star Charter Network. UASEM will use a five-tier system of assessment. (1) Baselines and Pre-Assessments, (2) Degrees of Reading Power and Quantitative Reading Inventory, (3) Quarterly Regents Readiness Exams (Interim Assessments), (4) CCLS-aligned Capstone Projects (administered at the grade level) and Mini-Projects/Performance Tasks (administered at the course level, supplemented with ThinkReady Assessment system), and (5) Daily checks for understanding.
- The effective use of the state and city-approved Danielson Framework for Teaching to support consistent improvement in teachers’ instructional practices coupled with a clear system for tracking teacher progress and implementation of feedback.
- Students as “Ambassadors of Emergency Readiness” Programs. Students will take part in frequent emergency preparedness activities that will take place both in the school building and in their communities. Essential supplies for activities are needed for successful execution.
- Social and Emotional Support for a professional work environment. UASEM will partner with Ramapo for Children to provide teachers and students with uniform approach to maintaining our core values through common practices that continually invite students back into the norms and expectations of UASEM in addition to essential collaboration and team building skills identified as one of the crucial Principles of Emergency Management and Common Core skills necessary for success in career and college.
- Professional development for teachers in incorporating literacy strategies in the form of consulting services and reference materials. Instructional leads will be identified each year services are provided, for 3 years, to roll out continued professional development for new staff members.

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

Graphics is comprised of 1,139 students. Approximately 30% of the student population is black and 64% is Hispanic and 19% SWD and about 8% LEP. The school is comprised of about 58%

males and 42% females. Graphics students live in all 5 boroughs of NYC and the school is a universal Title I school indicating a high level of students who qualify for free or reduced lunch. Data on whether or not students are the first generation to attend college is not currently available.

Since UASEM is a limited unscreened school open to all students across all five boroughs, UASEM anticipates a similar demographic configuration to that of Graphics and will serve any student with aspirations to gain exposure to direct college and career pathways. Additionally, Career and Technical Education high schools tend to enroll a larger number of students with disabilities as compared to traditional high schools, according to MDRC reports. Finally, the campus has chronic attendance issues with attendance rates at about 83%.

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

In October 2010, a Joint Intervention Team review of Graphics was conducted by the New York State Education Department. The report indicated that the school needed to a systematic procedure for administration and teachers to analyze individual, grade and school-wide student performance trend data in order to monitor curricula and pacing calendars. The school needed to develop a comprehensive, cohesive, long term program of professional development which would support teacher effectiveness. It was evidenced through the visited classrooms that instructional strategies were neither research-based nor based on individual student needs. This evidenced the need for school leadership to develop a set of expectations for observation reports and informal walkthroughs that includes specific feedback. While the school's overall Quality Review score was an Underdeveloped, the Review indicated some areas of strength, such as the principal and staff working as a unified team to create a calm and respectful environment where learning can take place and students feel supported as well as echoing similar needs as presented in the JIT report. The graduation rate at has shown some improvement in the past few years, rising from 35% in 2008 to 56% in 2011 noting some success in graduating students in self-contained special education classes. 44% of students in self-contained classes in the 2011 graduating cohort graduated in four years, which puts Graphics in the top 18% Citywide on this measure.

UASEM's program and instructional models were designed with the collaboration and support of The Urban Assembly (Children's First Network 105), NYCDOE's Office of New Schools and the Office of Post-Secondary Readiness. UASEM's design is intended to respond to the current demands of college and career readiness and to the points of improvement addressed in the JIT report and Quality Review.

iv. Results from systematic school review

School Leadership Practices and Decisions

The JIT and QR reports evidenced the need for a creation of leadership structures which would effectively impact student instruction and achievement. These articulated needs lead to a change in leadership at Graphics. A new principal was hired to effectively "turnaround the school." The new principal was able to bring on four new assistant principals, to be part of the turnaround. A leadership team was developed which encompassed the principal, assistant principals, instructional lead coordinators as well as social worker to address the multi-faceted needs of the school. This team uses the work of Paul Bambrick's Leverage Leadership (2012) as a professional development tool that supports sustained growth.

Curriculum Development and Support and Teacher Practices and Decisions

The JIT and QR evidenced a need for a change in pedagogical practices school-wide which would be supported by a comprehensive professional development calendar focusing on CCLS integration within a culture of data analysis which led to movement for all teachers on the Danielson framework. This led to a teaming structure for common planning created by the new leadership, and a consistent weekly schedule for meeting with and observing teachers. The new principal created a leadership pipeline by developing capacity in-house, through the leadership team as well as partnership with Teaching Matters Inc. during the 2012-13 school year to support job embedded professional development for teacher teams.

Student Social and Emotional Development Health

The JIT report evidenced a need for programs which supported student social emotional development health as well as a structure for students to access support for career and college readiness. There is a strong need to create a personalization environment for students supported by advisory whereby guidance counselors should be assigned to specific academies. The new leadership is supporting this through planned programming for students and professional support for teachers through the Leadership program. This program will also be extended to families by providing workshops in conjunction with the parent coordinator.

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.

High School of Graphic Communication Arts: The prioritized needs as articulated through the state and city reports are addressed through the three goals. As the school begins to phase down, the school will focus on teacher effectiveness, CCLS implementation and youth development. The school has identified partnership and key staff members who can support this work throughout the tenure of the grant and eventual phase-out of the school.

The Urban Assembly School for Emergency Management: The new school that is replacing the Priority School will prioritize improving the identified needs of the school by creating a sustainable set of practices and procedures to monitor key indicators and predictors of each need. It is imperative that UASEM improve school attendance, eliminate lateness, and truancies. Attendance will be tracked through an online grading system and reported daily to parents, teachers, and administration. Sense of safety and respect on the campus as indicated by incident reporting, classroom participation and engagement, advisory goal setting and tracking, and enrollment in extra-curricular activities. Instructional effectiveness and impact as indicated by student progress on common assessments, course grade performance and pass rates, and teacher informal observation and implementation of formative feedback using the Danielson Framework. It is essential that the school community culture is positively established and reinforced so that our students are present and ready to engage in the rigorous coursework designed at UASEM. The implementation of this SIG plan will help support our efforts in ensuring that we create an environment where students want to be, feel safe, and want to learn.

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 Graphics 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 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 2016. At the same time, as the change agent for the school site, UASEM 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.

High School of Graphic Communication Arts: As the school begins to phase down, the school will focus on the core pieces of the school's comprehensive reform strategy. During the 2012-13 school year, the new principal created key systems and structures to build teacher capacity, through the creation of a teacher effectiveness model, a leadership team and key partnerships with Teaching Matters Inc. and Cambridge. Part of the core challenges that the school has faced in the past were uncoordinated efforts within the realm of teacher effectiveness, curriculum support and youth development. This resulted in an approach that didn't address comprehensive school improvement. In a short period of time, the new principal has been able to provide an effective structure to address recommendations presented in the JIT and QR. The SIG plan will assist the school to fully realize those recommendations over the life of the grant.

The Urban Assembly School for Emergency Management: As the Turnaround for the school site, UASEM will improve student attendance through curriculum design, designation of students as ambassadors of Emergency Management to their communities, and intervention planning for student with chronic or irregular absences. Curriculum design at UASEM is meant to be highly engaging, relevant and purposeful. Students are provided the skills to empower their communities to be self-sustainable during times of crisis with the students as the experts. By providing our students with a voice and purpose through carefully planned curriculum and delivery, and enrichment opportunities, the desired result for a majority of students will be to want to attend school. However, in order to obtain a sweeping reform of the attendance rate the school will establish a network of support and checkpoints to ensure students are identified, monitored, and followed up on. Support staff will monitor daily absences and report them to respective advisors. Advisories, in a 1:15 ratio, will be lead by one teacher who will consistently monitor all grades, attendance, and lateness, etc. matters for 15 students. Advisories will conduct daily phone calls to homes and relay information to respective teachers and administration if a pattern begins to emerge. Teachers will then meet in grade teams for kid talk in order to determine action plans for students with chronic absences and/or lateness issues. If necessary, matters requiring social emotional support outside the training of our staff will be referred to our community based organization Good Shepherd Services to identify appropriate action plans for students. UASEM recognizes that instructional strategies are most effective when they are based in research as well as deliberate and transparent. UASEM understands the importance of literacy education across content areas as key in academic success. Consistent and realistic strategies that support literacy instruction are essential in maintaining rigor in curriculum by providing entry points for our students to progress as readers and writers.

UASEM will partner with Ramapo for Children to provide teachers and students with a uniform approach to maintaining the core values through common practices. Ramapo has a proven track record of working with the most challenging youths and focuses on developing personal relationships, thoughtful rituals and routines, collective celebrations, and a culture of honest feedback. Specifically, teachers will engage in 1 full day workshop, 15 coaching days during the

school year, 1 full day staff retreat, and 1 onsite team-building day. Our students will bond with our teachers through a student weekend retreat. Every student will trust and feel safe with at least one adult in the school as a result of the Ramapo partnership.

UASEM instructional priorities and focus during our professional development, and through classroom coaching by administration and teachers, will be supported by common planning time built into the teachers' programs for reviewing lesson plans and incorporating literacy and modification strategies, and meetings with consultants. Curriculum is where evidence of a teacher's and school's instructional beliefs and approach are codified. Staff members are trained in a consistent model for creating curriculum (curriculum map, unit plans, and lesson plans) then UASEM leadership will develop a common language around instruction and facilitate a dialogue about outstanding instructional practice. Peer observations will become common practice and staff and administration will normalize the peer observation process together, normalize the mini-observation process, as well as giving and receiving feedback and build trust among staff, coaches, and administration. When priorities and outcomes are made clear, staff will produce outstanding work products and academic outcomes for students across subject areas and appropriately modify instruction to allow entry points for all learners.

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.

High School of Graphic Communication Arts: The principal who will preside over Graphics 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. The core competencies necessary in a leader to meet the needs of the school and produce gains incorporate an ability to create systems and structures for staff and leadership to engage in collaborative work which would support overall student achievement. Inclusive to the ideas

presented, the principal needs to be able to plan for a comprehensive approach to professional support routed in capacity building for a group of experienced teachers, derived from real-time student data and teacher observations. Given the diverse student population the principal would need to be able to support teachers in planning instruction that present multiple access points.

The Urban Assembly School for Emergency Management: 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.

High School of Graphic Communication Arts: The principal is committed to ensuring that students continue to have access to a full academic experience along with student support services as the school phases down. Brendan Lyons has had a successful leadership track record throughout his tenure in the NYCDOE. In his short time as a principal, Mr. Lyons has been able to provide a comprehensive vision for school reform, first evidenced through participation in the Turnaround work during the 2011-12 school year, where his proven track record and ability to implement a full scale school improvement model made him a perfect candidate to participate in the initiative being piloted in the NYCDOE in 2011-12. Mr. Lyons was identified in 2011 by the NYCDOE as a Turnaround leader, when he replaced the principal of the Graphics. He has traveled the path of teacher, iLearnNYC director, AP and principal. As an AP, Mr. Lyons was able to support significant gains on the NYC progress report and QR. He assisted in creating developing and facilitating a comprehensive approach towards professional support for his teachers. His expertise in data inquiry made him a natural facilitator for this work. This pipeline has enabled Brendan Lyons with the skills necessary to effectively implement a school reform model as articulated through the SIG.

The Urban Assembly School for Emergency Management: The new principal who will lead the new school replacing the Priority School is Rudolfo Elizondo. Prior to his involvement in the development of UASEM, Mr. Elizondo served as an instructional lead and data coach assisting teachers to develop rigorous curriculum, and helping teachers to adjust their instruction to meet the needs of their students. Mr. Elizondo was a math teacher for 5 years teaching courses ranging from 7th grade math to 11th grade Algebra 2/Trigonometry at the Bronx School for Law, Government, and Justice. He established a new data driven instruction model and developed professional development to develop teachers at his former school resulting in a 100% pass rate in the NYSED Regents exam in Algebra with an average of 86% for 8th grade students, and above 80% regents pass rates for both Regents in English Language Arts and Global History. Mr. Elizondo is recent graduate of the Leaders in Education Apprenticeship Program (LEAP), operated by the NYCDOE. He holds an undergraduate degree in Mathematics from the University of California Berkeley, a Masters of Art in Teaching from Bard College, and a School Building Leader degree from Baruch College.

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.

High School of Graphic Communication Arts: Our current leadership team consists of 6 school administrators, 4 lead teachers as well as an experienced social worker. This team was created by the new principal and has instructional expertise alongside experience with leading the restart of four Small Learning Communities. Assistant principals are responsible for supporting the learning academies as well as their specific focus areas. Assistant principals work in conjunction with the leadership team to coach and provide feedback for teachers utilizing the Danielson rubric, monitor student growth and progress towards career and college readiness as well as helping to facilitate alongside of our partnerships the professional development focuses for all teachers. The principal supports the assistant principals by providing a structure for weekly face to face feedback meetings on their performance and targeted leadership development that aligns an understanding of our school vision and belief in team accountability and support.

Our SIM works collaboratively with leadership to plan overall comprehensive school reform pieces through acting as a thought partner for structuring the School Improvement Grant and building capacity of all staff members over the three year implementation period.

The Urban Assembly School for Emergency Management: UASEM will have an Assistant Principal in Year 2 or Year 3. The school's Children First Network, in collaboration with the School Implementation Manager, will work closely with the school to ensure implementation of its core instructional and student support elements under SIG. Once hired, the Assistant Principal will support or lead in the following duties:

- Chair meetings (e.g. curriculum, safety, site advisory, special district committees, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Facilitate communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitate meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Facilitate the development, communication implementation and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students.
- Implement policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Intervene in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Manage a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) for the purpose of enforcing school, district and state policy and maintaining safety and efficiency of school operations.

- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Prepare a wide variety of materials (e.g. quantity reports, student activities, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Present information (e.g. budget overviews, accounting processes, distribution formulas, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Represent the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment.
- Supervise school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall

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

High School of Graphic Communication Arts: The new principal has strategically created a leadership team which consists of assistant principals, instructional leads teachers, and a social worker. This team engages in coordinating and facilitating professional support for teachers. The assistant principals work alongside of the principal and the partnerships to support the Danielson framework for teacher effectiveness. They engage all teachers in weekly observations and feedback sessions. The instructional lead teachers act as coaches and facilitators of teacher inquiry team meetings. There is extensive expertise on the core leadership team in data analysis which is used to during teacher inquiry team meetings and in feedback conversations with teachers. The new principal has created a structure to build capacity within his leadership team by instituting weekly group and one-on-one meetings. During the weekly group meetings, all constituents work to support a comprehensive school reform agenda through their work in strategic planning with qualitative and quantitative data sources derived from student assessments, teacher observations and growth plans as well as the work of teacher inquiry. In addition, the principal meets one-on-one with each member of the leadership team to support their professional growth.

The Urban Assembly School for Emergency Management: The proposed leader for UASEM is experienced in supporting teachers in their practice in order to improve student outcomes. He also brings with him a relationship with the Urban Assembly and UA’s expertise in developing successful CTE schools in NYC.

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. 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.

High School of Graphic Communication Arts: Beginning at the advent of the Turnaround model proposed for NYC schools in the 2011-12 school year, Graphics had been in the process of reforming its staffing structure. The school was reorganized into four small learning

academies supported by assistant principals alongside teacher coordinators. During the 2011-12 school year, the school partnered with Cambridge Education and Teaching Matters. Along with leadership, these organizations helped to support the professional development needs of the teaching staff based upon the new model of 4 individual academies. This involved support in both the classroom, during teacher team meetings, after school and at full scale professional workshop days. In order to realize the internal capacity of the teaching and leadership staff, the school will continue to be supported within a comprehensive reform model. This will include leadership support for assistant principals as well as curriculum and instructional support for teachers. The school plans to establish several partnerships whereby school staff will be supported by coaches on a regular basis. In order to fully realize a personalized school experience for students, a strong focus on youth development is integral. While the school had advisory programs in the past, they were not effective due to a lack of a formal curricula structure and professional development. In partnering with the Leadership Program, coaches will directly assist teachers in facilitating an advisory curriculum which supports career and college readiness as well as social skills for students. The school will implement a blended learning lab for students within the iLearnNYC platform to support at-risk and enrichment opportunities for students. Through the SIG plan, the school will be able to hire on-site trainer and coordinator for this lab who will work directly with students and also build capacity with interested staff leaders.

The SIG plan articulates a strong focus for youth development programs. In order to coordinate all of these programs effectively, the school will hire an F-status person. This person will work with the school and program staff to ensure access for all students as well as an effective management of Youth Development initiatives brought to the school in 2013.

The Urban Assembly School for Emergency Management: UASEM intends to staff 8 teaching positions in its first year, 16 in year two, 24 in year three and 29 in year four. UASEM intends to recruit experienced teachers that have, or are willing to develop, a background in working with data, incorporating literacy strategies, and using high leverage pedagogical modifications to allow access to all learners. Because of the CTE focus, one teacher will have specific industry experience or be in constant communication with an industry consultant to ensure an authentic Emergency Management curriculum and appropriate sequencing of content. This SIG plan is essential in funding additional support staff members to manage the partnership coordination work necessary for the school to fulfill its mission; and necessary social workers provided through Good Shepherd Services who support students in the most egregious situations or who require additional support. Additionally, support staff in the form of Blue Engine Teaching Assistants (BETAs), comprised of recent college graduates, will be provided to each teacher to help in the development of advanced skills in mathematics, literacy and social cognition.

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

High School of Graphic Communication Arts: The principal mentors his leadership team consisting of assistant principals, instructional leads and the social worker through job embedded routine coaching. He works with them to develop their capacity to assess pedagogy within the Danielson framework; effectively provide formative feedback to teachers; provide guided practice and resources to teachers, use data to guide decisions around professional development as well as monitor the progress of teacher growth plans. This team will have critical roles in implementing the reform strategies articulated in the SIG plan. They will be joined in concert by

the partnerships. The core competencies of instructional staff that are required to meet our school goals identified in Section A consist of the following areas of focus:

- The ability to deliver engaging Workshop Model lessons with an emphasis on student-centered instruction and techniques whereby teachers model discreet skills and content followed by ample opportunity for teacher-facilitated student practice,
- The ability to adapt instruction and materials to the diverse needs of students based upon interpretations of interim assessment, formative and summative student data,
- The ability to provide targeted mentoring and guidance to students and families with a focus on improving the graduation and college readiness percentage of students.

The Urban Assembly School for Emergency Management: UASEM staff will be a committed to being life long learners, dedicated, passionate, and driven to improve their practice. Teaching at UASEM is ideal for educators interested in providing students with authentic learning experiences, projects, tasks, and simulations through the lens of Emergency Management. Staff will be ready to engage in weekly professional development in order to help integrate the principles of Emergency Management and CCSS into their curriculum. Characteristics of a UASEM staff member include:

- **Fosters a positive and academic learning culture**
 - Demonstrates interests in learning about Principles of Emergency Management
 - Demonstrates an desire to work in a Career and Technical Education High School
 - Demonstrates a desire to learn and implement restorative practices approach disciplinary and academic interventions
 - Desires to work in a community with high needs students and believes that students of all backgrounds can and must learn at high levels
- **Establishes a culture of achievement and high expectations**
 - Believes that teaching success relates to specific, measurable student achievement
 - Allows students to reflects regularly on performances to identify areas for improvement
- **Learner**
 - Participates in all professional development sessions with enthusiasm and contributes to the learning of all community members
 - Collaborates with and welcomes feedback from grade team, coaches, and principal in lesson planning, problem solving sessions for key instructional issues, and development of tasks
 - Generates and reviews effective/creative strategies with all members of the faculty
 - Takes initiative in accessing resources and/or asking for help to improve quality of instruction

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

High School of Graphic Communication Arts: 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. The existing instructional staff will be informed through school-wide professional development in June and September of 2013. In addition, there will be opportunities in August and September of 2013 for whole school and team based informational

sessions. Finally, this information will be posted and communicated to staff and community in a variety of manners such as email and through the Graphics website.

The Urban Assembly School for Emergency Management: The staff will be informed of the model being implemented over summer professional development and continued throughout the year. Staff will also be introduced to the SIG plan at the same time.

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 NYCOE 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.

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.

F. Partnerships

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

High School of Graphic Communication Arts:

Partner Organization	Role	Rationale
Cambridge	Whole school reform	Building upon the work from the 2012-13 school year, Cambridge will assist in a whole school reform model. Within this model they will work with the school to assess the effectiveness of partnership, programs, and pedagogy in meeting the three prioritized goals.
Teaching Matters	PD – teacher effectiveness	Building upon work from 2012-2013 school year, TMI will assist in developing highly-effective PLC communities

		within our school as well as in assisting our teachers in the effective usage of data-driven instruction.
Pearson	Curriculum support for ELA and Math	As evidenced in the multiple state and city reports, support were is needed to incorporate CCLS and shift pedagogical styles from teacher directed to a student centered model. Pearson School-wide Instructional Focus (SIF program will support for teachers in implementation of strategies to build students' facility with academic language and college and career readiness learner competencies, consistent with the CCSS and incorporating scaffolds to provide access for English language learners and students with disabilities. Pearson will provide intense support for years one and two.
The Leadership Program	Advisory and parent support	Previous efforts to provide a comprehensive advisory program were unsuccessful at the school. The leadership program will provide support in implementation of an advisory curriculum which focuses on career and college readiness and multi-faceted social skills. The program will also provide a shift of culture within the shared community of both the phase –out and phase-in campus schools.
Urban Arts	Youth Development and support for CTE focus	Graphics has a CTE program. In order to strengthen the offerings of classes in the visual arts, they will partner with Urban Arts. Urban Arts will provide instruction for students in the visual arts. This program will also provide in-house support for students retaking regent's exams. In addition this program provides a link between students and professionals in the field to give feedback on works-in-progress and tools for further growth as artists.

The Urban Assembly School for Emergency Management:

The principal and his design team represent experts on pedagogy in their respective academic disciplines. It is absolutely necessary to have the input and involvement of key industry players at every stage so that UASEM reflects the realities of what the industry requires of its workforce and how those skills are developed on the ground. So far, the following have pledged their commitment as partners of the school:

- FEMA Region II
- NYC Office of Emergency Management
- NYS Department of Homeland Security
- American Red Cross
- NYPD
- FDNY
- ConEd
- Thornton Tomasetti, Inc.
- Lucius Pitkin
- Adelphi University
- John Jay College (CUNY)

Like all Urban Assembly schools, UASEM will be small, with approximately 100 students per grade in grades 9 through 12, and will receive intense support from the Urban Assembly central office to execute a proven academic program, develop a vibrant and inclusive school culture, and implement out-of-school activities that challenge students and develop their talents beyond

school hours. Additionally, to fulfill its mission as a CTE school focused on careers in Emergency Management, UASEM will feature:

- The *Principles of Emergency Management* as a framework of skills and habits of mind that will steer instruction in every class, not merely the industry-focused classes.
- Seven classes devoted entirely to concrete training in industry occupations, either team-taught by a certified high school teacher and an industry professional or taught by a single instructor with both a teaching and an industry certification.
- Constant “industry exposure experiences” in the lower grades, including field trips, job shadowing, and expert-led workshops in and out of school.
- Constant work-based learning opportunities in the upper grades, including internships, mentorships, and apprenticeships.
- College credit and/or advanced admission standing for courses taken in high school that pertain directly to, and introduce important relevant content of, college-level coursework in the industry.
- A school culture that reflects the pride and values of the industry and encourages students to embrace their industry aspirations.

In addition to our vast industry partnerships, UASEM plans to partners with Ramapo For Children and Good Shepherd Services to provide the essential social emotional supports and preventative behavioral intervention systems essential for student success. UASEM is also partnered with the Urban Assembly. The Urban Assembly will support UASEM by provided all Children First Network services, in addition to instructional rounds framework obtaining best practices from other schools and principals.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C for each school.

iii. Partner accountability

High School of Graphic Communication Arts: In order to properly hold the partners accountable the school has assigned key data points for each group which will be measures of interim progress within the three prioritized goals and also assist in assessing overall progress for each year of the grant. In addition to the internal tracking system for the partnership, the principal’s leadership team will have routinely scheduled meetings with the individual partnership to review both qualitative and quantitative data points.

Partner Organization	Role	Prioritized Goal	Data Point(s)
Cambridge	Whole school reform	Goals 1,2,3	<ul style="list-style-type: none"> • Interim assessment data (all students) • Student work products • Teacher growth plans • Quality of effective feedback provide by leadership • Qualitative observations utilizing the Danielson framework • Evidence of the CCLS shifts in lesson planning

Partner Organization	Role	Prioritized Goal	Data Point(s)
			and text selection <ul style="list-style-type: none"> • Attendance/tardiness data • OORS data
Teaching Matters	PD – teacher effectiveness	Goal 1	<ul style="list-style-type: none"> • Interim assessment data (all students) • Student work products • Teacher growth plans • Qualitative observations utilizing the Danielson framework • Evidence of the CCLS shifts in lesson planning and text selection • Attendance/tardiness data • OORS data
Pearson	Curriculum support for ELA and Math	Goal 1,2	<ul style="list-style-type: none"> • Interim assessment data (all students) • Student work products • Teacher growth plans • Qualitative observations utilizing the Danielson framework • Evidence of the CCLS shifts in lesson planning and text selection • Attendance/tardiness data • OORS data
The Leadership Program	Advisory and parent support	Goal 3	<ul style="list-style-type: none"> • Credit accumulation • Interim assessment data (all students) • Progress towards meeting deadlines in the college application process • Attendance/tardiness data • OORS data • Parent attendance and involvement at workshops
Urban Arts	Youth Development and support for CTE focus	Goal 2, 3	<ul style="list-style-type: none"> • Attendance/tardiness data • OORS data • Interim assessment data (all students)

The Urban Assembly School for Emergency Management:

Outcomes	Indicators
A. Improved Communication Skills	<ul style="list-style-type: none"> ○ Effective expression of thoughts and feelings ○ Increased assertiveness in social context
B. Improved Life Skills	<ul style="list-style-type: none"> ○ Increased planning skills, time management, resourcefulness and realistic goal setting ○ Increased accountability and or sense of personal responsibility ○ Improved resilience

	<ul style="list-style-type: none"> ○ Increased sense of purpose and self direction ○ Regulate and manage emotions ○ Expanded global and cultural awareness
C. Increased Leadership and Civic Engagement	<ul style="list-style-type: none"> ○ Increased ability and interest to lead others or activities ○ Increased awareness of issues that impact life and community ○ Increased action and engagement on specific issues affecting life and community
D. Improved Relationships	<ul style="list-style-type: none"> ○ Increased ability to work with others to accomplish goals ○ Increased ability to work with diverse individuals in groups ○ More positive interaction with adults
E. Increase in Positive Behavior	<ul style="list-style-type: none"> ○ Increased non-violent or peaceful responses to conflict ○ Reduced or no incidence of illegal behavior ○ Reduced or no gang activity

Meetings will be held periodically (4 times a year) with each organization to assess progress based on rubric and feedback from students and teachers and refocus and/or realign the group if necessary.

G. Organizational Plan

i. Organizational chart

See Attachment G for each school.

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

High School of Graphic Communication Arts: As evidenced in Attachment G, the principal has established a structure for day to day operations, teaming and effective communication structures. The principal heads up the leadership team which meets twice per week. The leadership team consists of assistant principals, instructional leads, and the social worker. The school plans to hire a part-time youth program coordinator as part of the SIG plan. Their work is informed from both qualitative (teacher growth plans, frequent observations as well as overall school movement on the Danielson rubric) and quantitative (student assessment data) data sources. The principal meets once per week with each member of the leadership team individually in addition to their group meeting to provide individual feedback and support on their work.

Teacher teams have common planning periods facilitated by a member of the leadership team. The instructional leads help to facilitate teacher team meetings. They work to develop the collaborative efficiency of teams as well as to inform the leadership team about teacher professional development needs. This information is used to monitor and revise the comprehensive professional development plan.

The Urban Assembly School for Emergency Management: The following chart describes the staff and respective structures/meetings each staff member will be attending. The meetings will also be used to assess the operations of the school. UASEM has divided priorities into 3 categories: instruction, culture, and support and development.

Staff				
Administrators	Teachers	Counselors/Deans/ Social Workers	Support	Other

Elizondo	Coach ELA(ESL) ELA(Sped) Math Math (Sped) Science Social Studies CTE	Counselor	Partnership Coordinator (CA) Secretary School Aide	Parent Coordinator F-Status Data Analyst PTA Representative
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The following chart describes the different teams and their respective roles and responsibilities:

Team	Roles and Responsibilities
Leadership	<ul style="list-style-type: none"> Review and Finalize observation cycle for the week Review Unit Plans and provide feedback on alignment to CCLS and rigor Teacher development progress State of the school (Academics and Culture) Teacher accountability check-in (Feedback Tracker, Binder Check, Implementation of Feedback, etc.) Daily Blast commendation and announcements including: trips, highlights, opportunities, and classroom inter-visitation opportunities.
Grade	<ul style="list-style-type: none"> Identify strength and weaknesses of pre-determined student subgroups Nominate students who are living, and/or improving on UASEM's core values. Provide specific anecdotes to be presented at town hall Identify students who are "slipping" due to attendance, grades, at home distractors or circumstance, and bring to the attention of school support team
Student Council	<ul style="list-style-type: none"> Acknowledge student concerns Preview calendar of events Nominate students who are living, and/or improving on UASEM's core values. Provide specific anecdotes to be presented at town hall Plan student events and distribute responsibilities among advisors and students Logistical planning questions
PTA	<ul style="list-style-type: none"> Acknowledge Parent concerns Preview calendar of events Plan student events and distribute responsibilities among advisors and students Logistical planning questions Communication Plan Ideas/Questions
Attendance	<ul style="list-style-type: none"> Review daily official absence ATS reports, identify individual student trends or patterns Review call logs

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.

Based on the outcomes of the Initial Planning Conferences, the leadership of UASEM envisions that teachers will be informally and/or formally observed every other week by school leadership, with follow-up feedback sessions following within twenty-four hours. Teachers will receive concise, measurable feedback that can be implemented by the next informal or formal observation and that works towards moving up a proficiency level in Domains 2 and 3. For example, if it is found in an informal observation that a teacher is struggling to engage 100 percent of students throughout the lesson, they will develop a discrete set of engagement tools (i.e. cold calling, whole group check for understandings like snaps or thumbs up/thumbs down) to implement by the next observation. The percent of students participating should increase by the next observation. On weeks where teachers are not being observed, they will be working on curriculum to make sure lessons are being tailored to all student groups and responding to daily assessments such as exit tickets. Teachers will receive timely feedback after an observation, as determined by the Initial Planning Conference and type of observation received. Ideally, UASEM leadership envisions that there will be no more than one day lapse for feedback after an observation. Informal observations will be unannounced. Based on Initial Planning Conferences with teachers, the schedule for observation and feedback sessions will be set internally by administration by the previous Friday so that the chances of unanticipated events have a smaller likelihood of disrupting the observation cycle.

Formal observations at UASEM will be analogous to summative assessments our student will engage in. Throughout the informal process the instructional team at UASEM will support teachers through frequent informal observation and professional development, continually monitoring a teacher's progress. The formal observation will be a whole-period observation, as compared to 15 minute informal observation. The focus of the formal will be on Domains 2 and

3 of the rubric. Formal observations will include specific feedback so that teachers can see documented progress within these domains.

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.

High School of Graphic Communication Arts: Graphics’ tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment T. The final schedule will depend on teacher Initial Planning Conference.

2013-14 Professional Development Calendar				
Goal	Description of Goal	Professional Development	Timeline	Audience
#1	To improve teachers’ ability to provide student centered lessons and deliver engaging instruction through targeted professional development	Cambridge Education will provide bi-weekly support in comprehensive whole school reform	(September – June)	Leadership Team
#2	To support the integration of CCLS aligned instruction with multiple points of access for all students	TMI will provide 2x per week team development and creating PLC Pearson + Instructional leads - will provide job embedded coaching support on-site across the curriculum for all teachers on a weekly basis (September – June)	(September – June)	All Staff (leadership) (teachers) (classroom aides)
#3	To integrate an intense youth development focus for all students to support the graduation rate and career and college readiness	The Leadership Program – co-leading model for facilitating advisory 5 days per week for all teachers Youth development manager – coordinator Weekly Training for Aides to facilitate the college application process and programs	(September – June)	All Staff (leadership) (teachers) (classroom aides)

The Urban Assembly School for Emergency Management: UASEM's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment F. The final schedule will depend on teacher Initial Planning Conference.

AUGUST/SEPTEMBER FOUNDATIONAL PROFESSIONAL DEVELOPMENT. Each school within the Urban Assembly Network will provide a Foundational Professional Development session in August or September in which an Evaluation Portfolio will be issued to each teacher. Self-Evaluations based on Danielson framework

SEPTEMBER OBSERVATIONS. In September, at least twice, a member of the instructional team and/or coaches will informally observe teachers, dependent on the outcome of the Initial Planning Conference. These foundational informal observations will allow each teacher to demonstrate his/her proficiency in the Danielson framework. The purpose of these informal observations is to help teachers and the administrative team to determine the area of focus from the Danielson Framework for the teacher.

OCTOBER/NOVEMBER FORMAL OBSERVATIONS. In October and November, dependent on the Initial Planning Conference outcome for each teacher, pedagogues may have a formal observation, which will include a Pre, and Post Observation Conference. Formal Observations will be scheduled in advance and are documented in a letter, signed by the administrator.

DECEMBER INFORMAL OBSERVATIONS. In December, informal observations will continue. Depending on the schedule determined by the Initial Planning Conference, by this time in the school year teachers will be informally observed at least two times by a member of the administration.

JANUARY/FEBRUARY: CONTINUED INFORMAL AND/OR FORMAL OBSERVATIONS. Depending on the outcomes of the Initial Planning Conferences, teachers will continue to receive formal and/or informal observations. In some cases, these observations may serve as a checkpoint on the teacher's progress towards meeting the goals set in October.

FEBRUARY MID YEAR CHECKPOINT. Depending on the specific outcomes and schedule determined by the Initial Planning Conferences, administrators and or coaches will schedule conference meetings with teachers to check in on teachers' progress in each focus area.

APRIL/MAY: CONTINUED INFORMAL AND/OR FORMAL OBSERVATIONS. Depending on the outcomes of the Initial Planning Conferences, teachers will continue to receive formal and/or informal observations. In some cases, these observations may serve as a checkpoint on the teacher's progress towards meeting the goals set in October.

JUNE END OF YEAR SUMMATIVE END OF YEAR CONFERENCES. By June 27 administrator and coaches will administer the final evaluation conferences with teachers.

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 articulate 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

High School of Graphic Communication Arts: The school will use a literacy curriculum that is based on units of instruction aligned to the Common Core and published on www.engageny.org through Odell Inc. These units of instruction present multiple-entry points for students. These units of instruction on literacy will be complemented with Common Core aligned literature purchased through this SIG grant. In Mathematics we will implement the College Preparatory Math curricula which will also be purchased through the grant as well. In addition, Pearson will work directly with teacher teams to support implementation of the common core into classroom instruction. Teachers across content areas will utilize the suggested texts articulated throughout the modules for high school on www.engageny.org.

The Urban Assembly School for Emergency Management: Students learn best when they are engaged in authentic real-world tasks that require them to synthesize skills and concepts in order to solve novel problems. Students are more invested when they see a need for how discrete skills and content interact in a meaningful context. Instruction at UASEM will focus on the development of skills and acquisition of content through authentic learning experiences within the field of EM. The curriculum for the first two years of study at UASEM focuses on core courses, particularly mathematics, science, and writing. Students will also enroll in a series of survey courses in which they explore the four EM sub strands of preparation, mitigation, response, and recovery. A particularly strong focus will be placed on preparation and mitigation, as these are areas our partners have identified as having the highest growth potential for civilian employment. Survey courses will give students exposure to field and allow them to narrow their interest to one of the four subsectors. These survey courses will be tightly aligned to the Common Core Learning Standards and emphasize math, science, and writing. For example, a student enrolled in a survey course of mitigation will have to understand what qualifies a building as adequately prepared for an emergency. In addition to the math and science required to make and analyze mechanical drawings, students will have to research building codes and other city ordinances and outline municipal requirements in a clearly written summary. Students will engage in performance-based summative tasks at the end of each unit and capstone projects at the end of each year as the true measure of mastery. According to FEMA's "*Principles of Emergency Management*," practitioners in the field must be collaborative and flexible, among other competencies. Students cannot truly understand or appreciate what good collaboration looks and feels like without applicable experiences. This holds true for flexibility and all of the other "*Principles of Emergency Management*" from which the schools' curriculum will be developed. Students at UASEM will work in small groups to collaboratively develop an EM plan for the school and then flexibly implement it in a simulated emergency simulation. More than many other CTE programs, students of EM must be fluent in these principles upon entering the work force, as real-world application leaves little room for error and inexperience can amount to high costs in life and property loss.

In the final two years of study at UASEM students will explore one of the four strands in more depth. At this point all students will be at or above grade level in their core classes and focused on refining CTE competencies and the principles of Emergency Management. This will be done by way of internships, volunteer opportunities, simulations, and other "on the ground" opportunities. Many of our partners, including FEMA and the NYS Department of Homeland Security, have already committed internship positions normally reserved for college students. Such out-of-classroom activities will allow students to network with key stakeholders and

employers as well as hone their collaboration and professional skills sets emphasized in the principles of Emergency Management. Opportunities through UASEM's restorative justice program to be peer mediators, peer jurors, and lead "circles" and morning meeting will also allow students to hone their leadership skills, self-regulation, and self-reliance. At the end of their senior year, students will engage in a culminating exit assessment, recognized by industry, and several specific certification tests (such as STARS, the certification test for Geospatial Information Systems) recognized by industry. These assessments will allow a student to demonstrate competency within EM side-by-side with their field experience.

Instructors at UASEM will focus on developing curriculum rich with real-world tasks and experiences that integrate the principles of EM. This includes implementing appropriate questioning techniques, checks for understanding, and techniques for engaging students in discussion. Teachers at UASEM will also continually collect and analyze data before implementing summative projects to ensure students are adequately prepared. In preparation for a capstone project where students respond to a school-wide emergency situation, an instructor might implement smaller projects throughout the year to measure a student's ability to calmly and confidently respond to a situation in plain language. Students will receive on-going feedback using a detailed rubric on this explicit FEMA competency so that they have achieved mastery by the final simulation. While there will be balance in the development of curriculum and pedagogy with data driven instruction, the first four years will be heavily weighted towards the former to ensure students are regularly engaging in rigorous coursework and experience relevant to industry standards.

Our partners have stated that writing, math, science, communication, and creativity skills are the most important prospective employees can have in EM. These competencies are conveniently and compellingly found in both the CCLS and the Principles of Emergency Management, providing coherence and focus in both UASEM's curriculum and instruction. For example, the CCLS writing and listening and speaking standards align perfectly with PEM's and our partners' emphasis on writing and communication. UASEM will continually ensure curriculum align to both the CCLS and the Principles of Emergency Management before the beginning of each semester.

ii. Instruction

High School of Graphic Communication Arts: The school improvement model being implemented by Pearson supports the instructional shifts in literacy and math by providing professional support for teachers in developing academic language in the context of content area instruction, using content area language structures for reasoning and justifying, collaborating for learning and working independent of constant teacher direction. Throughout this support program, leadership, instructional leads and teachers will be in the process of using student artifacts, formative and summative assessment and individual movement on the teacher growth plans to monitor and revise support for students. The school will implement a blended learning lab through utilization of the iLearnNYC platforms for all students. This program will provide students with access to accelerated coursework as well as intervention supports. Students in the phase-in and phase-out schools will also have access to the College Now program due to the partnership between both principals. The phase-out and phase-in principals have agreed to share access to college level and AP courses for students. This partnership will enable students from both schools to continue to have access to college and AP classes throughout the scaling process for both schools.

The Urban Assembly School for Emergency Management: UASEM will focus on 4 instructional priorities in year 1 that aligned with the citywide instructional shifts for math and English Language Arts. 1) UASEM will embed assessments directly aligned to learning targets derived from the common core standards. 2) We will design and implement authentic and engaging tasks that allow students to work with rigorous content, and provide them with ample discussion opportunities. 3) We will frequently check for understanding and assess our students' mastery of content. 4) We will integration literacy and literacy strategies into all core content areas.

iii. Use of Time

High School of Graphic Communication Arts: The school will implement through Urban Arts a comprehensive arts curricula after school that supports our CTE focus of commercial photography and commercial visual arts. For the remaining three years, Urban Arts will provide access to high quality CTE-approved coursework primarily during afterschool hours as well as partially during the school day itself. In addition, we will leverage our iLearnNYC membership to deliver an iLearnNYC lab during the school day. In this course, students will work on credit recovery and/or accelerated learning through a blended learning lab staffed with a coordinator consultant through TMI, Inc.

	Monday	Tuesday	Wednesday	Thursday	Friday
Urban Arts	3:30-5:30 PM CTE coursework	3:30-5:30 PM CTE coursework	3:30-5:30 PM CTE coursework	3:30-5:30 PM CTE coursework	
iLearnNYC	1 class period per day 3:30-5:30 PM	1 class period per day 3:30-5:30 PM	1 class period per day 3:30-5:30 PM	1 class period per day 3:30-5:30 PM	1 class period per day

The Urban Assembly School for Emergency Management: Block scheduling will provide added instructional time for students to master core skills during their first two years and give instructors multiple opportunities to diagnose skill and content deficiencies and remediate them.

	Monday	Tuesday	Wednesday	Thursday	Friday
1	(9:00 - 9:50)	E91 - (9:00-9:55)	(9:00 - 9:50)	(9:00 - 9:50)	(9:00 - 9:50)
2	E91 - 9:51-10:41	E92 - (9:58-10:51)	E91 - 9:51-10:41	E91 - 9:51-10:41	E91 - 9:51-10:41
3	E92 - 10:42-11:32	(10:52-11:48)	E92 - 10:42-11:32	E92 - 10:42-11:32	E92 - 10:42-11:32
4	Advisory/Snack (11:33-12:08)	Snack (11:48- 11:58)	Literacy/Snack (11:33-12:08)	Advisory/Snack (11:33-12:08)	Literacy/Snack (11:33-12:08)
5		E93 - (11:59- 1:12:54)		(11:59-1:12:54)	
6	E93 - 1:02-1:52	E94 - (12:55 - 1:50)	E93 - 1:02-1:52	E93 - 1:02-1:52	E93 - 1:02-1:52
7	Lunch (1:54-2:40)		CPT	Lunch (1:54-2:40)	CPT
8	E94 - 2:42-3:45	PD (1:50-3:50)	E94 - 2:42-3:45	E94 - 2:42-3:45	E94 - 2:42-3:45

9th period will be reserved for additional Academic Intervention Services, Enrichment Opportunities and extracurricular activities or clubs.

iv. Data-Driven Instruction/Inquiry (DDI)

High School of Graphic Communication Arts: The teacher teams meet on a weekly basis whereby they analyze formative assessment data and student work. In addition all teachers are

supported through the data warehouse system, Skedula and ARIS. The AP for ELA works in concert with the teacher teams to provide actionable data sources which are used to develop lessons. The Pearson model will assist teachers in using data to drive instruction through their school improvement platform program. Through full implementation of the Pearson model teachers will have gained expertise in making systematic use of data, including instructional artifacts and student work, to drive instructional decisions

The Urban Assembly School for Emergency Management: UASEM will use assessments both to measure student progress and to promoting student growth. As an essential component of student learning, assessments at UASEM will be designed to highlight the skills and content knowledge students bring to the school and how those essential attributes grow throughout various checkpoints during their residence. UASEM will have a five-tier system of assessments to evaluate our students and inform instruction for teachers: (1) Baselines and Pre-Assessments, (2) Degrees of Reading Power and Quantitative Reading Inventory, (3) Quarterly Regents Readiness Exams (Interim Assessments), (4) CCLS-aligned Capstone Projects (administered at the grade level) and Mini-Projects/Performance Tasks (administered at the course level, supplemented with ThinkReady Assessment system), and (5) Daily checks for understanding. Assessment cycles will repeat every 6 – 8 weeks. See the table below for a sample of a single implementation of the assessment cycle:

Cycle 0 (Baseline)			
Item	Cycle Step	Deliverable	Date
Baseline Assessment Complete	1. Learning Goals	Baseline Assessment measuring skills and content critical for course success.	9/14/13
Baseline Administration	2. Evidence	Baseline Assessment is administered and graded	9/20/13
Action Plan	3. Analysis	Action Plan created with coaches and leadership for remainder of cycle.	9/27/13
RTI Roster	3. Analysis	Roster of students for RTI program submitted to coach/leadership	9/27/13
Action Plan Delivery	4. Instruction Plans Carried Out	Action Plan items examined in informal observation meetings with coach and leadership.	11/01/13

v. Student Support

High School of Graphic Communication Arts: Student support will be delivered through a combination of direct counseling to students and families both through internal guidance staff as well as through the consulting of two full-time social workers/counselors employed through Counseling in Schools. We also seek to engage parents through monthly workshops led by the Leadership Program. In addition, the Leadership Program will develop a 3 year advisory development plan with staff members that is our primary vehicle for creating a closer home-school connection. This program will provide direct modeling and professional development for teachers to learn how to become effective Advisors with clear goals for improving the social and emotional growth of our students with particular attention to “at risk” youth struggling within our school.

The Urban Assembly School for Emergency Management: UASEM provides academic intervention services to its students in a variety of ways. Services are provided based upon individual student need. Academic Intervention Services (AIS) will be provided within the Response to Intervention (RtI) Framework. AIS are to assist students who have not achieved, or are at risk of not achieving, the State Learning Standards in English/Language Arts, Mathematics, Social Studies and/or Science. The intensity of services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the DOE-adopted procedure that is consistent throughout the school at each level. Academic Intervention Services shall be made available to English Language Learners (ELL) and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program. Students in need of AIS will be identified using Degrees of Reading Power Assessment in addition to the Quarterly interim assessments. Academic services will be provided to students in English/Language Arts, Mathematics, Social Studies, and Science. Additional support services will be provided to address barriers to increase academic performance related to attendance, behavior, family difficulties, health issues and lack of study skills. The following are general practices of AIS:

1. Student needs will be assessed and trained staff members will recommend specific areas of academic intervention.
2. Multiple measures will be considered to determine a student's eligibility for AIS.
3. Specific interventions (i.e., extra help, flexible grouping) may be provided in the regular classroom in addition to the regular classroom instruction. These interventions will be supplemental to regular classroom instruction and not supplant that instruction.
4. Formative assessments will be used to monitor student progress.
5. Records will be kept of the services provided.
6. Certified school personnel will provide services.
7. Parents will be informed of origination of services.

vi. School Climate and Discipline

High School of Graphic Communication Arts: The school has taken a very comprehensive approach to youth development through their partnership with, the Leadership program, Urban Arts and College Now. Each program will work in concert to provide students with access to services to support their social and emotional growth. The Leadership program will provide students with a comprehensive approach to advisory that supports, credit accumulation, career and college readiness, self-esteem and overall mental health. This program will support a student culture for both the phase-out and phase-in school. Counseling in Schools will provide resources for students as well as support the overall culture and climate of the learning environment. The Urban Arts program will help support the CTE focus by providing students access to programming in the visual and media arts. The College Now program will provide advanced coursework opportunities for a sub-group of students in the phase-out and phase-in school.

The Urban Assembly School for Emergency Management: UASEM will train all adults (through professional development provided by Ramapo for Children) to be self aware of actions, words, intentional or non-intentional, that may trigger students' inappropriate behavior. In addition, teachers will be trained on how to incorporate literacy strategies and appropriate

modifications for students with disabilities so that all learners are engaged and disruptions in the classroom are minimized.

vii. Parent and Community Engagement

High School of Graphic Communication Arts: In order to maintain the coherence between support programs for students and parents, the Leadership Program will provide a series of workshops for parents. This workshop series will supplement the support already provided by the parent coordinator. Through these programs parents will access to academic supports and career and college readiness supports for their children. To foster strong communication between the school and the parent community, there is a website and phone call system.

The Urban Assembly School for Emergency Management: UASEM is committed to building stronger links between the school, the home, and the community, to increasing academic achievement for all students, and improving the quality of life for the students, their families, and the community. This Family Involvement Plan outlines our commitment. UASEM recognizes that a child’s education is a responsibility shared by the school, the family, and the community during the entire time the child spends in school. To support the goal of the schools to educate all students effectively, UASEM, families, and the community must work as knowledgeable partners. Families are an integral component of a school’s ability to provide for the educational success of their children. The school endeavors to meet the diverse cultural and language needs of families and children. UASEM acknowledges that engaging families is essential to improve student achievement and that schools should foster and support active family involvement.

The Family Involvement Plan involves families, students, teachers, and community members in a variety of roles. The plan recognizes that communication between home and school should be regular, two-way, and meaningful. To encourage this communication, UASEM will make available a family handbook. It will explain the role of the family, student, teacher, and school and ways for the family to become involved in the school and their child’s education. The family handbook will describe the activities planned throughout the school year to encourage family involvement and a system to allow families to communicate with UASEM teachers and staff members in a regular, two-way, and meaningful manner. To encourage communication with families, the DOE and UASEM have scheduled two parent- teacher conferences during the academic year in the form of student led conferences. To promote and support responsible parenting, UASEM will acquire and distribute books, magazines, and other informative material regarding responsible parenting through the school counseling office. These materials will be advertised and parents will have an opportunity to borrow the materials for review. Curriculum night, breakfast with the principal, and lunch with the principal will be scheduled on the campus.

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

High School of Graphic Communication Arts: The leadership team collectively contributed to the vision as outlined in the SIG application. The intense focus on, teacher effectiveness, common core and youth development came out the prioritized needs articulated from the school community.

The Urban Assembly School for Emergency Management: The plan has been developed by founding principal to support the needs of the student population historically served by the schools in the community. Parents have expressed concerns regarding access to technology and school safety at three informational meetings held on the campus.

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

High School of Graphic Communication Arts:

See professional development events in Attachment I.

The Urban Assembly School for Emergency Management:

See chart in Data-Driven Instruction/Inquiry (DDI) for data plan of action and stakeholders.

See Main Strategies and Activities in Parent and Community Engagement for parent involvement plan of action.

See section G Organizational Plan for teacher plan of action.

iii. Plan for training, support and professional development

High School of Graphic Communication Arts: The Leadership Team meets on a weekly basis to monitor and revise professional development based upon, teacher observations, scholarship reports, attendance data, interim assessments and OORS reports. The principal has regularly scheduled meetings with the educational consultants from the partnerships.

The Urban Assembly School for Emergency Management: The success of Professional Development will be measured by data collected on student performance indicators and informed by common assessments. This will largely be driven by the data cycle previously described. UASEM staff will meet in common planning time at least twice a week and engage in whole staff professional development sessions once a week for approximately 2 hours on Wednesdays. Family and Community Engagement will be measured by monthly scheduled Community Education Council meetings (already an established routine) and through the concerns and feedback provided by the Parent Association.

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.

High School of Graphic Communication Arts: Graphics 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 Graphics with a letter template to utilize, similar to the school's designation as a Priority School. Graphics will engage in the following regular cycles of outreach and communication:

- Weekly email and website updates delivered to all parents, students and community members with backpack distribution for students and families without access to Internet services.
- Bimonthly automated phone and text message outreach detailing to parents, students, and community members
- Monthly onsite updates and feedback sessions for community members to be held at monthly Parent Association meetings on the third Wednesday of each month

The Urban Assembly School for Emergency Management: Parents will be updated on an individual basis by their student's Advisor. Advisors will contact parents at least 4 times, aligned to the marking periods, in addition to at least 2 parent teacher conferences. When final data from ARIS is available, a quarterly newsletter developed by the Partnership Coordinator, in addition to an initial email sent by the Principal will detail how school funds are being allocated to ensure the academic success of their child. Moving forward, information will continue to be presented in the quarterly news, the CEC and through the Parent Association.

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, is described below.

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

High School of Graphic Communication Arts: Graphics' Year 1 goals are the goals of this SIG plan:

Goal #1: To improve teachers' ability to provide student-centered lessons and deliver engaging instruction through targeted professional development.

Goal #2: To support the integration of CCLS aligned instruction with multiple points of access for all students.

Goal #3: To integrate an intense youth development focus for all students to support the graduation rate and career and college readiness.

The Urban Assembly School for Emergency Management: The new school's goals and strategies for its 2013-2014 SIG plan implementation are:

- A rigorous and coherent curricula based on standards that are consistent across the school and meet the needs of all learners. Starting with a peer reviewed assessment with appropriate modification, and at least 3 revised lesson plans.
- Researched-based high-leverage differentiation practices to ensure all lessons adjust content materials and work products based on data to meet all student needs.
- Effective use of the use of school's observation tool to encourage teachers to reflect on their practice and professional growth. School leaders monitor and follow up with teachers on lesson planning and execution in connection with student achievement.
- Frequent use of data used to purposefully target students for academic intervention and/or social and emotional needs
- Improved student attendance versus final attendance at High School for Graphic Communication Arts in the previous year
- A safe and supportive environment
- Involved parents and community

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

High School of Graphic Communication Arts: Early wins that will serve as indicators for success include:

- 2 self-assessments and 1 formal assessment tracking teacher progress,
- Campus review to be held at completion of 1st marking period focused on gathering evidence of embedded strategies with lead partners Cambridge, Pearson, and TMI, Inc.
- Scholarship reports and credit accumulations, Interim assessment student performance data
- Attendance rates progress
- Decrease OORS incidents with a focus on reducing the number of Level IV and Level V incidents

The Urban Assembly School for Emergency Management: Meanwhile, at the new school:

- Student attendance exceeds attendance at Graphics in the previous year
- Below average suspension rates and incidents recorded in OORS

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

High School of Graphic Communication Arts: Indicators of success to be examined include:

- Teacher observation reports and common interim assessment results examined every 8-10 weeks
 - Teacher reports and common interim assessments will be collected by subject area team leaders and will be analyzed by teacher teams and Assistant Principals with direct reporting to Leadership Team.
 - Data will be collected and analyzed via Skedula student database portal
 - Successful results will indicate an 85% passing rate on common interim assessments in each core subject area with non-core subjects developing locally based common interim assessments.
- Scholarship reporting will also be conducted every marking period and teacher teams as well as subject area leaders will review data and report out intervention strategies to Leadership Team.
 - Successful results will reflect a 75% passing rate on semester scholarship reports per department
 - Successful results will include the following yearly credit accumulation percentages: 9th Grade – N/A; 10th Grade – 75.4%; 11th Grade – 65.9%; 12th Grade – 68.6%.

The Urban Assembly School for Emergency Management: The new school will examine assessment data results from UASEM's data cycles to measure student improvement versus baseline assessments. In addition, UASEM will assess teacher progress in their identified focus areas during the February mid year checkpoint. Finally, UASEM will gauge family engagement and the effectiveness of UASEM's outreach efforts by attendance at the first Curriculum night.

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

High School of Graphic Communication Arts: The Priority School's goals and key strategies in Years Two and Three of implementation are as follows:

- Year 2 implementation will continue to develop the systems from Year 1 with a focus on moving from direct professional development towards a "train the trainer" model that seeks to develop internal capacity within our community. Professional development supports will be front-loaded for year one, this will enable the school to build capacity throughout the phase-out cycle.
- Year 3 implementation will focus on increasing the effectiveness of the SIG plan with explicit attention paid to ensuring our students have effective support services in the final year of our Phase-out cycle. Professional development supports will be front-loaded for year one, this will enable the school to build capacity throughout the phase-out cycle. The focus for year three will be mostly directed youth development services for students. This will also enable the school to provide extensive support for the college application process.

The Urban Assembly School for Emergency Management: The new school's goals and key strategies during Years Two and Three of the SIG implementation will not vary as the school continues to create consistency in school culture, and academic expectations. If UASEM is not meeting our initial benchmarks, then the action plan needs to be revisited and revised. One key difference from Year 2 and 3 as compared to Year 1 will be the development of teacher leaders to lead the work of the inquiry teams and professional development.

Attachment B – 02M625 High School of Graphic Communication Arts
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	58080			
b. Student participation in State ELA assessment	%		n/a	n/a	n/a	n/a	n/a
c. Student participation in State Math assessment	%		n/a	n/a	n/a	n/a	n/a
d. Drop-out rate	%		12%	22%	19%	16%	13%
e. Student average daily attendance	%		86.6%	76%	75%	78%	80%
f. Student completion of advanced coursework			30%	11%	14%	17%	20%
g. Suspension rate	%		11.6%	8.8%	6%	3%	1%
h. Number of discipline referrals	num		83	174	150	130	110
i. Truancy rate	%		5.0%	12.7%	10%	8%	6%
j. Teacher attendance rate	%		95.2%	95.1%	95.2%	95.5%	96%
k. Teachers rated as "effective" and "highly effective"	%		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
l. Hours of professional development to improve teacher performance	num			1900	2800	700	350
m. Hours of professional development to improve leadership and governance	num			2471	1000	500	250
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			1000	1000	300	150
II. Academic Indicators							
o. ELA performance index	PI		Please see attached memo	164	n/a	n/a	n/a
p. Math performance index	PI		Please see attached memo	167	n/a	n/a	n/a
q. Student scoring "proficient" or higher on ELA assessment	%		n/a	n/a	n/a	n/a	n/a
r. Students scoring "proficient" or higher on	%		n/a	n/a	n/a	n/a	n/a

Math assessment							
s.	Average SAT score	score	442	384	391	400	410
t.	Students taking PSAT	num	113472	564	250	100	50
u.	Students receiving Regents diploma with advanced designation	%	16%	0%	3%	6%	9%
v.	High school graduation rate	%	66%	56%	58%	61%	63%
w.	Ninth graders being retained	%	22%	32.1%	30%	n/a	n/a
x.	High school graduates accepted into two or four year colleges	%	50%	25%	28%	31%	34%

Attachment B – 02M135 The Urban Assembly School of Emergency Management
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Avera ge	District Average	*School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	n/a	59182	59182	59182
b. Student participation in State ELA assessment	%		n/a	n/a	Please see attached memo	Please see attached memo	Please see attached memo
c. Student participation in State Math assessment	%		n/a	n/a	Please see attached memo	Please see attached memo	Please see attached memo
d. Drop-out rate	%		12%	n/a	8%	5%	4%
e. Student average daily attendance	%		86.6%	n/a	90%	92%	94%
f. Student completion of advanced coursework			30%	n/a	30%	33%	35%
g. Suspension rate	%		11.6%	n/a	9%	8%	6%
h. Number of discipline referrals	num		83	n/a	70	60	50
i. Truancy rate	%		5.0%	n/a	4%	3%	2%
j. Teacher attendance rate	%		95.2%	n/a	96%	97%	97%
k. Teachers rated as "effective" and "highly effective"	%		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
l. Hours of professional development to improve teacher performance	num			n/a	480 (60 hours for 8 Teacher)	960 (60 hours for 16 Teachers)	1,440 (60 hours for 24 Teachers)
m. Hours of professional development to improve leadership and governance	num			n/a	10 hours	20 hours	20 hours
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	80 (10 hours for 8 Teachers)	160 (10 hours for 16 Teachers)	240 (10 hours for 24 Teachers)
II. Academic Indicators							
o. ELA performance index	PI		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
p. Math performance index	PI		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
q. Student scoring "proficient" or higher on ELA assessment	%		n/a	n/a	n/a	n/a	n/a
r. Students scoring "proficient" or higher on	%		n/a	n/a	n/a	n/a	n/a

Math assessment							
s.	Average SAT score	score	442	n/a	n/a	n/a	n/a
t.	Students taking PSAT	num	113472	n/a	n/a	n/a	108
u.	Students receiving Regents diploma with advanced designation	%	0	n/a	n/a	n/a	n/a
v.	High school graduation rate	%	66%	n/a	n/a	n/a	n/a
w.	Ninth graders being retained	%	22%	n/a	10%	8%	5%
x.	High school graduates accepted into two or four year colleges	%	50%	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"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on

student achievement – the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD – an average of 49 hours among nine studies – boosted their students’ achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

<ul style="list-style-type: none"> • Regular meetings in which school leaders: <ul style="list-style-type: none"> ○ Review data and establish an instructional focus ○ Evaluate curricular alignment with standards in all content areas ○ Plan and adjust PD to support implementation of the school’s curricula ○ Plan and adjust PD to improve instruction • Regular meetings in which team leaders develop facilitation, data analysis, and planning skills • PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings • Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system • Support for school leaders supporting teachers with the new teacher evaluation and development system 	<ul style="list-style-type: none"> • Support for highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools • PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll
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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**

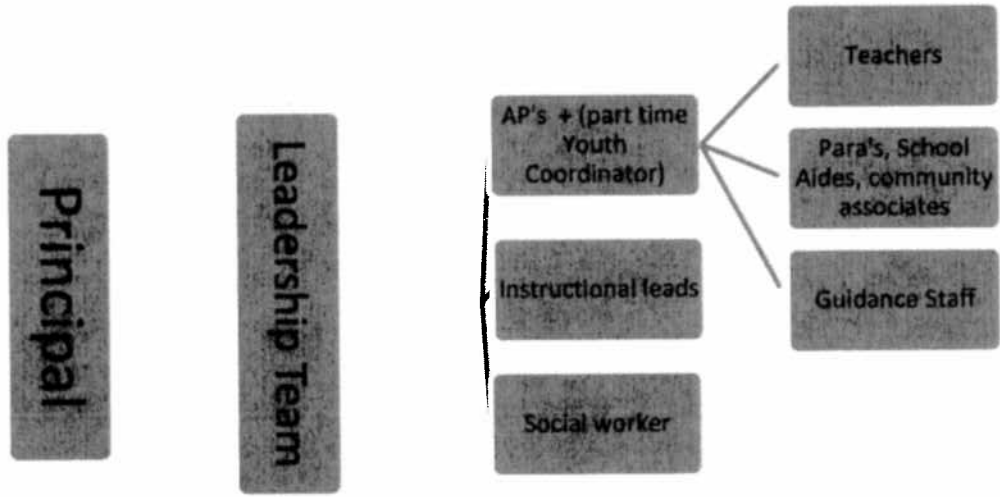
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools’ proficiency rates. While the percentage of students scoring ‘Proficient’ or higher is provided from 2010-2011 as baseline, targets for each year of the grant will be set once more current data 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 G – 02M135 UASEM
Organizational Chart

Position	Name
ADMINISTRATION	
Principal	Rodolfo Elizondo
ADMINISTRATIVE ASST.	
Secretary	TBD
GUIDANCE DEPARTMENT	
DOE Guidance Counselor	TBD
Ramapo	
Ramapo Coach	TBD
Good Shepherd	
Social Worker	
FACULTY	
Math	TBD
Math	TBD
ELA	TBD
Science	TBD
Social Studies	TBD
CTE	TBD
Special Ed	TBD
Special Ed	TBD
SUPPORT STAFF	
Partnership Coordinator	TBD
Elizabeth Oliver	TBD
School Aide	TBD
School Aide	TBD
PARAPROFESSIONALS	
Paraprofessional	TBD
Paraprofessional	TBD

Attachment G – 02M625 Graphics
Organizational Chart



Attachment I – 02M625 Graphics
Attachment for Section I.i. Training, Support and Professional Development, Year One
Implementation Period

PD Activity	Target Audience and schedule	Organization/ Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Development of PLC's with a focus on using formative assessment to support the CIE (NYC DOE Citywide instructional expectations)	All teachers September- June	Teaching Matters	<ul style="list-style-type: none"> • Interim assessment data (all students) • Student work products • Teacher growth plans • Qualitative observations utilizing the Danielson framework • Evidence of the CCLS shifts in lesson planning and text selection • Attendance/tardiness data • OORS data 	The leadership team will analyze both qualitative and quantitative teacher and student data to assess progress on school wide and individual teacher growth plans. This will be communicated through the teacher teams as well during individual conferences with teachers.
Professional development for teachers on aligning classroom instruction to the common core along with the integration of strategies which support career and college readiness for all grades	All Teachers September- June	Pearson	<ul style="list-style-type: none"> • Interim assessment data (all students) • Student work products • Teacher growth plans • Qualitative observations utilizing the Danielson framework • Evidence of the CCLS shifts in lesson planning and text selection • Attendance/tardiness data • OORS data 	The leadership team will analyze both qualitative and quantitative teacher and student data to assess progress on school wide and individual teacher growth plans. This will be communicated through the teacher teams as well during individual conferences with teachers.
Support for leadership in monitoring and revising plans for whole school reform	All Leadership Staff September- June	Cambridge	<ul style="list-style-type: none"> • Interim assessment data (all students) • Student work products • Teacher growth plans • Quality of effective feedback provide by leadership • Qualitative observations utilizing the Danielson framework • Evidence of the CCLS shifts in lesson planning and text selection • Attendance/tardiness data • OORS data • Progress towards meeting deadlines in the college application process • Credit accumulation 	
Implementation of youth development approach to subsequently support student academic growth	All Staff	September- June		

2013-14 Teacher Evaluation and Development Timeline

	2013					2014					
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July
Teacher-School Leader Conferences	Initial Planning Conferences (by Oct. 25)					Summative End of Year Conferences (by Jun. 27)					
	Formal and Informal Observations Take Place (Between Initial Planning Conference and first Friday in June)										
Measures of Teacher Practice	Principal Selects Local Measures (by Sep. 9)					Tripod Student Survey (Spring 2014: Date TBD)					Summary form of measures of teacher practice rating shared (within 10 school days of End-of-Year Conf)
	Post-Tasks for NYC Performance Tasks and 3 rd Party Assessments										
Measures of Student Learning	Pre-Tasks for NYC Performance Tasks and 3 rd Party Assessments (by Oct. 15)					Post-Tasks for NYC Performance Tasks and 3 rd Party Assessments					



Department of Education
 Office of Teacher Development

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

EDUCATION

- | | | |
|---------------------|---|--------------------------|
| 1998-Present | NEW YORK UNIVERSITY, INSTITUTE OF FINE ARTS
MA, Completed coursework May 1999 | NEW YORK, NY |
| 2005-2007 | BARUCH COLLEGE, CUNY
<i>MSED (School Administration and Supervision license)</i> | NEW YORK, NY |
| 1992 – 1996 | RUTGERS COLLEGE, RUTGERS UNIV.
Bachelor of Arts: History of Art & Spanish
<i>Paul Robeson Honor Society Scholar, Summa Cum Laude, Phi Beta Kappa</i> | NEW BRUNSWICK, NJ |

EXPERIENCE

HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS**2011-PRESENT*****Principal***

- Instructional leader for 1700 students and 130 staff members for a CTE high school focusing on NY State accreditation in commercial photography and visual arts
- Directed implementation of multi-year comprehensive school improvement plan focusing upon better student outcomes through the personalization of learning for students as well as the creation of Professional Learning Communities of teachers.

iLEARNNYC**2011*****Director of Implementation, Office of Innovation***

- Supervised the development of positive working relationships with school and network level contacts to support the implementation of online instruction within 125 iLearnNYC schools.
- Managed the Operations Specialists to ensure management of course licenses, provide user support, and develop data reports regarding usage of courses, student participation, and student achievement within the online courses being offered.
- Established mechanisms to share best practices and communicate out positive results to wider DOE central and school based communities.
- Coordinated with school readiness team around facilities and technology needs for school opening. Developed systems for working with DSSI to identify policy and operational issues and work to identify the support necessary from iZone team.

EAST BRONX ACADEMY FOR THE FUTURE**2007-2011*****Assistant Principal, Supervision***

- Supervised and coordinated professional development for teachers and staff members working with more than 600 plus students in a 6 to 12th grade New Century High School, with particular focus on technology, science, special education and the middle school grades.
- Implemented multi-year school technology projects including: 1-to-1 student laptop initiative, iZone Pilot, digital online curricula, a live student data platform in partnership with New Visions, in addition to providing personalized teacher team support and development in these areas.
- Authored the successful application and implementation of over \$800,000 in internal and external grant funding including the Middle School Success Grant, English Language Learner Grant, Reso-A Technology grants, and NY State Senator Diaz Capital Grant.
- Significantly improved the quality of home/school communication by introducing at-home mobile technology & email platform to families.
- Increased effectiveness of administrative functioning by instituting daily informal and regular formal observations and coaching of teaching and other faculty members combined with targeted feedback based upon their goals and their students' performance data.
- Established comprehensive data analysis and feedback process to guide and impact classroom teaching while serving as School Data Specialist and Inquiry Team Supervisor.
- Raised NYC "Progress Report" score by two grade levels in one-year period and earned a "Well Developed" on the School Quality Review.

DEPARTMENT OF EDUCATION**1998-2007*****Teacher (Fine Arts, K-12) & Dean***

- Taught 3 main subject areas (Arts & Technology, Spanish, Global History) on the elementary, middle and high school levels with major emphasis on integrating technology into daily classroom instruction.
- Established a regional, multi-year staff development program for 6 schools in Manhattan to integrate technology through personalized residencies, on-site workshops and district level conferences.
- Improved academic intervention services as Dean by developing systems to encourage parent participation in a predominantly Spanish bilingual environment for 300 plus students at MS 322.

Rodolfo Elizondo

Workshop Leader, Summer Bridge College Algebra, U.C. Berkeley

- Provided academic support for college freshmen with initially weak math skills with lectures, student collaborative work, in-depth midterm correction and tutoring for student

May 2004 to July 2005
Berkeley, California

Adjunct Instructor, Analytic Geometry and Calculus Course, U.C. Berkeley

- Lecturer for a first year calculus course open to all enrolled students at the University of California, Berkeley
- Provided and created problem sets, developed effective studying strategies and exam skills, and created an environment comfortable for group work

January 2004 to May 2007
Berkeley, California

Special Skills

- Fluent in Spanish
- Proficient with Excel, Geometers Sketchpad, Geogebra, Equation Editor, LateX, Matlab and SmartBoard software

Activities/Interests

- Math for America Fellow
- Mountain/road biking, hiking, cross-country running, track and field, camping, rock climbing and playing guitar

References

Meisha Ross-Porter, Principal

Bronx School for Law, Government, and Justice
244 East 163rd Street
Bronx, NY 10451
Phone: (718) 410 - 3430
Email: mross@schools.nyc.gov

Johanie Hernandez, Assistant Principal

Bronx School for Law, Government, and Justice
244 East 163rd Street
Bronx, NY 10451
Phone: (212) 960 - 8248
Email: JHernan13@schools.nyc.gov

Larry Woodbridge

LEAP Facilitator
New York City Department of Education
Phone: (917) 940 - 6969
Email: lwoodbr@schools.nyc.gov

Japheth Wood, Professor

Bard College MAT Math Professor and Field Supervisor
Bard College, Annandale-on-Hudson, NY
Phone: (845) 544 - 4369
Email: japhethwood@gmail.com

Michael J. Wong

Mathematics and Statistics Adjunct Coordinator
University of California, Berkeley
Phone: (510) 643 - 7878
Email: mjwong@berkeley.edu

Rodolfo Elizondo

Education

Initial School Building Leader License

Leaders in Education Apprenticeship Program (LEAP)
Baruch College, Cluster 1, Larry Woodbridge
Expected Graduation Date: June 2012

New York State Initial Certificate, Mathematics, Grades 7-12

Initial Certification: June 2007

Master of Arts in Teaching

Bard College, Annandale-on-Hudson, NY
Math for America Fellowship
Graduation Date: June 2008

Bachelor of Arts in Mathematics

University of California, Berkeley: Berkeley, CA
Graduation Date: May 2007

Related Experience

Instructional Lead, Bronx School for Law, Government and Justice (DBN: 09x505)

June 2010 to Present
Bronx, New York

- Designed and implemented an assessment cycle that facilitates the tracking of student performance and actionable conversations about students strengths and weaknesses
- Lead professional development around data-driven instruction and assessment for 60 staff members
- Provide data and solutions grounded in current student performance in principals' weekly cabinet meetings

Lead Teacher, Bronx School for Law, Government and Justice (DBN: 09x505)

September 2008 to Present
Bronx, New York

- Developed and taught the 11th grade Algebra 2/Trigonometry, and Statistics curriculum
- Developed and taught the 7th grade curriculum
- Developed curriculum based on the Common Core State Standards for grades 6 – 12
- Mentored first year and probationary teachers

Student Teacher, Banana Kelly High School (DBN: 08x530)

March 2008 to June 2008
Bronx, New York

- Collaboratively developed unit on solving equations and provided students with skills to translate between equations, tables, graphs, diagrams and words

Student Teacher, Fannie Lou Hamer Freedom High School (DBN: 12x286)

January 2008 to March 2008
Bronx, New York

- Collaboratively developed and taught five week unit on quadratics to 9th and 10th graders
- Prepared material for Math A regents and conducted test prep work for selected students

Pre-Calculus Instructor, Incentive Awards Program, U.C., Berkeley

May 2005 to July 2005
Berkeley, California

- Developed lessons and assignments for first-generation college students who had overcome great socioeconomic disadvantages

Study Group Leader, Analytic Geometry and Calculus, U.C. Berkeley

August 2004 to May 2006
Berkeley, California

- Assisted students through second semester calculus course by developing worksheets, lectures, handouts, and directed group work

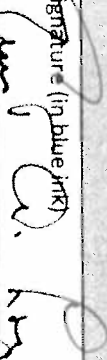
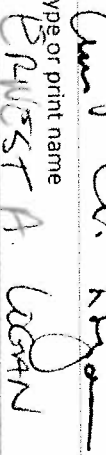
02 MASS High School of Graphic Communication Arts

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

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

02 Meas High School of Graphic Communication Arts

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

Attachment A
 Consultation and Collaboration Documentation Form

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

02 M 625 - 745 of Graphics Communication ITATS

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

Attachment A
 Consultation and Collaboration Documentation Form

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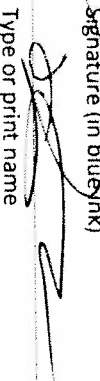

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable,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

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

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 NYSSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  Type or print name Roberto Elizondo	5/29/13	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.
Teachers Union President / Lead Signature (in blue ink)  Type or print name Alice O'Neil	5/29/13	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Parent Group President / Lead Signature (in blue ink) Type or print name	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.

High School of Graphic Communication Arts

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in the SIG application.
Signature (in blue ink) <i>Brendan Lyons</i>		
Type or print name Brendan Lyons		
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 the SIG application.
Signature (in blue ink) <i>Jeanne LaConti</i>		
Type or print name JEANNE LACONTI 6/3/13		
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 the SIG application.
Signature (in blue ink) <i>B. K. ...</i>		
Type or print name B. K. ...		

BERNARD B. FRANK, JR.
 Notary Public, State of New York
 No. 0179820000
 Qualified in Bronx County
 Commission Expires November 1, 2014

Attachment C – 02M625 High School of Graphic Communication Arts
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)
Cambridge Education LLC Santiago Taveras Vice President District & School Development and Improvement (973)634-7324	<ol style="list-style-type: none"> Peshine Avenue Preparatory School 433 Peshine Avenue Newark, N.J. 07112 Minneapolis Public Schools Urban Education Global Citizens 807 NE Broadway Minneapolis, Minnesota 55413-2398 Schools for the Santa Ana Unified School District 1601 East Chestnut Avenue Santa Ana, CA 92701-6322 Sussex County Public Schools 21302 Sussex Drive Post Office Box 1368 Sussex, Virginia 23884 E.W. Chambliss Elementary School 10415 Higgins Street Wakefield, VA 23888 New Bedford Public Schools 455 County Street New Bedford, Massachusetts 02740 Memphis City Schools office of Teacher Effectiveness Measurement 2597 Avery Avenue Room 132 Memphis, TN 38112 Prince Edward County High School (PECHS) 35 Eagle Drive, Farmville, VA 239010 	<ol style="list-style-type: none"> Wanda Brooks-Long, Principal 973-705-3891 Eric Molho, Director Strategic Planning 612-668-0640 Dr. Thelma Melendez de Santa Ana, Superintendent 714-558-5501 Charles H. Harris III, Division Superintendent 434-246-1099 Diane Brown, Principal 757-899-5391 dbrown@sussex.k12.va.us Dr. Mary Louise Francis, Superintendent 508-997-4511 Rorie Harris, Coordinator 901-416-5668 Craig Reed, Principal 434-325-2130 Craig.reed@pecps.k12.va.us
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)
TMI	1. Unity Center for Urban Technologies (M500)	1. Ms. Claudette Robertson, Assistant Principal

Linda Wolvek	<ol style="list-style-type: none"> 2. Cobble Hill High School for American Studies (K519) 3. August Martin High School (Q400) 4 5 6 7 8 9 10 	<p>212-576-0530</p> <ol style="list-style-type: none"> 2. Anna Maria Mule Principal 718-403-9544 3. Joan Goldberg, Lead Math Teacher Dr. Young Lead Science Teacher 718-528-2920 4 5 6 7 8 9 10
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson Jen Weiss (917)664-9872	<ol style="list-style-type: none"> 1. William E Grady High School (K620) 25 Brighton 4th Rd Brooklyn, NY 11235 2. Sheepshead Bay High School (K495) 3000 Avenue X Brooklyn, NY 11235 3. Robert H. Goddard (Q308) 138-30 Lafayette St. New York, NY 11417 4. I. S. 125 Thom J. McCann Woodside (Q125) 46-02 47 Avenue, Queens, N.Y. 11377 5. P. S. 273 Wortman 923 Jerome St, Brooklum, NY 11207 6 7 8 9 10 	<ol style="list-style-type: none"> 1. Geraldine Malone, Principal 718-332-5000 X1470 2. John Omahoney Principal 718-332-2003 scherm@schooos.nyc.gov 3. Joseph Birgeles, Principal 4. Judy Miltler, Principal 5. 718-937-2451 jmiltler@schooos.nyc.gov 6. Melessa Avery 7. 718-649-5739 8. mavery@schooos.nyc.gov 9 10 11 12 13
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)
Counseling In Schools	<ol style="list-style-type: none"> 1. Automotive High School (14K610) 	<ol style="list-style-type: none"> 1) Caterina Lafergiola, Principal – Clafergola@schooos.nyc.gov –

<p>Kevin Dahill-Fuchel Executive Director 212-663-3036</p> <p>Comprehensive counseling services and professional development</p>	<p>2. Washington Irving High School (02M460)</p> <p>3. Granville T. Woods Middle School 584 (16K584)</p> <p>4. The Heritage School (04M680)</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>718-218-9301; Rubain Dorancy, Deputy Cluster Leader, Cluster 5 – Rdoranc@schools.nyc.gov – 718-935-4741</p> <p>2) Sarah Hernandez, Principal – Sherman4@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – ksuttell@schools.nyc.gov – 212-374-0835</p> <p>3) Gilleyan Hargrove – Ghargro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – ksuttell@schools.nyc.gov – 212-374-0835</p> <p>4) Dyanand Sugrim, Principal – Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534</p>
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<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>The Leadership Program</p> <p>Blonka Winkfield (212)625-8001 (917)828-1334</p>	<p>11. Hillside Arts and Letter 167-01 Gothic Drive, Queens N.Y. 11432</p> <p>12. Boys and Girls High School 1700 Fulton Street, Brooklyn, NY 11213</p> <p>13. Progress High School for Professional Careers 850 Grand Street, Brooklyn NY 11211</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p>	<p>11. Matthew Ritter-Principal Witter1@schools.nyc.gov Raquel Nolasco- AP rmolascc@schools.nyc.gov</p> <p>12. Bernard Gassaway-Principal Bgassaway@schools.nyc.gov Elmer Anderson-Parent Coordinator Eanders6@schools.nyc.gov</p> <p>13. William Jusino-Principal wjusino@schools.nyc.gov</p> <p>14.</p> <p>15.</p> <p>16.</p> <p>17.</p>

	18 19 20	18 19 20
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The Good Shepherd (212)243-7070	11. Murray Hill Academy (02M432) 12. Bushwick Leaders High School 13. 14. 15. 16. 17. 18. 19. 20.	11. Anita Manninen-Felix Principal 12. 212-696-0195 13. Catherine Reilly 14. 718-919-4212 ext 2040 15. 16. 17. 18. 19. 20. 21. 22.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The Urban Arts Phillip Courtney (212)966-5881 ext 301	11. New Design High School 350 Grand Street 4 th floor New York, NY 10009 12. High School for Medical Professions 1600 Rockaway Pkwy New York, NY 11236 13. 14. 15. 16. 17. 18. 19. 20.	14. Scott Conti 212-475-4148 15. Joseph Scarmato 718-290-8700 16. 17. 18. 19. 20. 21. 22. 23.
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)	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)

Attachment C – 02M135 Urban Assembly School for Emergency Management
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Organization: The Urban Assembly Address: 90 Broad St Suite 2101, New York, NY 10004 Phone: (212) 867 – 3060 Description: Provides operational and instruction services to the school. Supports include: pedagogy, curriculum, assessment, professional development, youth development, special education, ELL, safety, health, budget, grants, human resources, and data.</p>	<p>21. The UA Bronx Academy of Letters 22. The UA Bronx School for Law, Government and Justice 23. The UA New York Harbor School 24. The UA School for Careers in Sports 25. The UA School for Applied Math and Science 26. The UA School for Wildlife Conservation 27. The UA School for Green Careers 28. The UA Gateway School for Technology 29. The UA Academy of Civic Engagement 30. The UA Unison School</p>	<p>21. Principal: Anna Hall School Phone: 718-401-4891 22. Principal: Melisha Ross-Porter School Phone: 718-410-2380 23. Principal: Edward Biedermann School Phone: 212-458-0600 24. Principal: Johanny Garcia School Phone: 718-292-7110 25. Principal: David Krulwich School Phone: 718-466-7800 26. Principal: Mark Ossentheimer School Phone: 718-991-2095 27. Principal: AJ Rathmann-Neonan School Phone: 212-787-1189 28. Principal: April Meroz School Phone: (212) 246-1041 29. Principal: Mary-Anne Sheppard School Phone: 718-822-0126 30. Principal: Jennifer Ostrow School Phone: 718-359-1061</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>Organization: Good Shepherd Address: 305 Seventh Ave, 9th Floor New York, NY 10001 Phone: (212) 243 - 7070 Description: Community based program is focused on keeping youth connected to school and strengthen families so that they can stay together. Out of home care programs aim to keep children and teens safe and to promote their healthy development.</p>	<p>21. South Brooklyn Community High School (SBCHS) 22. West Brooklyn Community High School (WBCHS) 23. 24. 25. 26. 27. 28. 29. 30.</p>	<p>23. Principal: Jean Foley School Phone: (718) 422-1915 24. Principal: Gloria Rosario School Phone: (718) 686-1444 25. 26. 27. 28. 29. 30. 31. 32.</p>
<p>Partner Organization Name and Contact Information Partner Organization</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic</p>	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful</p>

		of partner-services.
	11.	11)
	12.	12)
	13.	13)
	14.	14)
	15.	15)
	16.	16)
	17.	17)
	18.	18)
	19.	19)
	20.	20)

Name and Contact Information and description of type of service provided.	success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Organization: Ramapo for Children Address: 49 West 38th St 5th Floor New York, NY 10018 Phone: (212) 754 -- 4994 Description: Through direct service youth programs and training programs for adults, Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life.</p>	<p>21. The UA Gateway School for Technology 22. 23. 24. 25. 26. 27. 28. 29. 30.</p>	<p>24. Principal: April Mckoy School Phone: (212) 246-1041 25. 26. 27. 28. 29. 30. 31. 32. 33.</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
	21.	21)
	22.	22)
	23.	23)
	24.	24)
	25.	25)
	26.	26)
	27.	27)
	28.	28)
	29.	29)
	30.	30)



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 # <div style="border: 1px solid black; width: 100%; height: 15px;"></div>	N.Y.C. DOCUMENT # <div style="border: 1px solid black; width: 100%; height: 15px;"></div>	PROJECT # <div style="border: 1px solid black; width: 100%; height: 15px;"></div>
AGENCY CODE	<div style="border: 1px solid black; display: inline-block; padding: 2px;">3 0 5 1 0 0 0 1 0 0 5 1</div>	
Federal /State Program	<u>SCHOOL IMPROVEMENT GRANT 1003 (g)</u> <u>HS of Graphic Communication Arts</u>	
Contact Person	<u>EDUARDO CONTRERAS</u>	
Agency Name	<u>New York City Department of Education</u>	
Mailing Address	<u>52 Chambers Street, Room 413</u> <u>New York, N.Y. 10007</u>	
Telephone #	<u>212-374-0520</u>	<u>Manhattan</u> County
Project Operation Dates From <u>SEP</u> <u>1</u> <u>2013</u> To <u>AUG</u> <u>31</u> <u>2014</u>		

BUDGET TOTAL

\$1,905,914

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.50	112,000	56,000
Teacher Per Session (rate per hour)	1,201	41.98	50,400
Teacher per session Trainee Rate (rate per hour)	8,369	19.12	160,015
Supervisor Per Session (rate per hour)	2,474	43.93	108,700
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)	119	154.97	18,500
CENTRAL - School Implementation Manager	0.55	119,344	65,747
CENTRAL - Talent Coach	0.19	114,000	21,851
CENTRAL - Policy and Operations, New Schools	0.26	95,000	24,401
Subtotal - Code 15			505,614

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)	0.50	64,474	32,237
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			32,237

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	The Urban Arts Program, Pearson, Counseling in Schools, Teaching Matters, Cambridge, The Leadership Program, Ramapo	1,026,194
686 - Evaluation Consultant		0
689 - Professional Development Consultant		0
Subtotal - Code 40		1,026,194

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	59,152	
Educational Software	0	
General and Instructional Supplies	187,301	
Library Books	3,204	
Supplemental Textbooks	0	
Subtotal - Code 45		249,657

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	58,612
ARRA FRINGE - CENTRAL	33,600
Subtotal - Code 80	92,212

CALCULATION OF INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$1,905,914
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	505,614
Non-Professional Salaries	16	32,237
Purchased Services	40	1,026,194
Supplies and Materials	45	249,657
Travel Expenses	46	0
Employee Benefits	80	92,212
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,905,914

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

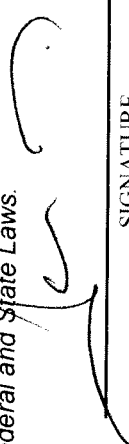
Program Office Approval _____

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

Agency Code	
Agency Name	

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

Year 1 Implementation Period (September 1, 2013 - August 31, 2014)		
Categories	Code	Costs
Professional Salaries	15	\$ 505,614
Support Staff Salaries	16	\$ 32,237
Purchased Services	40	\$ 1,026,194
Supplies and Materials	45	\$ 249,657
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 92,212
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,905,914

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 268,784
Support Staff Salaries	16	\$ 86,237
Purchased Services	40	\$ 756,883
Supplies and Materials	45	\$ 178,525
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 100,099
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,390,528

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 312,309
Support Staff Salaries	16	\$ 86,237
Purchased Services	40	\$ 413,206
Supplies and Materials	45	\$ 63,361
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 98,978
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 974,091

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 1,086,707
Support Staff Salaries	16	\$ 204,711
Purchased Services	40	\$ 2,196,283
Supplies and Materials	45	\$ 491,543
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 291,289
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 4,270,533

BUDGET NARRATIVE: High School of Graphic Communication Arts (02M625)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per-session will incorporate planning for with teachers for common core alignment, examining interim assessment data. This activity is tied to Goal #1 To improve teachers ability to provide student centered lessons and deliver engaging instruction through utilization of the Danielson rubric included in this focus is evaluating the effectiveness of the whole school reform mode.	160,015	0	0	\$160,015	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly supervisor per-session will incorporate planning with teachers for common core alignment, examining interim assessment data. This activity is tied to Goal #1 To improve teachers ability to provide student centered lessons and deliver engaging instruction through utilization of the Danielson rubric included in this focus is evaluating the effectiveness of the whole school reform mode.	108,700	0	0	\$108,700	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	These are supplemental curriculum items for literacy & math for all teachers. It is aligned to Goal #2 To support the integration of CCLS aligned instruction with multiple points of access for all students.	175,000	6,707	1,299	\$183,006	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
School Climate and Discipline	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Per Diem: This will be a created position for a youth development coordinator. It is tied to Goal #3 To integrate an intense youth development focus for all students to support the graduation rate & career & college readiness.	18,500	18,500	0	\$37,000	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Student Support	Professional Purchased Services (Code 40)	The Urban arts program is tied to Goal #3 To integrate an intense youth development focus for all students to support the graduation rate & career & college readiness.	334,755	167,377	83,700	\$585,832	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Student Support	Professional Purchased Services (Code 40)	Counseling in Schools is tied to Goal #3 To integrate an intense youth development focus for all students to support the graduation rate & career & college readiness.	170,000	170,000	170,000	\$510,000	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Student Support	Professional Purchased Services (Code 40)	The Leadership program is tied to Goal #3 To integrate an intense youth development focus for all students to support the graduation rate & career & college readiness.	65,000	65,000	40,000	\$170,000	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Pearson is tied to Goal #3 To integrate an intense youth development focus for all students to support the graduation rate & career & college readiness	185,000	175,000	0	\$360,000	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Teaching Matters is tied to Goal #2 To support the integration of CCLS aligned instruction with multiple points of access for all students.	144,000	75,000	40,000	\$259,000	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.

BUDGET NARRATIVE: High School of Graphic Communication Arts (02M625)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Cambridge is tied to Goal #1 To improve teachers ability to provide student centered lessons and deliver engaging instruction through utilization of the Danielson rubric included in this focus is evaluating the effectiveness of the whole school reform mode.	75,000	50,000	25,000	\$150,000	This is a phase-out school and the SIG will expire on the final year for the school. Through the plan there are several shared services between the phase-out and phase-in which will continue to support their school community.
All	Employee Fringes. Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	21,945	1,415	0	\$23,360	
		Subtotal Phase-out	1,457,915	728,999	359,999	2,546,913	
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials, equipment, supplemental textbooks and software. Code 45	SMART Response Interactive XE System with Receiver, 32 Remotes, and Software - Middle/High School provide teachers with real time information on student progress and understanding in real time. (4 sets of 32 at \$2,648.50 each).	10,594	0	0	10,594	With the inclusion of iPads in year 2, there is no need to continue to purchase SMART Response remotes after year 3.
Instruction	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Supplement book kits including resource and references materials such as dictionaries for meeting the needs of all learners. Students are provided with texts that improve their Lexile level, reading comprehension, and literacy skills and measured by the Degrees of Reading Power. (\$3,204 in year 1, \$25,929 in year 2, and 3,194 in year 3).	3,204	25,929	3,194	32,327	Continued up keep and replenishing of essential classroom library and resource materials will be funded by NYSTL.
School Climate and Discipline	Professional Purchased Services. Code 40	Ramapo is essential to providing social and emotional support and preventative behavioral intervention systems essential for student success as measured by a reduction in incidents reported; and every student being known by at least one adult in the building as measured by the school environment survey. 1 workshop day at \$1,350, 15 coaching days at \$20,250, 1 full day staff retreat at \$689 for 13 staff members, 1 onsite team building day at \$1,350, student weekend retreat at \$15,040, leadership retreat at \$3,760, program evaluation at \$10,000.	52,439	54,506	54,506	161,451	Funding for Ramapo will be sustained by local tax levy after grant expires.
Student Support	Professional Staff Code 15	1.0 FTE Social Worker to assist in reducing the number of incidents of students engaging with self-destructive behavior, or non-academic aligned behavior as indicated by suspension rates and participation rates in extra-curricular activities, and work-based learning opportunities.	56,000	56,000	56,000	168,000	Once school reaches at-scale-revenue, funding for continued social work will be provided by local Tax Levy Funds.
Student Support	Professional Staff. Code 15	1.0 FTE Partnership Coordinator to assist in the alignment of learning targets to principles of emergency management and help support student enrichment opportunities.	0	54,000	54,000	108,000	Once school reaches at-scale-revenue, funding for the partnership coordinator will be provided by local Tax Levy Funds after year 3.
Student Support	Professional Staff. Code 15	1.0 FTE Community Associate will play an integral part in monitoring student behavior and attendance rate. The community associate will communicate with advisors and parents on irregularities and assist in the creation of action plans to reduce attendance issues.	32,237	32,237	32,237	96,711	Once school reaches at-scale-revenue, funding for the community associate will be provided by local Tax Levy Funds after year 3.

BUDGET NARRATIVE: High School of Graphic Communication Arts (02M625)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Student Support	Supplies, materials, equipment, supplemental textbooks and software. Code 45	In order to monitor student progress, track patterns in attendance, inform parents immediately of student trends in decreased performance and behavior, and create engaging lesson plans for students for presentation on Smart Board, teachers require a laptop. The laptop will sync with Smart Board to allow students an interactive learning experience. (2 packs of 5 in year 1, 1 pack of 5 in year 2, and 1 pack of 5 in year 3 at \$4,995 each).	49,950	24,975	24,975	99,900	At capacity, all classrooms will be outfitted with a laptop to directly monitor student progress and connect with Smart Board. No need to purchase laptops after year 3.
Student Support	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Smart Board interactive technology in the classroom to provide appropriate modifications in the form of visuals, audio, and video cues for students with disabilities and English language learners and appropriate for individualized attention. In addition, iPad can sync with Smart Board technology provide teacher with real time information on student performance. (24 packs .of10 for 4,090.0 each)	0	74,160	0	74,160	Technology is an asset at the school, no need to continue to purchase ipads carts after year 3.
Student Support	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Smart Board Interactive technology in the classroom to provide appropriate modifications in the form of visuals, audio, and video cues for students with disabilities and English language learners (5 in year 2 and 5 in year 3 at \$4,995 each)	0	22,983	22,983	45,967	All classrooms will be fitted with Smart Board by the end of year 3.
Student Support	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Bretford 30 Computer Intelligent Laptop Cart for student access to technology for blended learning opportunities, essential access to research in connection with the common core state standards and the principles of emergency management and assessed through online performance based assessments provided by ThinkReady assessment system and Degree of Reading Power. 3 laptop carts at \$2,300.60 each.	9,202	9,202	9,202	27,607	Technology is an asset at the school, no need to continue to purchase laptop carts after year 3.
Student Support	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Student storage for iPad tablets to ensure their continued use, power, and sustainability. Hamilton Buhl 30-Bay Tablet and iPad Charging / Storage Cart - HALTAB30 8 at \$1,607.75.	0	12,862	0	12,862	Technology is an asset at the school, no need to continue to purchase laptop carts after year 3.
Student Support	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Document cameras to assess and share student work and improve accountability and buy-in in classes. 5 in year 1, 5 in year 2, and 5 in year 3 at \$341.34 each.	1,707	1,707	1,707	5,120	Technology is an asset at the school, no need to continue to purchase laptop carts after year 3.
Training, Support, and Professional Develop	Professional Staff (hourly and per diem stipends). Code 15	Teacher hourly per session To improve student academic performance and progress as indicated by student attendance rates, metrics designed to monitor literacy, written communication skills and core content areas as measured by learning targets aligned to state standards and NYS Regents. 30 weeks at 5 hours for 8 teachers in year 1, 30 weeks at 5 hours for 16 teachers in year 2, and 30 weeks at 5 hours for 29 teachers in year 3.	50,400	100,800	182,700	333,900	Funding for continued after school academic intervention services, enrichment, clubs, and professional development will be sustained through Fair Student Funding (Local tax levy) Per-Session and Title I Funds.
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.	36,667	70,639	76,896	184,201	
		Subtotal Phase-in	302,400	540,000	518,400	1,360,800	

BUDGET NARRATIVE: High School of Graphic Communication Arts (02M625)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
		Subtotal Phase out + Phase In	1,760,315	1,268,999	878,399	3,907,713	
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): 0.58, 0.47, 0.47.	65,747	54,161	42,144	162,052	
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): 0.19, 0.16, 0.16.	21,851	18,000	14,006	53,858	
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): 0.26, 0.22, 0.22.	24,401	21,322	17,459	63,182	
Fringes central positions (Phase out and Phase in)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	33,600	28,945	22,083	83,728	
		Subtotal Central Positions	145,599	121,529	95,692	362,820	
		TOTAL SIG	1,905,914	1,390,528	974,091	4,270,533	
Other sources of income		Non-Core Instruction Tax Levy	761,554	516,639	437,397	1,715,590	
		Title 1 for Priority and Focus Schools	281,573	140,787	69,524	491,884	
		Other Title 1 allocations	817,605	497,871	365,353	1,680,829	
		TOTAL	3,766,646	2,545,825	1,846,366	8,158,836	