


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
J.H.S. 302 Rafael Cordero			331900010302
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6 - 8 (7 - 8 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
889			350 LINWOOD STREET, BROOKLYN NY 11208
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	
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ORIGINAL CONTRACT ADMINISTRATION
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A. District Overview

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

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

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

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

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

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/MTACPQS.htm>.

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

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

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

ii. Labor-management documentation

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

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>

Lisa Linder, principal of JHS 302 Rafael Cordero, has been an educator within the Department of Education for past twenty-two years. She has been an elementary school teacher, math coach, and a founding assistant principal of a new school.

Dia Bryant is principal of Vista Academy one of the two schools that will replace JHS 302 Rafael Cordero. She has worked as Head Instructor for “Keeping the Doors Open” a Howard Hughes Math Camp for mathematically talented children in poverty, and worked in New York City Schools for the past nine years as a teacher trainer for The New York City Teaching Fellows, Math Teacher, and Math Coach on the Middle School Level. She is a graduate of the New Leaders’ Aspiring Principal’s Program and will complete the New School Intensive program in spring 2013.

Kaia Nordtvedt is principal of Liberty Avenue Middle School, also replacing JHS 302 Rafael Cordero. Ms. Nordtvedt entered the field of education in the summer of 2006 through the NYC Teaching Fellows program. She taught middle school math for six years, most recently served as an assistant principal at a high school in Harlem, and has held numerous supervisory positions within the NYC Teaching Fellows program. Ms. Nordtvedt will complete the New School Intensive program in spring 2013

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

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

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

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

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

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

i. District mechanism to identify, screen, select, match, and evaluate partners for school

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

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

Major partners that will be providing services critical to the implementation of JHS 302 Rafael Cordero's plan are:

- Partnership with Children, Inc.
- Positive Conflict Management Associates (PCM)
- Center for Integrated Teacher Education (CITE)
- Editure/AUSSIE

Major partners identified to work with Vista Academy include:

- The Leadership Program
- The Achievement Network
- Editure/AUSSIE

Liberty Avenue Middle School will work with the following partners:

- Cypress Hills Local Development Corporation
- Ramapo for Children
- The Leadership Program
- Editure/AUSSIE

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

In J.H.S. 302 Rafael Cordero, students with disabilities comprise 16% of the school's population, 4% points lower than the citywide middle school average. English Language Learners comprise 19% of the school's population, 7% points higher than the citywide middle school average. Only 20% of the students at the school are proficient in English Language Arts, putting the school in the bottom 20% citywide. Only 27% of the students at the school are proficient in Mathematics, putting the school in the bottom 13% citywide. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.79, which is 0.14 lower than the citywide middle school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

At the middle school level, all students within a geographic district have the same access. Some districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts have at least some choice schools which have admissions

methods based on academic or artistic ability, language proficiency, demonstrated interest, or unscreened.

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Section Bii : Labor

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

A list of ELT vendors can be found in [Appendix C](#).

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf



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: Alison Sheehan Contact: asheehan3@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 16 Bronx: 1</p>	<p>Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8</p> <p>Mission/Philosophy: What we stand for:</p> <ul style="list-style-type: none"> - Access for all - Continuous learning for children and adults - Community and inclusiveness - Assessment for genuine accountability and improvement - A "bottom-up" structure that provides schools the resources to accomplish their missions



Spring 2012 - 2013 Network Directory

	District	Mission Statement
<p>Network: N103 Network for Sustainable Excellence</p> <p>Brand:</p> <p>Leader: Yuet M. Chu YChu@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p> <p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p>	<p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team 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, JSCs and regional offices.</p>
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. trcollins6@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p> <p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p>	<p>Mission/Philosophy: 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, internships 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 The Urban Assembly</p> <p>Brand:</p> <p>Leader: Jonathan Green JGreen27@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p> <p>JH//MS: 5 Secondary: 5 High School: 11</p>	<p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Brand	Contact	Vision Statement
Network: N109 Leader: Lisa H. Plaski Contact: lplaski@schools.nyc.gov	Building a Community of Collaborative Learners and Leaders	Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5	<p>Mission/Philosophy: CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students.</p> <p>Organizational Structure: The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a liaison structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year.</p> <p>Special Expertise: CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.</p> <p>Mission/Philosophy: CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>Organizational Structure: Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives.</p> <p>Special Expertise: The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
Network: N109 Brand: Building a Community of Collaborative Learners and Leaders Leader: Maria Quail Contact: mquail@schools.nyc.gov	Building a Community of Collaborative Learners and Leaders	Brooklyn: 2 Bronx: 31	<p>ECE: 1 Elem: 23 JH/JMS: 4 K-8: 5</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

	CFN	Organization	Vision Statement
<p>Network: N202</p> <p>Leader: Nancy Di Maggio</p> <p>Contact: nd:magg@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 CIE, meeting compliance demands, assisting with effective budgeting, and using data and technology for instructional improvement. What sets our network apart is the 360 degree, customized support we provide onsite to meet the unique needs of each school. Every team member maintains on-going, personal communication with each school providing individualized attention. This support ensures positive student outcomes.</p> <p>Special Expertise: Our dedicated network team consists of a cadre of professionals with expertise in leadership, instruction and operations, including 2 Achievement Coaches who are former principals. Our Director of Operations has expertise in all areas of budgeting and administration. Our team members have experience in all grades Pre-K to 12.</p>
<p>Network: N203</p> <p>Leader: Dan Feigelson</p> <p>Contact: Dfeigeli@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>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Leader	Contact	Location	Grade Levels	Vision Statement
<p>Network: N205</p> <p>Leader: Ada Gordova agordova@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p>Elem: 11 K-8: 1 Secondary: 1 High School: 5</p>	<p>Mission/Philosophy: CFN 206 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members.</p> <p>Organizational Structure: We review school data and instructional goals, and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialists.</p>		
<p>Network: N207</p> <p>Leader: Danielle Giunta dggiunta4@schools.nyc.gov</p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH/MS: 1 K-8: 2</p>	<p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>		

Spring 2012 - 2013 Network Directory

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>Mission/Philosophy: Our philosophy is that all of our children can succeed academically and learn to adapt and survive in a world that is socially and emotionally demanding, despite the challenges they may face. Most important in overcoming these obstacles are teaching and learning environments that have and produce strong and visionary leaders, as well as bright, creative, nurturing and resourceful teachers. Our ongoing mission is to ensure that all of our schools provide such an environment.</p> <p>Organizational Structure: CFN 209 is comprised of highly effective instructional and operational professionals. A group of three to four schools is matched with a liaison (Achievement Coach) based on the schools' strengths and challenges and the expertise of the Achievement Coach. The liaison for each school is responsible for coordinating "residencies" (intensive team support), Learning Walks and any other support needed. Each member of the team is also responsible for providing support to all schools in his/her area of expertise.</p> <p>Special Expertise: Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.</p>
<p>Network: N209</p> <p>Leader: Marlene D. Wilks Mwilks@schools.nyc.gov</p> <p>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>

Spring 2012 - 2013 Network Directory

Network/Brand	Contact	Location	Vision Statement
Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Brucella Contact: jbrucel@schools.nyc.gov	Brooklyn: 12 Queens: 15	ECE: 1 Elem: 10 JH//MS: 8 K-8: 9	<p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs.</p> <p>Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p>
Network: N211 Brand: Your Source For Success Leader: Jean McKeon Contact: jmckeon3@schools.nyc.gov	Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3	Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4	<p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, ABs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	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. Organizational Structure: An assigned "instructional point" provides direct support for the school. Professional development is not a folder of materials or an isolated event - it is a process. That process is part of being a reflective practitioner, of asking, "How can I make a difference to promote student achievement?" The question is, "How do I put wheels on this and get it on the road to mobilize capacity." Special Expertise: We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (teaching 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. Organizational Structure: The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations. Special Expertise: Being responsive, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N406</p> <p>Leader: Sandra Litrico slitric@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7</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@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</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@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 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>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Brand	Location	Vision Statement
Network: NS11 Brand: FH1360 Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh1360.org	Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2	<p>Mission/Philosophy: FH1360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
Network: NS21 Brand: CUNY Leader: Dennis Sanchez Contact: DSanche@schools.nyc.gov	Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	JH//MS: 3 Secondary: 6 High School: 9	<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>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
Network: NS31 Brand: CEI-PEA Leader: Joseph Blaise Contact: jblaise@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	

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N602</p> <p>Leader: Julia Bove</p> <p>Contact: 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</p> <p>Contact: LPender@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		Location		Vision Statement	
<p>Network: N504</p> <p>Leader: Richard J. Gallo</p> <p>Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Staten Island: 23</p>	<p>Elem: 19</p> <p>JH//MS: 5</p> <p>K-8: 2</p>	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.</p>	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>	
<p>Network: N605</p> <p>Leader: Wendy Karp</p> <p>Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p>	<p>ECE: 1</p> <p>Elem: 15</p> <p>JH//MS: 3</p> <p>K-8: 6</p> <p>High School: 1</p>	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>		

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network		Vision Statement	
<p>Network: N508</p> <p>Leader: Rudolph Rupnarain</p> <p>Contact: rrupnar@schools.nyc.gov</p>	Bronx: 27	<p>ECE: 1 Elem: 2 JH//MS: 22 K-8: 2</p>	<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CIE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSOL pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N509</p> <p>Leader: Debra VanNostrand</p> <p>Contact: dvanno@schools.nyc.gov</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p>	<p>Elem: 13 JH//MS: 8</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N510</p> <p>Brand: Transition Support Network</p> <p>Leader: Steven Cherrigoff</p> <p>Contact: schemi@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p>	<p>Elem: 8 JH//MS: 7 Secondary: 2 High School: 21</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N611</p> <p>Leader: Roberto Hernandez</p> <p>Contact: Rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1</p>	<p>Elem: 2 K-8: 5 Secondary: 6 High School: 14</p> <p>Mission/Philosophy: CFEN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p>Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p>
<p>Network: N612</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Nell</p> <p>Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 32 K-8: 1</p> <p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

Spring 2012 - 2013 Network Directory

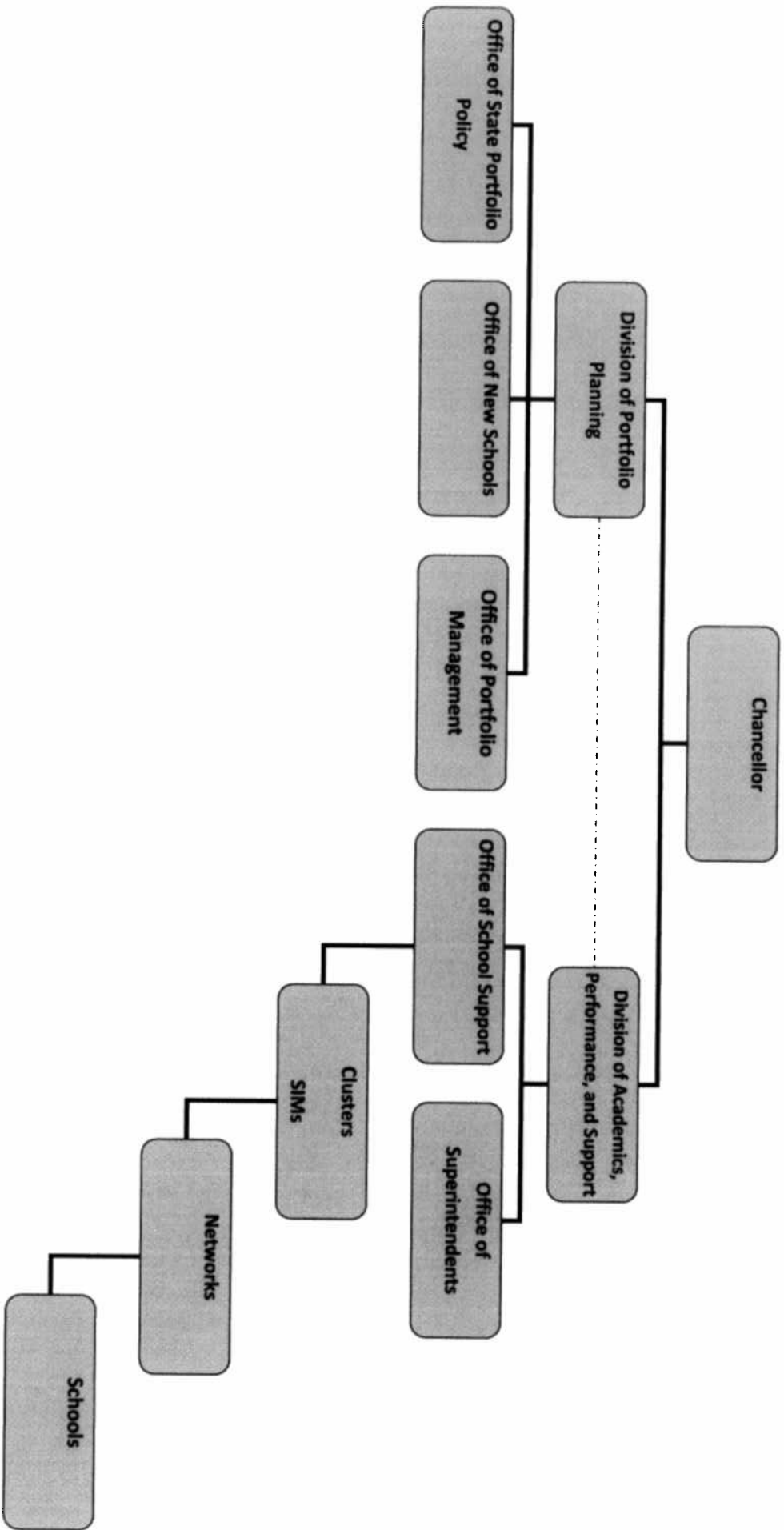
		Vision Statement
<p>Network: Cluster 5 Diploma Plus</p> <p>Brand: Crystal Jove</p> <p>Leader: Crystal Jove</p> <p>Contact: cstimmons-fovee@diplomaplus.net</p>	N/A	<p>Mission/Philosophy: It is our belief that the Diploma Plus model successfully transforms students' learning experiences through the implementation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

Spring 2012 - 2013 Network Directory

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

Section 2c

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure

Network Leadership

Network Leader

Deputy Network Leader

Instructional Leadership

Operations

Student & Family Services

Achievement Coach

Achievement Coach

Director of Operations

Budget & Procurement Manager

Administrator of Special Education

Achievement Coach

Achievement Coach

Director Human Resources & Payroll

Data / IT, Special Education Support

Youth Development, ELL, Network Family Point

Special Education Achievement Coach

Food, Transportation, & Health

Attendance, Safety, & Suspensions



Department of Education

Note: not all networks are configured the same way.

Section 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 three schools: the Priority School, 19K202 **Rafael Cordero y Molina IS 302**, which is phasing out, and the new schools 19K661 **Vista Academy** and 19K662 **Liberty Avenue Middle School**, which are new schools phasing in to replace the Priority School under the Turnaround model.

Although **IS 302** is in the process of a phase out, our goal is to provide the very best support possible to the classes of 2014 and 2015. In so doing, we aim to ensure the process of full alignment with the Common Core Learning Standards (CCLS). Data, both trending and real time, will be utilized to differentiate classroom instruction as well as in identifying areas of need for academic intervention. Socio-economic needs of our students continue to be the prime focus of every staff member from the administration, pedagogical staff, guidance and support down to paraprofessionals and family assistants. Additionally, we will ensure that our pedagogical professionals leave **IS 302** with: a better understanding of the CCLS and how to implement them in the classroom, a greater comfort level with technology in the classroom and how best to use it with students, and a much stronger ability to utilize student data to drive differentiated instruction. With this in mind, we propose to achieve the following goals through the auspices of our School Improvement Grant (SIG) plan:

- 1) To increase average attendance by three percentage points from the current 88% to 91% by addressing the needs—both academic and socio-emotional—of overage and previously retained students (many of whom are Long Term English Language Learners (ELLs)). This will reduce the number of holdovers and suspensions, which will improve progress on state exams and the NYSESLAT.
- 2) To fully align the curriculum to the CCLS and ensure all staff are capable of analyzing student data to use in differentiating instruction. This includes the expansion of technology in the classroom.
- 3) To strengthen and support partnerships with school stakeholders including students, parents, community partners such as Cypress Hills East New York Beacon (our Community Based Organization), our phase-in partners at Vista Academy (19K661) and Liberty Avenue Middle School (19K662), and Achievement First Apollo Elementary School, which is co-located on our campus as well.

Vista Academy is a new middle school that fosters both high academic achievement and character education. The academy's mission is to support all learners in reaching high levels of academic achievement, through intentional instruction and explicit character education, through a detailed focus on our core values Safety, Persistence, Attitude, Respect and Community.

Vista believes that students learn best in an environment that is academically focused, emotionally supportive and physically safe. Vista Academy scholars are encouraged to take risks within their thinking process, without the threat of punishment or reprimand. Students learn in a space that demands minds-on intellectual involvement, supported by attention to instructional

subtleties (through data-driven instruction), respect and a trust in the power of working through difficult tasks. Vista Academy supports all levels of intellectual development, specifically geared toward the learning curve of each student.

Vista Academy seeks to support the developmental stages of adolescence, helping scholars to navigate the great changes in their lives. Character education at Vista Academy seeks to target the patterns and behaviors of adolescents from a proactive and positive perspective. The Academy believes that teaching students to be model citizens of moral fiber, based on basic tenets like respect, responsibility and integrity, is the cornerstone of world readiness—thus, immersing students in the character traits that lead to success.

Through an explicit focus on character education in the classroom, school-wide rituals and routines we intend to see scholars and parents develop a sense of pride and ownership for our school community. Through reflective practices, precise praise and restorative practices we intend for students to see their personal growth in our core values and ultimately feel very connected to the school community and confident about their academic abilities. The combination of explicit social emotional support with intentional academic press will make Vista Academy an inviting place where students feel valued and ultimately increase the overall level of safety and respect as well as students' academic achievement.

To support scholars in authentic literacy (reading, writing, speaking and listening), we have clearly indicated the strategies that will be used across ELA, Science and Social Studies in reference to pre-reading, during reading and post-reading. Writing frameworks and preparation are normed as well in an effort to create transferable skills across the content areas. The CCLS requires that ELA curriculum in the 6th grade be delivered in a 45% informational 55% fiction proportion with the proportion moving towards information texts as scholars move through the grades. In order to address this, we place all of the non-fiction/informational work in the Science and Social Studies courses with an explicit emphasis on literacy. By placing the informational work (reading, analysis and writing) in the Science and Social Studies classrooms, we hope to leverage the instructional time in the ELA class for usage (grammar, sentence refinement, etc.), literature analysis and writing. Mathematics educators will be primarily focused on the 8 mathematical practices and the six shifts outlined in the CCLS as well as overall fluency in the math classroom.

Given the mission and vision of Vista Academy and the challenges of the community, there are three goals that the model seeks to accomplish under the implementation of SIG:

1. At the end of three years we intend to see scholars' literacy proficiency grow by at least 150% versus the most recent literacy proficiency scores at J.H.S. 302 Rafael Cordero, the phase out school we are replacing, of 20%. At the end of three years we intend to have at least 50% of our scholars proficient (or above) in ELA as measured by the NYS ELA exam.
2. At the end of three years we intend to see scholars' math proficiency grow by at least 140% versus the most recent math proficiency scores at J.H.S. 302 Rafael Cordero of 27%. At the end of three years we intend to have at least 65% of our scholars proficient (or above) in mathematics as measured by the NYS Mathematics exam.
3. At the end of three years we intend to increase the "Safety and Respect" measure on the NYCDOE Living Environment Survey Report from 6.4 at J.H.S. 302 Rafael Cordero to at least an 8.5.

The three aforementioned goals hinge greatly upon stakeholders' immersion in Vista Academy's core values and character education. Through explicit immersion in positive character rituals, routines, practices and coursework, students, educators and school leadership will be less distracted by non-essential issues and therefore able to focus on students' achievement in the content areas. In addition, the focus on character education helps to create positive, supportive relationships between all stakeholders. Such relationships are the greatest lever in providing targeted instructional and social-emotional support to scholars and propelling them toward academic success.

At **Liberty Avenue Middle School**, the second new school replacement to IS 302, we believe in the ability of all students to achieve high academic success. Through teaching that relies on personalized instruction, frequent checks of student understanding, and high levels of student engagement, our school can ensure that when our students leave our school they are prepared for success in high school, in college, and in their career endeavors. We will be a small learning community that recognizes the inherent struggles that face middle school students each day and yet we will not offer any excuses for not reaching the highest achievement levels. We will settle for nothing less than greatness for each and every student that is educated in our classrooms.

Goal #1: We will create a safe space for students by increasing social-emotional programming, training teachers in student support, and creating a school culture that is nurturing and challenging as measured by school environment surveys which will be given to students, parents, and staff quarterly.

Goal #2: We will increase proficiency levels in ELA and Math by 5% based on school-wide interim assessments that are common across grade and content.

Goal #3: We will provide professional development to teachers that give them the necessary training to: infuse technology into their classrooms, provide positive behavior supports for the students in their classrooms, and improve their instructional practice. By improving teachers' instructional practice, we can see an increase in student proficiency on interim assessments.

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

At **IS 302**, we propose to better address students' socio-emotional and remedial academic needs, improve the caliber of teacher skills in the areas of technology, data and the CCLS and ensure that every member of our school community is working together towards the achievement of these goals. In order to successfully implement our mission, we have identified four partnerships that will be integral components in our plan for school improvement.

With regard to school climate and discipline, we have found through an analysis of student data via the RESI file, that at-risk students Overage and Previously Retained (OAPR), including a large contingent of Long Term ELLs, are the key element for which we must develop a systematic intervention process. We propose to confront both the academic features of this population, such as failing classes, a lack of basic remedial skills, particularly reading comprehension and writing. The socio-emotional needs include, but are not limited to, high absenteeism, disruptive classroom behavior, suspensions, difficult home environments and alienation from their classmates and school in general.

Inquiry teams will develop means of identifying students who are at risk of failing based on past performance, i.e., previously retained and poor performance on formal assessments and class work, homework, and projects, class behavior and truancy. To address these students' academic

needs, we will institute an afterschool and Saturday Academic Intervention Program to be staffed by IS 302 teachers, to offer supplemental remedial instruction and help with class work, homework and projects. Additionally, we will expand the Achieve 3000 Internet Based Literacy Program, which was purchased in a 100-license package through the Students with Interrupted Formal Education (SIFE) grant and has proven successful in raising the reading levels of ELLs. Achieve 3000 will be used in literacy classes during the Academic Intervention programs both afterschool and on Saturdays.

No deployment of resources will have the desired effect without the buy-in of the targeted parties, in our case, at-risk students and teachers, both of whom must be willing to receive help. To this end we are relying on Partners with a proven record of success in reaching both. For students we propose to retain the services of two partner organizations to address the social emotional needs of students and to provide mentoring

Partnerships with Children will provide counseling and parent outreach services using licensed social workers. **Positive Conflict Management** will provide crisis counseling and mentoring services including field trips with parents and students. Both programs will be geared toward improving attendance, behavior and performance by providing positive role models, incentives and problem solving skills to apply in and out of the classroom.

AUSSIE (Australian United States Services in Education) and **CITE** (Center for Integrated Teacher Education) will build capacity by improving our teachers' instructional skills by providing professional development that will foster collaboration and professional conduct, Common Core alignment in English language arts and mathematics, data analysis and application. We also intend to provide both teachers and administrators with clear guidelines for implementation and assessment of effectiveness. The integration of technology into every classroom will assist in the attainment of these goals by allowing access to Achieve 3000, student data in real time, sharing of documents and collaborative projects and online teacher feedback. Experience has also shown that technology and access to it can be a great motivational tool to stimulate student interest, attendance and participation.

At **Vista Academy**, the research-based key design elements include following:

1. The Decision Making Period (DMP): One of the most essential elements at Vista Academy, scholars attend this class daily to develop the most critical non-cognitive skills that lend themselves to future success. Scholars begin the year setting goals around Vista Academy's core values (Safety, Persistence, Attitude, Respect and Community - SPARC). This course is designed to engage scholars will engage in case studies, readings, writings, conversations, seminars and reflections around specific character traits. The DMP educator and school leader work to build the curriculum aligned the mission, core values, and the needs of the school community. True character education focuses on growth; therefore scholars continually cycle through the process of goal setting, self-assessment, feedback, improvement and reflection. The research that supports the DMP curriculum can be found in *How Children Succeed* by Paul Tough, *Mindset* by Carol Dweck, *Teach Like a Champion* by Doug Lemov and the work of Educators for Social Responsibility (ESR).

2. Aligning Literacy Strategies & focus on Mathematical Practices: Editure (AUSSIE) will provide year-round job-embedded professional development for instructional leaders, educators, and staff in the areas of curricula development and instructional practice.
3. The Leadership Program (TLP): This partnership will provide targeted professional development to educators, academic and social emotional supports in the classroom and high quality parent workshops. TLP provides services with youth development programs in the areas of extended learning time, after school, violence prevention, and character education. The programs are tailored to meet the needs of inner-city middle school scholars with their primary to provide effective training in leadership skills in several contexts.
4. The Achievement Network: This partnership will build the framework for the Data Driven Culture through series of exercises for educators and leadership that introduce the elements of DDI. Additionally, this partnership will support the design of assessments, analysis of results and corrective instruction.

Liberty Avenue Middle School plans to achieve our vision, mission, and goals by implementing several research-based strategies and leveraging key partnerships. In terms of research-based approaches that are fundamental to our growth of our students, we will extend our school day, we will train teachers in effective instructional techniques, and we will use an AUSSIE consultant to give coaching to teachers in the moment. We will use Data-Driven Instruction based on Bambrick-Santoyo's work in *Drive by Data*. For strategic partnerships we will use Ramapo For Children to address school culture and school-wide social-emotional support for children and The Leadership Program to help us strategically extend our school day. The AUSSIE consultants, teacher training and Bambrick will support us in our achievement of goals #3 and #2 respectively, while Ramapo for Children speaks to our commitment to goal #1.

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

IS 302 is a middle school in the Cypress Hills, East New York section of Brooklyn that currently serves grades 6-8. Our current roster contains 889 students: 278 or 25.5% in grade 6, 288 or 26.42% in grade 7, 328 or 30.09% in grade 8 and 196 or 17.98% in special education classes across the three grade levels. 824 of our students are considered economically disadvantaged (75.6%), while 633 (58.07%) are Hispanic, 360 (33.85%) are black and 5% Asian. We are currently serving 204 ELL (English Language Learners) students, nearly 20 % of our school population, 46 of whom are, or at risk of becoming, Long Term ELLs (LTE). We have a total of 91 SIFE students, 13 in the 6th grade, 32 in the 7th and 46 in the 8th grade. IS 302 has a Transitional Bilingual Education Spanish and an ESL pullout program. The Title II and SIFE afterschool programs, have good retention and passing rates, both of which employ the Achieve 3000 program successfully.

We currently have a total of 44 Over Age or Previously Retained (OAPR) students 12 in the 6th grade, 15 in the 7th grade and 17 in the 8th grade. 23 students are currently in an off-site suspension facility and a total of 13 students have an open 407 investigation pending. Currently,

339 students have been sent promotion in doubt letters, 64 in the 6th grade, 124 in the 7th and 151 in the 8th grade. With the implementation of a phase-out we will have only grades 7 and 8.

According to J.H.S. 302 Rafael Cordero's 2011-2012 New York State Report Card, the school has over the past three years held steady at 80% (n = 739) of the student population receiving free or reduced lunch. Additionally, 19 % (n = 175) of the students were identified as having limited English proficiency and this percent has been the same for 2009-2010, 2010-2011, and 2011-2012. In terms of race/ethnic origin, the school serves predominately students of African American and Hispanic backgrounds. These students comprise 92% of the student population and these groups have traditionally been underrepresented in college. Finally, 15.8 % of the student population (n = 146) has been identified as students with disabilities.

For **the new schools**, the students require intensive literacy support, additional instructional time in content areas, explicit social emotional work to develop academic confidence, and a sense of community ownership and perseverance.

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

IS 302 received an F on our school report card from NYCDOE for the 2011-2012 school year, after a grade of C for 2010-2011, which was a serious decline from 2010-11. The reason given was that only 20% of our students earned proficiency on grade level in English and 27% for math. Additionally, it stated that that the school survey results were uniformly poor, there was a history of low performance, including being named a Priority School, and there was poor attendance average that was seven points below citywide middle schools. However, IS 302 did achieve AMAO 1 for Annual Yearly Progress for ELLs.

The Developing Quality Review conducted by the NYCDOE for the same year found that, "school leaders and teacher teams consistently make purposeful curriculum decisions that integrate Common Core Learning Standards and tasks resulting in rigorous instruction for all," and had, "a coherent set of beliefs about how students learn best is embedded in differentiated instruction practices across classrooms." However, the report noted that we need to improve: "teamwork in analyzing data in order to inform instruction," and, "refine processes to set measurable and differentiated learning goals for students."

iv. Results from systematic school review

The IS 302 school review indicated that we have in place the means to do what is essential to support all students, but we need help to focus on the students in most need: the holdovers, LTEs, absentees and behavior problems. We require strategies and techniques to deal with at risk students or those on the edge of falling into this category, so that teachers can focus on best practices and administrators can focus on holding teachers accountable. Our School Leadership Team, along with the administration, SIG Coordinator and counseling support providers can identify those at risk so our Academic Intervention Program can provide these children with the help they need to prevent them from falling any further behind. At the same time, our mentors and crisis counselors can intervene to help our OAPR and LTE students to put their lives back together, develop positive role models and start making better choices that will allow them to rejoin our school community and enjoy the satisfaction that comes from achieving academic success and a job well done.

Teachers must have the support they need so that they can implement a rigorous and differentiated curriculum tailored to suit students' needs at their level. Teachers are growing more comfortable with data but the translation must be made in the classroom. Teachers are using Engrade, Acuity, uniform unit assessments, and informal assessments but need to develop the skills to tie them together in a vertically integrated way.

More parents must be brought into the building as essential stakeholders and be given the tools to engage in their children's education. Research consistently shows that involved parents produce better students. We must offer workshops, expand on our efforts in the SIFE program where parents are given technology training by a licensed teacher in creating resumes, navigating ARIS, and even learning English using Rosetta Stone.

Our Community Based Organization, Cypress Hills East New York (CHENY) Beacon, must build on the communication we have started by placing one of their staff on our staff as a family assistant so that there is no disconnect between our efforts and the important items we are working on during the school day are reinforced in the safe environment of the school building afterschool and into the evening, when parents come in to be supported and learn new skills.

The **new schools** have determined based on reviews of **IS 302** data that the school does the following well:

- The principal makes strategic organizational decisions that are aligned to the goals of the school, thereby promoting continuity and meeting scholars' learning needs.
 - The arts are an integral part of the schools' instructional offerings
 - Student performance data for scholars with looping instructors revealed that they exhibited academic growth when they received instruction from specific educators.
- Teams of educators and administrators create assessments that are aligned to the curriculum and frequently analyze summative and formative data in order to track student performance and monitor instructional decisions.
- The school provides professional development supports and make teacher performance decisions that support pedagogical growth and student advancement.
- Multiple streams of communication between the school and families result in high expectation for success and increased parent involvement.

The **new schools** have determined that improvements on **IS 302** need to be made in the following areas:

- Fortify the curriculum to ensure that scholars are engaged in rigorous tasks that promote higher-order thinking to improve outcomes across all content areas.
- Deepen differentiated instructional practices so that lessons across the school, offer multiple entry points into the curriculum as a means to accelerate student learning.
- Across the school students in most classrooms sit in groups and complete independent tasks. Student to student interaction is not fostered in most classrooms resulting in low-levels of student engagement and thinking to push accelerated outcomes.

- Broaden communication with students and families to inform them of students' learning needs, thereby fostering ownership of learning.
- Enhance goal setting so that rigorous goals are in place for all learners, in order to leverage changes in classroom practices and propel student achievement.

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

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

As **IS 302** begins to phase down, the school will focus on the SIG plan to ensure improvement. The SIG plan will become the focus of our first full staff meeting at our 2013-2014 school year orientation, following up in Department Common Preparatory periods and Faculty and Grade Conferences. The SIG Coordinator, working with Assistant Principals (APs) and the Principal, will coordinate with partners, set goals, meet separately with the data specialist and Literacy and Mathematics Lead Teachers to inform, take feedback and set staff goals with clear accountability and expectations.

The overall responsibility will be with the Principal, as both the SIG Coordinator and the APs will report directly to her. However, a great deal of reliance will be placed on the SIG Coordinator to follow up with partners, which is why each partner has contracted built in accountability measures to be carried out in accordance with the grant protocols. As well, each goal is tied to clear measurable outcomes and can be revisited to determine efficacy and continued funding. The School Leadership Team will discuss SIG monthly and all responsible parties will be expected to report on benchmarks, progress, goals achieved and in progress.

Vista Academy, a new school replacing the Priority School, will prioritize the following:

1. Intensive Literacy Studies for General Education, Scholars with Disabilities, and English Language Learners:

Intensive work in literacy will come from aligning the literacy strategies across the ELA, Science and Social Studies classes. In an effort to support scholars in authentic literacy (reading, writing, speaking and listening), we will provide professional development to teachers to prepare them to use strategies across ELA, Science and Social Studies in reference to pre-reading, during reading and post-reading. As a part of this work we will place Special Educators in the content area classrooms as well. Vista Academy will also offer a Strategic Reading Course to scholars twice per week for 50 minutes. Scholars engage in interest only reading in an effort to spark their love of reading and perseverance through difficult texts. Small groups of scholars (five or less) will work with educators in Literacy Clinics on specific skills that have been identified by classroom data – targeted instruction. Some scholars will work on adaptive computer software that meets them at their level and becomes increasingly more complex to meet their literacy needs - differentiation. Finally, all scholars will have a deliverable at the end of each class period; however, it may vary. Some scholars may be journaling, writing book reviews, completing online tasks or tasks given in the literacy clinic. The overall goal is to remove independent reading from the ELA class, and make it a school-wide focus that scholars look forward to.

Additionally, this course will give educators the opportunity to do guided reading, phonics work, ESL support or any additional instructional supports that scholars may need.

2. Data Driven Instruction (DDI):

Developing a Data Driven Culture is crucial to our instructional model. We seek to build the framework for the Data Driven Culture through our partnership with The Achievement Network and the expertise of our School Leader. Our mission is to help all learners become high achievers through intentional instruction and character education thus a Data Driven Culture is paramount in developing a sense of urgency, ownership, responsibility and integrity in educators. Data Driven Culture lends itself to positive student efficacy and self-regulation by both educators and scholars. It is of great importance that we remain results driven; however, we must also be improvement driven. A Data Driven Culture serves as the springboard for student and teacher efficacy and the culture of pride, ownership and perseverance that we hope to achieve and instill in our scholars. Using data to monitor and drive the effectiveness of our instructional practices, guidance systems, academic intervention services, programs and overall school operations will help with our improvement over time. Communication with parents is essential to making our Data Driven culture effective; therefore, we have put in place structures and systems to ensure that parents are aware of their students' progress, strengths and growth areas.

3. Additional Time in Content Areas:

Given the current student data of J.H.S 302 Raphael Cordero in math proficiency (27%) and ELA proficiency (20%), it is imperative that scholars have more time in all of the content areas. To create more instructional time in the schedule we intend to shorten lunch for four days per week from 45 minutes to 30 minutes. By doing this we are able to lengthen three class periods to 50 minutes each. These 50-minute blocks will be used for Strategic Reading, Mathematics, and English Language Arts. Teachers will be provided professional development specifically related to teaching in these longer blocks of time. We also intend to offer a Saturday Academy for two hours every week for the lowest third of all scholars. Instruction will be targeted at math fluency in the operations, vocabulary and writing for literacy. During scheduled NYCDOE vacations and breaks, we intend to again offer our lowest third of scholars the opportunity for additional instructional time Summer Intensive will be mandatory for all scholars who receive a level two on either of the New York State ELA or Math exams.

Liberty Avenue will focus on having a rigorous curriculum that has multiple entry points for various diverse learners. We will use our AUSSIE consultants to help us enrich our curriculum and create meaningful group activities in order to engage our students and to accelerate their learning by having them push each other's thinking. As well, by having an online grading system that will be used school-wide, we will be able to communicate student progress, student needs, and current student performance to students and families on an on-going basis so ownership over learning is transferred to students. These priorities will contribute towards Liberty Avenue meetings its ELA and Math proficiency goals.

C. School Model and Rationale

i. Model rationale and key school design elements.

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out the **IS 302** and replace it with new

schools 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. At the same time, as the change agents for the school site, **Vista Academy** and **Liberty Avenue Middle School** will phase-in one grade at a time, prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty.

As **IS 302** begins to phase down, the school will focus on the following:

- To address issues with attendance, we are focusing upon our approximately 20 OAPR students through the Positive Conflict Management, Inc. Partnering for Progress program.
- To fully align the curriculum to the Common Core Learning Standards (CCLS), we are partnering with AUSSIE Professional Development team.
- To improve our data driven instruction and our technology in the classroom, we are partnering with CITE (Center for Integrated Teacher Education).
- To improve our family and community engagement we are partnering with Partnerships with Children to offer the *Open Heart, Open Mind Program* to our school community.
- To increase academic achievement, we are offering the extended time, afterschool and Saturday, Academic Intervention Program.

To achieve the above-mentioned goals, we will restructure the administrative team and employ the strength of our Teacher Leaders, Deans and guidance utilizing a power structure in which APs and the new SIG Coordinator will each report directly to the Principal to improve accountability. This program incorporates past success, i.e., smaller scale collaboration with AUSSIE and CITE, and new partners, PCM and Partnership with Children. The SIG plan will allow us to greatly increase the accountability of our professional development and counseling outreach with the quality control of our Partner contract agreements.

Vista Academy will focus on the following:

1. Intensive Literacy Studies for General Education, Scholars with Disabilities, and English Language Learners:
 - a. A total of two (2) Special Educators will be needed to meet the needs of our population in year one of implementation. The intention is to place Special Educators in their content area of interest to co-teach with the content area teacher. This will lessen the student load of the content teacher, reduce the student-teacher ratio for all scholars, and provide intervention services as close to instruction as possible. The Special Educators will also be used as primary supports in the Strategic Reading Course to help scholars develop and improve their overall literacy skills.
 - b. The Pearson Literature text is an additional tool to help scholars prepare, practice, and make gains in Language Arts. The text is CCLS-aligned and offers many readings that are leveled. It offers complex text as well as lower leveled text to help scholars grow and develop literacy skills and provides the educator a platform for differentiation in the classroom. SIG will help to fund placing these materials in the classroom.

2. **Explicit Social Emotional Work:** In order to address this priority we intend to do the following:
 - a. In year one of SIG we will hire a full time Social Worker who would be involved in the overall incorporation of the character education into all of our coursework, rituals, routines and celebrations. The Social Worker would also work very closely with the other stakeholders to ensure that there is coherence across the areas of community engagement, parent involvement, the DMP curriculum and additional student and community supports. Additionally, we intend for the Social Worker to be instrumental in tracking significant changes in scholars' life in order for the school community to take the proper precautions, provide necessary supports or interventions on behalf of the scholars.
 - b. In year two of SIG we will hire a full time Guidance Counselor to help scholars begin to think about the high school process as well as provide mandated and at-risk counseling for our scholars. This educator will work specifically with overage scholars to make sure that all stakeholders in the child's life (guardians, school and community) are providing the supports necessary to move the child toward high school articulation as quickly as possible.
3. **Additional time in content areas:** In order to make this possible at least four educators will need to be secured for every Saturday in the school year (with the exception of the vacations). SIG funding would be used to help secure personnel and supplies for Saturday Academy and the Intensive programs that are run over the February, April and Summer Breaks.

For **Liberty Avenue Middle School**, our school design elements include an emphasis on training teachers in effective pedagogical practices and providing them with ongoing coaching, Data-Driven Instruction. We will also give our students extended learning opportunities through extended learning time, and the use of Ramapo for Children to address challenging behaviors. These core strategies address our goals for school improvement. The identified needs of the student population (as per the history of J.H.S. 302 Rafael Cordero) include a high percentage of English Language Learners, high percentage of students receiving reduced and free lunch, high percentage of students speaking a language other than English at home, and low levels of math and ELA proficiency. We will have an administration trained with AUSSIE, in effective pedagogical elements, in DDI, and in Ramapo for Children's approach to student culture. The school's strengths include our highly motivated staff, willingness to collaborate and grow, our intent to have a dual language program to support literacy in both English and Spanish, and we get to build the culture of a new school together from the ground up giving us exciting prospects for turning around student achievement at the J.H.S. 302 Rafael Cordero campus.

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 Network, School Implementation Manager, and external partners as needed. For the phase-in schools, the founding principals 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 schools are led by principals who are qualified to take on the challenges unique to each school.

The principal who presides over IS 302 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.

For the new schools that will replace the Priority School, the leaders 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 leaders 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.

For **IS 302**, Principal Lisa Linder is committed to ensuring that students continue to have access to a full academic experience along with student support services. Lisa Linder will be the principal. Lisa has been an educator within the NYCDOE in many diverse capacities for the past twenty-two years. Ms. Linder began her teaching career as a common branch teacher for fourth and fifth grade students at 23K041, *The Francis White School*, in Brownville, Brooklyn New York. In 2003, 23K041 expanded from a K-5 school to a K-8 school and Ms. Linder was selected to teach Math and ELA to students in Grades 7 and 8. In 2004, Ms. Linder was selected by the Administration, as the Math Coach at 23K041 due to her exemplary teaching and content knowledge in Mathematics. In 2005, Ms. Linder completed her Master of Science in School Administration and Supervision and became a founding member and Assistant Principal of a new school, *Brooklyn Collegiate – A College Board School*. Ms. Linder's experience and success with opening a new school, led her to be selected as Principal of 19K302, *The Raphael Cordero Middle School*, in 2007. Since 2007 Principal Linder continues to work diligently to improve student achievement and the school environment of 19K302. For the past six years, Principal Linder has provided resources to increase the rigor of student work; offered supports to strengthen classroom instruction; reorganized and created academies to ensure the school

focused on student achievement; worked to improve the learning environment and culture of the school by fostering community relationships and partnerships to best meet the emotional and social needs of her middle school students. Ms. Linder is committed to providing the school community, parents and students with an opportunity to have a high quality education. To accomplish his goal, Ms. Linder and her staff are committed to implementing the school reform outlined in the SIG plan. As a priority and phase out school, SIG will ensure and enable school improvement activities necessary in providing students with a high quality education.

Principals have been identified who will lead the two new schools that will replace the Priority School. For **Vista Academy**, Dia Bryant will be the principal. Ms. Bryant graduated from Renaissance High School and attended Kalamazoo College in Kalamazoo, MI where she also was afforded an opportunity to study abroad in Wollongong, Australia. Ms. Bryant has continued to give back to the Kalamazoo Community for the last five years as the Head Instructor for “Keeping the Doors Open” a Howard Hughes Math Camp for mathematically talented children in poverty. Ms. Bryant has been committed to New York City for the past nine school years and has served as a teacher trainer for The New York City Teaching Fellows, Math Teacher and Math Coach on the Middle School Level. In her capacity as Math Coach, she led a team of sixteen educators to 20% gains for Students with Disabilities through the explicit implementation of a detailed data cycle. In addition, 50% of Level One students in mathematics achieved a level two or better at the end of the same school year. One of the best outcomes of the process was the capacity for Data Driven Instruction built in the teachers. Her success in Fort Greene, Brooklyn led to her acceptance to New Leaders’ Aspiring Principal’s Program. New Leaders is a non-profit organization that seeks to place transformational leaders in schools of high poverty with students of color. Under New Leaders, Ms. Bryant has been a Resident Principal at PS/IS 266 in Queens, New York. The theme of her work with PS/IS 266 has been “Going from Good to Great.” She supervised a number of initiatives including, but not limited to implementation of the Danielson Framework, DDI, Targeted Teacher Improvement for four educators, School Leadership Team, Parent and Student Engagement. New Leaders has given Ms. Bryant extensive training in Adaptive Leadership, DDI, Building School Culture, Strategic Planning, Stakeholder Engagement and Supervision of Instruction. Through the New Leaders partnership, Ms. Bryant has had personal training from Carol Lieber, Kim Marshall, The Danielson Group and The Literacy Project in an effort to prepare her for the work of urban educational leadership.

For **Liberty Avenue Middle School**, Kaia Nordtvedt will be the principal. Kaia entered the field of education in the summer of 2006 through the NYC Teaching Fellows program. She joined the Fellowship after completing a M.A. degree in Islamic Studies and Arabic at McGill University and a B.A. in Religious Studies and Middle East Politics from The Pennsylvania State University. In 2006, Kaia began her Master’s degree in Secondary Mathematics Education at St. John’s University, and soon after earned her School Building Leader and School District Leader certifications through the College of St. Rose. Kaia taught middle school math for six years where she established a 99% pass rate over 4 years for her 8th grade students taking the Integrated Algebra Regents exam. She was the first teacher to offer Regents level coursework in both middle schools she worked at in Brooklyn. In the fall of 2012, Kaia became an Assistant Principal at Bread and Roses Integrated Arts High School in Harlem. At Bread and Roses, Kaia leads the Professional Development, New Teacher Mentoring, the ELA, ESL, Foreign Language, and Social Studies Departments, and the Freshman Academy. In addition to her school building experience, Kaia has held numerous supervisory positions within the NYC Teaching Fellows

program including: Spring Classroom Apprenticeship Director, Fellow Advisor Coordinator, and Selector Coach. These positions speak to her devotion to helping recruit and develop new teachers who are prepared to raise student achievement in our highest needs communities.

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 (SIM) 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.

For **IS 302**, the SIG Coordinator and the APs will all be responsible to the Principal and the SIM. APs will ensure compliance by all pedagogues with the implementation of the grant and the directions of the SIG Coordinator. The SIG Coordinator will be responsible for implementation of the SIG plan. Duties to include, but not limited to; scheduling with partner vendors and other stakeholder partners, develop and maintain goals monitoring, leading and turn-keying professional development standards, reporting to both the APs and the principal on compliance matters, and assess and, if necessary, developing alternatives to address implementation shortcomings. APs will incorporate SIG goals and implementation into both their informal and formal observations.

During the first few years of the **new schools**, it will not have an assistant principal position in place. The school's 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.

In year two of SIG implementation, **Vista Academy** plans to hire an Assistant Principal who is a specialist in the areas of Special Education, Bilingual Education with a strong interest in the academic success of students living in high poverty areas. This leader will be a creative and effective programmer with extensive knowledge of successful leadership practices.

Liberty Avenue Middle School's assistant principal will serve the building in several capacities. Her main roles include supporting teacher effectiveness by performing frequent observations with follow-up feedback. She will also support with establishment of a safe and supportive school culture by serving as an advisor to 10-12 students on a daily basis during all three years the students are at our school, and she will serve as our point person for the curriculum development of our math department. In addition, the AP will serve as the school's data specialist seeking to help the school make data-driven decisions in order to move student achievement in the most efficient and individualized ways possible. Through these roles she is directly impacting the school's success in reaching our goals set forth in the SIG grant.

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

For **IS 302**, the primary change to school leadership will be the appointment of the SIG Coordinator. The SIG Coordinator will report to and receive the support of both APs and the

Principal. The role of the SIG Coordinator will be to make sure the entire leadership team is on the same page and supporting the needs of the students as outlined in the proposal. The Math and ELA Lead Teachers, the Social Worker and Dean will all report to the SIG Coordinator with issues, concerns and suggestions to ensure that implementation of grant measures have priority.

The school leadership team will:

- Develop effective teams with clear norms, roles, and responsibilities. Anticipate and respond to team dynamics.
- Regularly and fairly recognize and celebrate accomplishments of staff and students. Highlight exemplary practice.
- Effectively facilitate leadership development among staff.
- Maximize staff talents/strengths. Provide formal and informal leadership opportunities.
- Appropriately and effectively share leadership, delegate, and engage others in decision-making and implementation.

The leader of **Vista Academy** was selected from a pool of over 300 applicants in the New York City New Schools Design and Development Process. Her passion and knowledge of the instructional practices that are necessary to move students have led to gains in her own classroom as well as school wide gains with Students with Disabilities. Two members of Vista Academy's planning team intend to apply for positions at Vista Academy. The first, a Special Educator, has advised the school leader around best practices in social-emotional supports for students with disabilities. A second team member, a seven-year ELA educator, will apply for an ELA position and serve as an instructional coach to align literacy strategies across the content areas while using her classroom as a model instructional space for other educators.

Additionally, Vista Academy intends to hire a Social Worker to support the educational philosophy of personalized instruction and flexible learning opportunities, both inside and outside the school setting. The social worker provides services supporting our character education efforts and the needs of scholars experiencing social, emotional, learning and behavioral difficulties. The Social Worker will work closely with the Parent Coordinator. Vista Academy intends to hire a bilingual Parent Coordinator who will focus on creating a welcoming school environment for parents and guardians. He or she will work closely with the principal to create and maintain effective communication systems, resolve parent concerns and conduct outreach to strengthen parent engagement. The Community Associate will also support school-wide efforts described above. All new UFT hires will be chosen through the 18-D process as outlined in the NYCDOE/UFT Collective Bargaining Agreement.

In year two, Vista Academy seeks to hire an assistant principal with the attributes described in section iii, Dean of Student Life and a Guidance Counselor. In year three, we will hire a Math Lead Teacher.

Liberty Avenue's supporting leadership includes a guidance counselor who will support the social-emotional growth of our students. This person will be charge of instructing each section of 6th grader teachers once a week based on a social-emotional curriculum relevant to adolescents. In addition, this person will be the point person for our daily advisory meetings. Every adult on staff will have 10-15 students that they will mentor in these advisories based on the identified needs of their small group. Our assistant principal will serve as our data specialist

and making instructional choices based on data will be the foundation of our school's instructional choices. Our AUSSIE consultant will also help with curriculum decisions and support. We will base our data-driven instruction on the Bambrick-Santoyo model in *Driven By Data*. Barriers to our social-emotional literacy program include getting all adults on the same page in terms of advisory material. In order to overcome this, we will have advisory trainings monthly lead by our guidance counselor and outside partnerships such as Ramapo for Children. Barriers for data-driven instruction include buy-in and knowledge of our data-driven approach. To overcome this, we are having data-driven instruction training in August as part of our Instructional Summer Professional Development series.

E. Instructional Staff

i. Current school staff overview and changes needed for model

With the opening of new replacement schools and the shift in grades to be served at the Priority School 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 2013-14 school year, each **new school** 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. The new schools are currently interviewing staff.

For **IS 302**, in order to effectively implement our SIG plan, we will need to reorganize our administrative structure and better utilize present staff. We will need to hire a SIG Coordinator and Literacy Lead Teacher. Additional administrative responsibilities will be designated to the two assistant principals, who will supervise the SIG Coordinator and the literacy Lead Teacher. Additionally, the school implemented academies this past year: Civics, Law, and Arts. These academies offered different elective courses and were composed of students in mixed grades. In order to strengthen the sense of community and professional camaraderie among staff, we plan to change the programming structure from mixed grade academies to grade level academies. This will enable instructional staff to work more closely together in order to support the academic and social needs of students.

Below is a description of staff for **Vista Academy**:

Number of Personnel	Content
2	English Language Arts (ELA)
<p>Duties: The primary duty of the ELA educators is to deliver coherent ELA instruction aligned to the Common Core Learning Standards. The educator will use the recommended Code X curriculum; however, it will be supplemented and differentiated for Vista Academy scholars. In year one of SIG implementation, educators will continually assess the curriculum for appropriateness, rigor, alignment to student needs and alignment to school mission; therefore allowing year two and three of implementation to be even better. Under SIG (for all three years), Vista Academy will also be able to place a Special Educator in the ELA classroom in addition to the educator on a full time basis to support with differentiation, English Language Learners, Scholars with Disabilities, targeted instruction and to reduce the student teacher ratio. Under SIG, one of the ELA educators will function as the instructional coach by serving as the primary lead for the alignment of literacy efforts across the content areas, as well as teaching a model class where educators will be able to observe instructional strategies in action, provide</p>	

feedback and conduct lesson studies. This educator supports the other ELA educator as well as the Science and Social Studies educators in literacy efforts.

Number of Personnel	Content
4	Special Educators
<p>Duties: Under SIG, a total of four (4) Special Educators will be needed to meet the needs of our population in year one of implementation. The intention is to place a Special Educator in their specific content areas of interest to co-teach with the content area teacher. This lessens the student load of the content teacher, reduces the student-teacher ratio for all scholars, and provides “push-in” services as close to instruction as possible. The Special Educators will also be used as primary supports in the Strategic Reading course to help scholars develop their overall literacy skills. In years two and three of SIG implementation, we would design a gradual release of such intensity as scholars become more agile in their literacy and math skills, but we will work to maintain the ratio of Special Educators to General Educators.</p>	
Number of Personnel	Content
1	Math
<p>Duties: Under SIG, the math educator will co-teach math with the Special Educator full time. In year one of implementation the math educator will use the recommended Connect Math Project 3. This educator will supplement the math curriculum with additional resources that help to focus on fluency in the operations (specifically multiplication facts). The math teacher and Special Educator will work as a team to align curriculum, assessments and instructional strategies to the mission of the school, Common Core Learning Standards, and data collected in classroom and school-wide assessments. In year two and three of SIG implementation we would add one Math Educator each year.</p>	
Number of Personnel	Content
1	Science
<p>Duties: In year one of SIG implementation, one science educator will co-teach with a Special Educator. The educator will use a custom-made science curriculum whose foundation is Glencoe New York State that pulls from multiple resources and has a specific focus on informational texts. In year two and three of SIG implementation, we intend to begin working with this educator around STEM work with scholars, and aligning this curriculum with math topics. This educator will support work in the Strategic Reading course as well as meet with the instructional coach to align instructional strategies with the ELA and Social Studies educators.</p>	
Number of Personnel	Content
1	Social Studies
<p>Duties: This educator will guide the scholars through 100% informational texts including primary sources and current events. In year one of SIG implementation, this educator will have the support of a Special Educator at least part time. In addition, the educator will incorporate current events at least twice per week using information from subscriptions to age-appropriate publications. The educator will meet regularly with the instructional coach to align instructional strategies Science and Language Arts. This educator will support work in the Strategic Reading course as well.</p>	

Number of Personnel	Content
1	ESL/TOESL
Duties:	
Under all three years of the SIG implementation we will offer push in ESL services. The ESL/TOESL educator will help to coordinate our Transitional Bilingual Program and push into all of the content areas to help support our ELL scholars. In the event that our subgroup balloons, it will be necessary to hire and additional ESL/TOESL educators.	

Liberty Avenue will have staff for 2013-2014 including (based on current projections and subject to change): two Humanities teachers, one math teacher, one science teacher, one Bilingual-Common Branch teacher to serve the dual language class as well as serving our ESL population, one special education teacher specializing in math, and one special education teacher specializing in Humanities. The staff will also include an Assistant Principal, bilingual guidance counselor, bilingual secretary, and parent coordinator or school aide. Since we are a new school the entire staff is a quantitative change. We anticipate having a staff list of possible new hires in reserve in case of an increase in our enrollment that would match J.H.S. 302 Rafael Cordero's usual enrollment. In terms of qualitative change, we would like to increase the staff's reading and writing knowledge through an AUSSIE consultant in the beginning at the start of the school year. The staff will need additional training in a dual language instructional model in order to best serve the students in that instructional program, and we will seek these serves through the Office of English Language Learners at the NYCDOE.

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

IS 302 expects all instructional staff to plan and implement interactive student centered lessons daily. All teachers are expected to strategically differentiate, so that all learners have multiple entry points. Evidence of Common Core Curriculum must be noted and standard setting writing tasks using CCLS should be observed in every class. Teacher assessment notebooks should be available and up to date.

Other key staff will have critical roles in strengthening the school's teaching and learning culture under the school's SIG plan:

- The Assistant Principal for Curriculum demonstrates the ability to evaluate curricula across content areas. The AP engages staff in curriculum planning and helps teachers learn and implement effective instructional strategies. Additionally, the AP uses data to identify student learning trends.
- The Assistant Principal Resources and Operations aligns youth development and support services around academic goals.
- The Literacy Lead Teacher will support teachers in learning new instructional strategies to meet individual student needs. The teacher will be responsible for assisting other teachers in administering and analyzing the results and resulting implications of the new periodic assessments that will replace the Acuity tests. The Literacy Lead Teacher will serve as the building liaison to the Aussie English Language Arts consultant and will collect and turnkey the implications of data from the Achieve 3000 program. The teacher will also train classroom teachers in using the Achieve 3000 program and its features.
- The Dean will be the contact person for the Positive Conflict Management (PCM) program and provide support to the participating students when the mentors are not available.

- The Library Media Specialist will serve as the building liaison for the CITE Data Based instruction consultant as well as the iLearnNYC Lead Teacher.
- The Technology Lead Teacher will serve as the building liaison for the Center for Integrated Teacher Education (CITE) technology consultant.
- The School Social Worker will serve as the building liaison to the Open Heart Open Mind Program (Partnership with Children, Inc.) social workers.
- The Parent Coordinator will assist in the selection and facilitation of parent and family workshops.

For **Vista Academy**, the expectation that all instructional staff be in support of efforts to increase student achievement will be clearly outlined in the hiring and recruitment process. Therefore, all educators are expected to contribute to the success of our intervention programs. It is clear that all educators may not be available in the same capacity; however, we expect that educators provide support in the design of curriculum, selection of instructional materials, facilitation and analysis of student data. We also expect all educators to be willing to learn how to become educators of Literacy, assisting in our mission to have all scholars achieve at high levels. All educators are expected to provide the support that our scholars need. We will encourage our Special Education and ESL educators to be leaders in the support programs, as they have much of the pedagogical training that will support our most disadvantaged scholars.

Under SIG implementation, the focus in teaching and learning over three years will be: 1.) Designing Effective Learning Objectives and Formative Assessment 2.) Designing Cohesive Unit Plans & Assessments, and 3.) Refining, Aligning and Assessing the Alignment of Units and Lesson Execution

In year one of SIG implementation, instruction efforts will be led by the School Leader and supported by AUSSIE and Achievement Network Partnerships as well as the Instructional Coach. In year two of implementation the support of an Assistant Principal and Math Lead Teacher will also be essential parts of strengthening the instructional culture.

At **Liberty Avenue**, every instructional staff member must be well versed in the use of data to drive their instructional choices. As well, every instructional staff member must be able to adjust their teaching based on the data they collect in their classrooms. Our staff must understand how to gather, collect, and analyze data in order to find out where their students are currently performing and move them efficiently to the next level. They must learn to tailor their lessons based on the students they have in front of them. The Assistant Principal will serve as our data specialist and each staff member will have a weekly meeting with the principal in order to check-in with their weekly data log which will show where students are currently performing based on the common core standards in their subject area and what instructional changes must be made in order to move them from their current levels. Data binders will be kept current and up-to-date in both the teacher's classroom and the principal's office so that at any point staff members can articulate current student performance and speak to their action plan for the growth of each individual student. School administration will provide the necessary professional development so that every instructional staff member can effectively use data to drive their instruction.

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

The week of August 26th, 2013, **IS 302** cabinet members will be informed about specific details related to the implementation of the SIG model. That same week, the Shared Space Committee and School Leadership Teams will also meet. Each of these teams has Parent Association and Community Based Organization representation. On September 3rd and 4th, goals and plans will be shared with instructional staff. Partner representatives will address the staff at the first faculty meeting of the year and introduce themselves and their roles. When staff members break into small group sessions (department meetings), partners will meet with them to inform them of more specific goals and will answer specific questions about implementation, expectations, concerns and address comments and suggestions regarding the partnership.

The new schools are currently in the process of interviewing instructional staff. During this process, staff are informed about the Turnaround model design in which the new schools are replacing the Priority School. There are no existing staff at **Vista Academy** since it will be a new school in September 2013. Once hired, staff will learn about the model and the SIG plan, and will have the option to participate in a 10-day summer PD experience to orient all new staff to the cultural and instructional expectations and norms of our new school. In addition to Summer Professional Development in 2013, we intend to have regular weekly professional development sessions with educators where we will monitor, access and refine our process.

Since **Vista Academy** and **Liberty Avenue** do not have any existing staff, we will train the entire staff at the same time with an introductory data-driven instructional training in August during our summer professional development series. Going into the school year, staff will have weekly data meetings with the principal, staff will have weekly logs due tracking their students' growth vis-à-vis the subject's common core standards, interim assessments will be given four times a year and Saturday data team meetings will take place in order to immediately analyze that data and create 8 week action plans for going forward based on that data. Immediately following an interim assessment there will be re-teach weeks for teachers to address any knowledge gaps which the data showed exist. Additionally, every week teachers will have a data meeting that is one hour in length scheduled in to their program in order to give any professional development that is necessary and to look at student work. Cabinet will meet weekly to discuss the schools data-driven instruction. The SLT will meet monthly to discuss how our overall approach is working and what adjustments need to be made. Finally, our faculty meetings, which are held monthly, will also address the necessary development for teachers in order to strengthen our data cycles.

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

IS 302 will partner with the following organizations:

Partnership with Children, Inc., *Open Heart-Open Mind Integrated Program*

Role: Provide a comprehensive school-based program of social emotional learning opportunities that include whole classroom work, small counseling groups, individual counseling and crisis intervention, combined with a full range of additional supports including family support, home visits, and referrals to other collaborating community based agencies and organizations. Three full-time MSW social workers with at least 3-5 years experience are seamlessly integrated into the school community on a full time basis and work directly with up to 150 students, their families, teachers, and administrators.

Rationale: The *Open Heart-Open Mind Integrated Program* impacts five key areas:

- Students develop social and emotional skills that are necessary for success in the classroom
- Students show an increase in attendance rate
- Parents are engaged in their children's education
- Students and families obtain needed services and support in the school community and the community at large
- Improved classroom climate for teaching and learning
- Increased school safety and positive school climate

Positive Conflict Management (PCM) Associates, Student Program: *Partnering for Progress*

Role: PCM Associates will provide a customized program design for twenty overage and previously retained students that have been identified as in need of social emotional and academic interventions.

Rationale: During the 2009-10 school year, IS 302 students who participated in PCM Associates student programs, especially those students categorized as “overage and previously retained” showed tremendous personal growth as they learned and practiced skills which fostered: problem solving ability, personal action planning, autonomy, a sense of purpose, communication, positive decision making, and developing a sense of responsibility to oneself and others in the school community. PCM’s *Partnering for Progress* serves as an intensive counseling and team building experience for our students in most need of intervention, who have the highest risk of dropping out of school.

Center for Integrated Teacher Education (CITE)

Role: To provide teacher training in data based instruction, special education, using data to drive instruction, developing rubrics, differentiating instruction, implementation of technology in the classroom, classroom management, and supervisory support for administrators.

Rationale: CITE has been providing professional development services to New York City schools for approximately ten years. Their services encompass a comprehensive plan, which relies on the use of all pertinent school data as well as needs as outlined by the staff and administration at the school. All services are customized to meet specific goals in each area of need and follow a “hands-on” approach. CITE works with teachers in their classrooms, side by side, offering direct specific instruction. CITE staff debriefs with teachers to evaluate progress and establish next steps, and meets with administrators after each session to review progress and adjust plans, goals, and objectives as necessary. All consultative services reference and support the CCLS, connections to Danielson’s framework for teaching, meeting student’s individual needs, planning and preparation, personnel needs, diversity, Quality Review initiatives and budget allotments.

EDITURE (AUSSIE)

Role: Provide targeted professional development for the instructional leadership team (principal, assistant principals, literacy lead teacher), and teachers in the areas of Math, Science, Social Studies and Literacy, Special Education, and ESL. The integration of technology, differentiation of instruction, use of data and classroom management will be the foci of this work.

Rationale: AUSSIE’s approach to professional development meets the individual needs of its partners through the design, delivery and facilitation of customized programs. AUSSIE provides a team of consultants who have expertise in not only the content knowledge, but solid experience in fostering positive change through the development of skills that lead to reflective teaching practices. AUSSIE offers:

- Over 20 years’ experience in improving teacher effectiveness and driving student achievement through job-embedded coaching
- One of the largest providers of professional development in the United States, with over 400 expert education coaches
- Led Common Core Learning Standards (CCLS) implementations for districts across the country for over 2,000 schools
- Leadership in Professional Development Management Systems, offering teacher effectiveness tools, targeted online PD content, growth plans, and progress monitoring.

All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing.

Vista Academy will work with the following partners:

1. *The Leadership Program (TLP)* (described in section A, ii) provides services for youth development, extended learning time, after school, violence prevention, character education and parent workshops.
2. *The Achievement Network (ANet)*, described in section A, ii) works alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for scholars in low-income communities. ANet provides an integrated system of supports to foster a data-driven culture throughout the school community
3. *Editure (AUSSIE)*, described in section A, ii) provides professional development for the instructional leadership team and teachers in the areas of curricula development, best practice in Literacy and Math. AUSSIE's approach to professional development meets the individual needs of educators through the design, delivery and facilitation of customized job-embedded programs.

At **Liberty Avenue**, our first partnership will be with Cypress Hills Local Development Corporation (CHLDC). This community-based organization currently exists in the building. They run the Beacon program and provide numerous family and students support services to students in the community. CHLDC will support the implementation of our safe school culture, give students meaningful after-school opportunities, and help us to include the school community on a daily basis. This partnership is one that will serve every member of the entire 302 campus including J.H.S. 302 Rafael Cordero, Vista Academy, and Liberty Avenue Middle School. Our next partnership will be with Ramapo For Children. This partnership will give our teachers tools to effectively manage students with many learning and behavioral challenges. Ramapo will directly help us to achieve goal #1 by helping us to create a school that is nurturing, challenging, and safe. It will also help us accomplish goal #3 by giving teachers tools to give students positive behavior supports. A partnership with The Leadership Program will also help us to extend our school day making it a safe space for children and help us to address our academic goal as stated in goal #2. This partnership will help us to give our students meaningful instruction after-school while also giving them chances to develop their leadership skills and engage in their talents. Next, we will have a partnership with AUSSIE to help grow our capacity in curriculum and instruction, particularly in humanities, in order to increase our students' proficiency levels. This partnership will also help to develop our teachers by giving them instructional and curriculum support. Finally, we will address goal #3, by growing teacher effectiveness through our AUSSIE consultants and through PD opportunities run by administration and the network.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C for each school.

iii. Partner accountability

IS 302 will hold its partners accountable in the following ways:

Partnerships with Children, Inc.

Social and emotional behavior change will be measured via observation as well as through the use of a social-emotional survey. Observations will focus on verbal interactions with adults and peers, while surveys will score students on emotional regulation and social competence. Surveys will also be administered to parents and caregivers, and school climate will be measured by the amount of time that principals and administrators spend on discipline issues. Attendance, lateness, student removal, and suspension rates will also serve as metrics for measuring the impact of the *Open Heart-Open Mind Integrated Program*. In the event that services are not yielding expected outcomes, individual student case studies will be examined and plans to address needs will be revised with all involved staff and family members present.

Positive Conflict Management

As a result of participating in the *Partnering for Progress* program students will be more engaged in their learning as evidenced by:

- Increased daily attendance
- Increased effort and participation in class as evidenced by observation
- Reduction in lateness to school
- Decrease in student removal to SAVE room
- Decrease in suspension of participating students

Small groups can be adjusted based on group dynamics in the event that students do not show growth as a result of participation in *Partnering for Progress*.

Center for Integrated Teacher Education

CITE's method of providing professional development is customized to meet the particular needs of individual schools. The following is CITE's suggested format for the customized professional development cycle:

- Meet with school officials and stakeholders (SLT) to define needs
- Conduct a staff workshop to establish goals, objectives and define roles and responsibilities
- Meet with smaller groups to set up teacher meetings, classroom visits, answer questions and clarify objectives
- Provide consultative service twice weekly over a ten week cycle
- Adjust services to include all or some of the following: in class coaching, modeling, observation, conferencing
- Monitor and revise as necessary
- Evaluate progress and establish next steps for the following ten week cycle
- Assessment of effectiveness is based on Danielson's framework for teaching and connections to CCLS

Instructional staff will be assessed during short, frequent observations (as well as formal observations) and professional goals will be adjusted according to the progress as shown on the teacher effectiveness rubric. The continuum of support is fluid, and support can be easily adjusted and/or differentiated based on need. All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing.

Editure (AUSSIE)

Measures and benchmarks that will be used by both parties to evaluate outcomes will include a review of revised course curricula maps, course credit accumulation, student performance outcomes, feedback on teacher improved practice through informal and formal classroom visits and observations. If the provided services are not yielding expected outcomes, additional steps will be taken to address targeted cases, including:

- Individualized intervention and support plans for improved teacher practice;
- Increased opportunities for modeling, mentoring, co-teaching provided through flexible programming of AUSSIE consultants;
- Inter-visitations, providing support in revision of Individual Professional Growth Plans and monitoring the outcomes for expected outcomes.

Vista Academy will hold its partners accountable in the following ways:

1. *The Leadership Program* – To set TLP up for success we will outline program goals, expectations, and timelines before their work with the school community begins. TLP supports its work in schools by providing quarterly reports on the performance of the program. In addition, Vista Academy will administer a stakeholder survey following each of their workshops. Frequent meetings with TLP personnel along with observations of their work will also help to ensure that their work is meeting our needs and goals. Although much of TLP's work will be monitored and assessed by the parent coordinator and school leader regularly we intend to reorient implementation of the action plan when off track.
2. *The Achievement Network & Editure (AUSSIE)*: In the implementation of the PD model, there will be regular and ongoing data analysis, reciprocal communication between the team of consultants and the instructional leadership team. The educational team will participate in ongoing job-embedded professional development and training days. Scheduled dates for instructional leadership team/consultant team meetings, extensive weekly on-site observation and feedback visits, with all participating educational team members. Measures and benchmarks that will be used by both parties to evaluate outcomes, will include a review of progress made using new curricula, student performance outcomes based on formative assessments, feedback on teacher improved practice through informal and formal classroom visits and observations. If the provided services are not yielding expected outcomes, additional steps will be taken to address targeted cases, including individualized intervention and support plans for improved teacher practice, increased opportunities for modeling, mentoring, inter-visitations, providing support in revision of growth plans and monitoring the outcomes for expected outcomes within specific benchmarked timeframes.

Liberty Avenue will hold its partners accountable in several ways. First, the administration will review the partnerships' professional development materials in order to ensure that what our teachers and staff members are being trained on what fits within our school improvement model. Next, the assistant principal and/or principal will attend all trainings in order to understand what knowledge our teachers received. This applies to Ramapo, The Leadership Program, and with our AUSSIE consultant. Based on what training our teachers receive, we will then target our weekly observations to check on the implementation of this new knowledge. We want to hold our teachers and our partners accountable for improved student outcomes. Additionally, we will continuously look at our data from interim assessments and weekly data logs to ensure that our students are making academic gains and if they are not, we will push our partners to help us address the areas of weakness and create action steps for all parties. In terms of CHLDC, this

partnership supports school culture and gives student support and thus we will survey our students and families in order to ensure they are satisfied with the services being provided. We will also have regular meetings with these partners in order to identify students in need of additional support, any adjustments that might need to be made, and to ensure that we are on track to meet our yearly goals.

G. Organizational Plan

i. Organizational chart

See Attachment G for each school.

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

For **IS 302**, the SIG Coordinator, who is a lead teacher and also the Grant Coordinator, will primarily be responsible for day-to-day operations including; coordinating partner interactions with guidance and SBST, teachers and students, while consulting with APs and keeping the Principal informed of action items. The SIG Coordinator will ensure the data specialist is up to date and that information is disseminated vertically and horizontally, as well as keeping a binder of agenda items requiring input from stakeholders. Where necessary, APs will be called upon to make decisions affecting staff and informing the Principal to ensure compliance.

For **Vista Academy**, more information is included in Attachment G.

At **Liberty Avenue Middle School**, we will use distributive leadership as much as possible and where appropriate. Embedded within teachers' schedules are two weekly data meetings, one meeting is 1-on-1 with principal to and the other is whole staff to discuss data trends. These are non-negotiable and will be programmed into the teachers' and principal's weekly schedule. Guidance will be the point person for advisory and will create the curriculum for the daily sessions. Teachers will discuss issues that arise throughout the year and the guidance will make informed decisions and efforts to realign curriculum to meet the needs of the faculty and students. Guidance will report to principal for any discipline or home issues. The assistant principal will directly report to principal on all accords. The major responsibilities of the assistant principal include data collection, the math and science departments, teaching one math cohort, and serving as the testing coordinator.

iii. Annual professional performance review (APPR) process

IS 203, Vista Academy, and Liberty Avenue will implement New York City's newly approved APPR plan for teachers beginning in the 2013-2014 school year. Central staff and our Network team will support us with training in the new system this summer. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

Beginning in the 2013-14 school year, teachers will select from one of two options during the Initial Planning Conference, to take place by no later than the last Friday in October: Option 1) 1 formal observation and a minimum of 3 informal observations or Option 2) A minimum of 6 informal observations. The formal observation will have a pre-observation conference where the

teacher can provide up to 2 artifacts and/or a pre-observation conference form. The observation will be a full period and the teacher will be rated on the Danielson rubric. A post observation conference will be held within 20 days and a post observation report will be provided to the teacher and put into the file. Informal observations will be unannounced and a minimum of 15 minutes. Feedback will be provided after informal observations in person or using some other form of communication. A pre and post observation conference is not required, but a post observation report will be provided to the teacher and filed within 90 school days of the observation.

A summative End of Year Conference will take place between the last Friday in April and the first Friday in June. Teachers can provide artifacts for review/discussion at the Conference. Artifacts must be submitted no later than the last Friday in April. If the Principal needs more artifacts to rate a component, they must request them of the teacher. If the teacher does not provide, they will be scored as Ineffective (1) on that component. Teachers will be provided with forms including rubrics with evidence statements.

Based on the Initial Planning Conferences, administrators will use Danielson's Framework for Teacher Effectiveness as evidenced by providing teachers with specific, timely, actionable feedback in both oral and written form. Ideally, each administrator (3) will be able to conduct three snapshot observations daily in addition to regularly scheduled formal observations as set forth in New York City's approved APPR plan.

As noted above, **Liberty Avenue Middle School** will have both formal and informal observation cycles happening consistently to ensure the highest quality instruction for our students and on-going feedback for our teachers. Dependent on the outcomes of the Initial Planning Conferences, we anticipate that the assistant principal or the principal will be in every classroom for a short observation on a weekly basis. The assistant principal will cover math and science and I will observe Humanities and electives. This may average about 3-4 observations per administrator a week. Following the short observation, the administrator will schedule a 15 minute debrief with the teacher the following day. The debrief will include two areas of strength and one to two areas of growth with action steps. The areas for growth will be followed up with during the next week's short observation. These short observations will be kept in an excel observation tracker in order to track on-going teacher development. Depending on the Initial Planning Conferences, we will have formal observations on a quarterly basis in order to ensure that teachers get feedback on a full lesson as opposed to just 10-minute segments.

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. Our school will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to Attachment T for further detail. As discussed in section iii, we will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher

evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

IS 302's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment T. Final schedule will depend on teacher Initial Planning Conference.

September	Danielson 1e Danielson 1e	Grade 7 Teachers Grade 8 Teachers
October	Danielson 3b Danielson 3b	Grade 7 Teachers Grade 8 Teachers
November	Danielson 3d Danielson 3d	Grade 7 Teachers Grade 8 Teachers
December	Danielson 1e Danielson 1e	ELA SS
January	Danielson 1e Danielson 1e	Science Mathematics
February	Danielson 3b Danielson 3b	Grade 7 Teachers Grade 8 Teachers
March	Danielson 3d Danielson 3d	ELA/SS Math/Science
April	Danielson 1e Danielson 1e	ELA/SS Math/Science
May	Danielson 3b Danielson 3b	Grade 7 Teachers Grade 8 Teachers
June	Danielson 3d Danielson 3d	Grade 7 Teachers Grade 8 Teachers

Liberty Avenue's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment T. Final schedule will depend on teacher Initial Planning Conference.

	Frequency	Scheduling	Conducting	Reporting
Informal Observations	Weekly 15 minute observations.	Every teacher will have an informal observation each calendar week. These may or may not be scheduled in advance and will be more frequent if deemed necessary by the performance of	Administration will take a running record of the teacher actions and words as well as student actions and words. The administration will complete an informal observation report that will give two strengths and one	There will be a 15 minute debrief the day following the informal observation. This meeting will highlight what steps need to be taken for the next week. Teacher and administrator will mutually decide what supports or professional development sessions are necessary in order

		the teacher.	to two next steps that will be checked on during next week's observation.	for the teacher to successfully implement the next steps. Report will be kept in binder per teacher in order to track growth over time.
Formal Observations	Administration will conduct one formal observation a year.	These will be scheduled in advance with the teacher agreeing to a pre-observation, observation, and post-observation timetable. Whenever possible, the AP will complete two and the Principal will complete the other two in order to get different perspectives. <u>All observations will be based on the new state approved teacher evaluation system.</u>	Administrator will take a running record during an entire instructional period. During this period, administration will look for evidence of our instructional priority, which is data-driven instruction, and evidence of student learning and student engagement.	During the post-conference, administrator and teacher will discuss the strengths and growth areas for the teacher. Based on observation and collection of information observations, teacher and administrator will agree on personal professional development plan and goals.

II. Educational Plan

Both the phasing out Priority School and the phasing in new schools 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 schools will create comprehensive programming at the school site, geared toward the needs of its student community.

i. Curriculum

At IS 302, the curriculum to be used with the school's Turnaround model will align with the NYS Common Core Learning Standards and the New York State common Core Testing Program. Periodic assessments will be administered 4-6 times per year and the data will be charted and analyzed to inform instruction. The state and teacher-created Performance Tasks will be utilized. ELA will focus on reading, writing, listening and speaking in response to high quality text. Math, Science, and Social Studies curricula will align to the State Standards and CCLS. Additionally, we will expand the use of Achieve 3000. The Achieve 3000 program will

be added twice weekly to ELA classes and will be used during the Afterschool and Saturday Academic Intervention Programs.

At **Vista Academy**, in an effort to develop literacy proficiency and reach our goal of increasing reading proficiency 150% by 2016 we will use the core curriculum options offered by NYCDOE as the foundation for the instructional units at our school. In English Language Arts we will use Code X by Scholastic. The curriculum is an authentic Common Core curriculum designed to support educators and prepare scholars for the rigorous demands of the CCLS. The curriculum provides a powerful combination of cross-curricular content, text analysis, close reading of contemporary, relevant nonfiction and literature, writing and performance assessments designed to ensure evidence-based competence and routines that build academic language and vocabulary. Our goal for mathematics is to have at least 65% of scholars proficient in mathematics by 2016, as measured by the NYS math assessment. Efforts toward accomplishing this goal, Vista Academy will use the core curriculum option recommended by NYCDOE – Connected Math Project 3 (CMP3). CMP3 helps scholars and educators develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics.

For Social Studies we will use Holt Social Studies: Eastern Hemisphere along with non-fiction case study trade books and current events. The science curriculum is New York Glencoe accompanied by FOSS kits. Science units include simple machines, levers and pulleys, weather and water, populations and ecosystems. Both the Social Studies and Science curriculum are supplemented with relevant current events to support our literacy initiatives.

Liberty Avenue will be using the common core aligned curriculum that has been approved for NYCDOE use. We will also use our planning time to ensure that we are covering all the standards for NYS and the NYS Testing Program to ensure coverage of standards within the already vetted curriculum. Based on NYCDOE recommendation, we will be using Connected Math 3 for the 6th grade and plan to continue to use it for all three grades at full scale, for ELA we will use Scholastic's Codex program as well as supplementing the curriculum with additional high-interest book clubs based on reading level, for Social Studies we will use Holt Social Studies: Eastern Hemisphere along with non-fiction case study trade books, and for science we will use FOSS full-year set and Glencoe textbooks (units include: levers and pulleys. weather and water, populations and ecosystems). Additionally, we will purchase software to supplement the basic curriculum such as Achieve3000 and Read180 in order to give additional resources to our struggling learners. SIG will also be used to purchase a laptop cart in Year 3 to support accessibility and use of these software programs. We will also train teachers in the Wilson program in order to address every child's needs. As well, whenever appropriate we will provide the same resources to parents in order to help any parents who need to learn English.

ii. **Instruction**

For math at **IS 302**, we have adopted Pearson's *Connected Math Program 3* for grades 6-8. This material is strongly aligned to the instructional shifts required by the Common Core standards: they focus deeply on a narrower set of key topics for each grade, clearly connect students' learning across grade levels, and ensure students have the opportunity to both practice skills and apply their thinking to real-world problems.

Scholastic's *Codex* is the ELA program to be utilized in September 2013. This program will hew tightly to the Common Core's instructional shifts and includes a balance of rigorous fiction and non-fiction texts, build students' academic vocabulary and knowledge across content areas, and engages students in using evidence from texts to make oral and written arguments.

The NYCDOE believes that the selected programs represent the highest-quality Common Core-aligned curriculum materials currently available. They include brand new curriculum materials and materials that are being updated to fully reflect the shifts required by the Common Core standards.

The instructional strategies to be used in the core courses and subjects in the context of all the 6 instructional shifts for ELA will be presented to instructional staff through professional development sessions provided by AUSSIE and CITE consultants. These sessions will include: designing coherent instruction, using assessment in instruction, questioning and discussion techniques. Teachers will design clear, sequential lessons and units, and use student assessment results to learn about student progress and the effectiveness of instructional and questioning techniques. The administrative team will assess progress during short, frequent observation using the Danielson Framework for Teacher Effectiveness.

At **Vista Academy**, the specific instructional strategies used throughout the school community to make significant gains are few, but powerful. Formative assessment is a school wide instructional strategy that is used in every classroom. This strategy provides educators with specific information about a students' knowledge of a subject before, during and after a lesson. Formative Assessment, also known as Checking for Understanding, can look like cold calling, polling, exit slips or leveled questioning. Educators will use qualitative and quantitative data collected by way of formative assessment to drive instruction according to the needs of scholars.

In all content areas students will engage in deep conversation around texts. Citing evidence, supporting, defending and confirming arguments will be regular practice in all content areas. Educators will probe students using strategies from Doug Lemov's *Teach Like a Champion* such as "Right is Right" and "No Opt Out." These specific strategies along with others encourage students to use precise language and descriptions when answering questions, challenging or defending a position.

The combination of these two strategies will allow educators and leadership to continually grow, because of the complexity of the strategies. They are truly elements of instruction that can always be improved and refined.

Liberty Avenue will seek to infuse all the instructional shifts for ELA and math into our teaching across on subject areas. We will infuse a depth of understanding rather than a breadth by using the Connected Math 3 curriculum. We will develop a deep understanding in math by providing them with multiple opportunities to try the material and then deepen their understanding by trying the problems even more. We will work on focus, fluency, coherence, dual intensity, and application within each math session and by applying as many standards in science as possible to given even more practice opportunities. For the ELA shifts, we will give students the chance to interact with informational texts in both science and social students. All subject areas will focus on academic vocabulary by infusing those words into our daily

interaction with students. As well, text-based responses can be practiced in science as well as health. In order to accelerate learning, we will improve our instructional quality by having a cohesive school-wide plan for delivery of instruction based on Doug Lemov's *Teach Like a Champion* so that students know what is expected in every classroom. In addition, we will use our professional partnerships to strengthen their delivery of instruction (AUSSIE and Ramapo). AUSSIE will help us with curriculum and delivery of instruction weekly for 35 weeks, Ramapo will help us monthly with management of behaviors so that instruction can be more effective, and regular classroom visits with feedback cycle will help teachers to grow their instructional practice. In terms, of quantity of instruction, we will by lengthening our school day with partnerships such as CHLDC and The Leadership Program as well as through our own per session. The Leadership Program will cover 2 hours a day for two days a week for 30 weeks. Our teachers will cover extended day activities for 1 hour a day for 2 days for 4 teachers for 30 weeks. These programs will give our students more attempts at content while also enriching their school experience with opportunities to try sports and arts. Also, by cutting out any passing time as our students are in a small space being just one grade this year will give us an additional 100 minutes of instruction each week, which we added to our advisory program. We will also increase the effectiveness of our instruction by increasing the technology in our classrooms in order to facilitate differentiation and student engagement. Such technology as desktop computers and printers in the classrooms, iPads, laptop carts, document cameras, projectors, and SMART boards will all increase levels of instructional effectiveness of the teachers. Finally, we will use 20 days of per diem to cover inter-visitations and time with the coaches from Ramapo and AUSSIE.

iii. Use of Time

At **IS 302**, our daily schedule includes eight 45 minute instructional periods. There are 35 teaching periods per week. A typical weekly schedule is 8 periods of ELA, 7 periods of Math, 5 periods of Science, 5 periods of Social Studies, 2 periods Physical Education, 2 periods of Health or Advisory, 2 periods of Foreign Language and 4 periods of an Elective such as Art, Technology, Debate, etc. Additionally, 150 minutes of small group tutoring is embedded in our weekly class schedule immediately following dismissal.

Increased Learning Time Activities

- Afterschool Academic Intervention Program: 2 hrs per session, twice per week for 58 sessions (starting the last week of September, ending the third week of May)
- Saturday Academic Intervention Program: 4.5 hrs per session, for 26 sessions (starting the last week of September, ending the third week of May)

At **Vista Academy**, to create more instructional time we intend to shorten lunch for four days per week from 45 minutes to 30 minutes. By doing this we are able to lengthen three class periods to 50 minutes each. These 50-minute blocks will be used for Strategic Reading, Mathematics, and English Language Arts. The school will be operational for 180 instructional days. Subject to SBO vote, we will use change the four 37.5 minute periods 4 days per week to three 50 minute periods. Two of these periods will be used for academic intervention. Every Saturday we will offer students the opportunity for additional time (2 hours) in literacy and mathematics fluency. In addition to the aforementioned, Vista Academy will offer a Summer Bridge Program for rising 6th graders and a Summer Intensive for rising 7th grade students. By

lengthening the class periods students gain 75 minutes of instructional time per week, which adds an additional 2700 minutes (60 class periods) for the year for each student. A student who utilizes this time for complete year would receive an additional 3600 minutes of individualized instruction from a certified teacher.

Sample Student Schedule	
(10 minutes)	Morning SPARC Check-in
Period 1	Math
Period 2	ELA
Period 3	DMP
Period 4	Lunch
Period 5	Science
Period 6	Strategic Reading
Period 7	Social Studies
Period 8	Physical Education
X Period	Afternoon SPARC Check-out

*

The number of school days for the 2013-2014 school year is 184 days. The typical school day is 6 hours and 20 minutes. At **Liberty Avenue**, subject to SBO approval, three times a week there will be 50 minutes of extended day in order to provide targeted support to students who are struggling academically and to provide enrichment when possible. The sample class schedule shows that four hours of each day are in core instruction, 30 minutes of advisory daily to address social-emotional concerns, 45 minutes of lunch and gym, and 20 minutes allocated for arrival and dismissal. We are proposed having four one-hour periods instead of 45 minutes to give our students more time with the material in each instructional block. As well, when students have two 45-minute sessions of math or ELA they tend to lose focus at the end so we hope this approach will maximize all minutes in the content areas. We will also provide Summer Bridge for the students, which will consist of two days in the summer to learn our culture and how to do things the “Liberty Avenue Way”. This will provide a seamless transition for the new sixth graders each year into our school with the older students who already know the culture. Finally, we plan on using professional periods for teachers to include: advisory, common planning time, and school-wide data meetings so that increasing our instructional effectiveness and student support is always at the forefront of our school design. We are committed to extending the school day to 4pm and adding on-going Saturday school for 3 hours each Saturday thus creating per session opportunities for teachers and by partnering with The Leadership Program. Our students need more learning time in order to close their already existing knowledge gaps.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Morning Arrival	Morning Arrival	Morning Arrival	Morning Arrival	Morning Arrival
8:15-9:15	Math	Humanities	Math	Science	Humanities
9:15-10:15	Humanities	Math	Humanities	Humanities	Math
10:30-10:45	Advisory	Advisory	Advisory	Advisory	Advisory
10:45-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:15	Elective	Elective	Gym	Elective	Gym
12:15-1:15	Humanities	Science	Humanities	Math	Science
1:15-2:15	Guidance	Math	Science	Humanities	Humanities
2:15-4:15	Extended Day	Extended Day	Extended Day	Extended Day	Extended Day

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

At **IS 302**, all students are given periodic assessments each marking quarter. ELA and Mathematics teachers have common preparation periods once per week to examine the interim assessment data. Additionally, professional development will be provided once a week to small groups and/or individual teachers to help them use data to inform their instruction. The SIG Coordinator will meet with APs and Math and ELA lead teachers to discuss the data profile and ensure that data is reaching teachers in a usable way. PD partners will be privy to all findings and work their teacher support around the data in as close to real time as possible.

At **Vista Academy**, through a partnership with The Achievement Network (ANet) we will administer four ANet-developed formative interim assessments over the course of the year, beginning in early November in most networks and continuing at regular intervals. The results of each assessment are available to all educators through ANet's online data analysis platform, allowing them to analyze student performance and compare across network schools throughout each quarter. The tests are designed to be of a high level of rigor and to gradually phase into alignment with CCLS based the New York State timeline. Vista Academy will receive between 18 and 22 ANet coaching interactions throughout a single year to help both educators and school leaders develop their DDI practice. ANet coaching is integrated into existing structures such as common planning time and school-wide meetings and are designed in a gradual release model.

During the first week of school or over the summer during orientation, scholars will take baseline Math and ELA assessments. Although we have the prior year's New York State Math and ELA Assessment results, the data is not recent enough to drive our instructional practices. Once scholars take these baseline assessments, our Data Cycle will begin. A Data Cycle Calendar (See Attachment I) will be distributed at the beginning of the school year, outlining monthly assessments and the four stages of the Data Cycle for the school year so that educators can plan their classroom assessments around school-wide assessments.

Data collected from assessments will be housed in our centralized system. Using the raw data and focused questions, we will determine trending strengths and growth areas—scholars of concern and standards of particular concern. Our team will identify these trends school-wide, whole class and for individual scholars. Using this information, educators will create Instructional Action Plans and implement customized instruction according to our students' needs. We rely on the information gathered in analysis of student assessment results to propel our instructional efforts.

At **Liberty Avenue**, data cycles will be the foundation from which we assess, plan, teach our students.

Interim Assessment Cycle: The cycles will include a common interim assessment by subject area and grade every 8 weeks. Then, as a whole staff, on a Saturday, we will review student work to identify trends and record data for each student, draw out instructional implications, and plan future lessons according to where students are at and where they need to be by the next data cycle. We will plan interventions accordingly. As well, immediately following the interim assessment and Saturday data meeting, we will have a week of re-teaching and enrichment in order to cover any knowledge gaps and push high achieving students further. SIG will also help the school purchase laptops for staff to use for this data tracking.

Weekly Assessment Cycle: The cycle is daily in that within each lesson there are several points of assessment to let our teachers know if students have mastered or on their way to mastering the objective. Weekly cycle will include a weekly meeting with principal to discuss data progress, and one teacher presenting their data at weekly staff wide data meeting which will also focus on looking at student work. Additionally, teachers will have weekly common planning time to ensure that the curriculum is aligned to standards and that appropriate data collection moments are planned into every lesson both formally and informally.

v. **Student Support**

At **IS 302**, deans, teachers, and administration will develop a comprehensive discipline plan to decrease behavioral incidents, suspensions and student removals. We will be partnering with Positive Conflict Management to address the specific needs of 20 over-aged students for four days per month. Additionally, the school will receive support from the Partnerships with Children, the Mobile Response Team, Positive Behavior Intervention Services, our Community Based Organization, and the guidance department. Again, AP's and the SIG Coordinator will meet with the Dean, Guidance and Social workers to identify potential at-risk students, whereupon our social worker partners will be informed and tailor their intervention accordingly.

At **Vista Academy**, academic supports for scholars are built into the school model through many of the aforementioned elements. Additionally, Special Educators, ESL/TOESL and Bilingual educators support Vista Academy's efforts. iReady, a computer based adaptive learning tool for math and literacy used to assess and track scholars' progress in the content area across specific standards. Built for the Common Core, iReady combines a valid and reliable growth measure and individualized instruction so that scholars are only compared to themselves. This tool provides cross grade level assessment that pinpoints students' needs down to the sub-skill level and gives educators an action plan to help scholars achieve their academic goals. Scholars receive explicit online instruction while educators are provided with clear recommendations for how to approach assisting scholars. In addition to the aforementioned and the Strategic Reading Class described in section C, the use of the Pearson Literature text in the ELA classroom will allow skills and concepts to be taught to mastery through an innovative approach of grouping content thematically, by skill focus, and genre. The text is designed with increasingly complex texts that are contemporary lesson and carefully crafted to ensure student engagement.

Under SIG, our partnership with The Leadership Program (TLP), the hiring of a Social Worker and Guidance Counselor will support social emotional efforts for educators, parents and scholars. See section F for a description of this partnership. Major systems in place for the support of scholars' social-emotionally include the DMP, community routines and rituals (morning Check-In, afternoon Check-Out, Town Hall meetings, and use of a common language by instructors).

At **Liberty Avenue**, our school will have a referral process whereby our staff refers academic failure, disengagement, health concerns, and any other pressing student concerns to our guidance counselor and she/he will follow up with the appropriate supports. Additionally, we will train our staff through Ramapo for Children and staff seminars with our guidance counselor to recognize students in crisis and what to do in order to get them the appropriate help. SIG will also help defray the cost for the school's library books and Native language supports for humanities classrooms. Currently, through the Beacon program we have community support systems in the building that can also provide on-going support to the students and their families and our guidance counselor is aware of the services they provide including food, shelter, and

social-emotional support. We will also partially fund a parent coordinator (half funded by Tax Levy and half funded by SIG) in order to provide additional support services to our parents and families.

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

IS 302 will provide a guidance program through SIG whereby our students will receive one to one, group, and academic counseling. We will collaborate with Partnerships with Children for school-wide conflict resolution provided by daily intervention by three full time MSW social workers in our school community.

SIG funds will allow **Vista Academy** to better manage and facilitate a platform to promote a healthy school environment for all students in the building. We recognize that all students are unique and will require plans that meet their specific needs. Our core values (SPARC) will be the common backbone for all students, staff, and partnerships to measure from with quantitative results. Discipline has to be taught and students need the opportunity to grow from experiences with our Core Values. Having an abundant amount of resources and strategies in place will allow for purposeful and fulfilling approaches for Vista Academy to shape and manage student behavior. SIG funds will support our school uniform, professional development for educators around school climate, the employment of a Social Worker, incentive programs and school-wide celebrations.

Liberty Avenue will use SIG to help create and develop a safe and orderly school climate by working with Ramapo for Children to help us learn strategies for helping to deal with children who have challenging behaviors. By working with Ramapo, we can better incorporate all students into our school culture to make us an inclusive school. Additionally, we will have our guidance counselor offer classes for parents on how to support their children as they enter middle school and a time of great transition in their lives. We want to ensure that our students are not lost to outside influences at a very pivotal time in their lives. In terms of discipline, we believe that forging meaningful and deep relationships between adults and students is the best way to handle misbehavior. By having relationships with our students, teachers and staff can help the students work through their challenges and find lasting solutions for necessary behavior changes. We will forget these relationships in the classroom, in our daily advisories, and through our weekly town hall meetings. We believe that expelling and suspending will only isolate children even more so these consequences should be used as a last resort. Instead, for both our general and special education population, we believe that finding the root cause of a behavior is the best way to ensure that all the student's needs are being met and that the inappropriate behaviors do not continue to hold the student back from their potential for success. Summer Professional Development will be held for teachers to ensure they understand our school's culture and discipline policy.

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

For **IS 302**, our Parent Coordinator and administrators will conduct parent workshops, in partnership with three of our partners, to increase communication and awareness of student academic progress, conduct ESL meetings and foster positive relationships between school and home. CITE, PCM, and Partnership with Children have committed to provide a variety of parent and family workshops throughout the year.

Vista Academy will use a number of vehicles to maintain communication with parents. Through the use social media, DataCation, email blasts, electronic online grade-books, a school website and school messenger we will continually keep parents informed of the latest events, information and changes within the school community. Facebook, Twitter, and Instagram are all outlets ensure 21st century communication. A monthly calendar will go out to parents, and be posted on the school website, informing parents of the events, field trips, and meetings that will happen for the month. In addition, the School Leadership Team and Parent Teacher Association will directly involve the parent community and provide mechanisms for direct feedback to school staff. The Parent Coordinator will focus on creating a welcoming school environment for parents and guardians. The Community Associate will help build, manage, and maintain partnerships with community organizations.

For **Liberty Avenue**, through SIG we will hire a Parent Coordinator in year one (funding 50% through SIG). This position would be funded by NYCDOE in years two and three. By having this Parent Coordinator in year 1, we will be able to establish a high level of parents' engagement from the very start of our school. We will have parent English classes to help parents who have limited English proficiency using the Achieve 3000 software. We will encourage parents to be engaged in their child's learning by having additional open school nights so we can celebrate the students' successes and keep everyone informed of the progress the school is making. As well, we will use an online grading system in order to keep parents and the community informed about how our students are progressing. In order to allow children to be informed as well, we will place desktops in every classroom so students can check their progress freely. We will also invite the community to share in these successes to see how we are working together to turnaround the culture and achievement at the J.H.S. 302 Rafael Cordero campus.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan 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 schools will have professional development events tailored to each school's needs.

The **IS 302** School Leadership Team (SLT) met to discuss the SIG grant. The School Quality Review Report, School Progress Report and Joint Intervention Team Review Reports were analyzed and synthesized. Needs were identified and meetings were held with the UFT Consultation committee and with phase in schools. Additionally, we consulted with the grant writing team and conducted meetings and interviews with partner organizations.

Vista Academy is a new school; therefore, the professional development plan was made prior to the formation of an official School Leadership Team. The School Leader met in consultation with school model planners, prospective educators, other school leaders, partnership leaders, UFT representatives, a parent group and NYCDOE officials to design the plan indicated here. Under the guidance of NYCDOE Office of New Schools, the school model has been refined and adjusted to fit the needs of the community over the past nine months.

The **Liberty Avenue** plan was developed in consultation with many stakeholders. Based on feedback and discussion with the principal and assistant principal the broad outlines of the plan

were formed. We then polled our staff to figure out what supports they needed in order to grow in their professional practice. We also had to project what future staff members would need training on. Since J.H.S. 302 Rafael Cordero struggled to create a safe school environment, we predicted that our teachers would not only need pedagogical support but also support with how to manage student behaviors which is why we chose our partnerships with AUSSIE, Ramapo, and The Leadership Program. Network 210 also supported the creation of this grant through feedback and ideas for support partnerships. Since we do not have parents yet as a new school, we met with community parent associations, Cypress Hills Advocates For Education (CHAFE) to get their feedback on what they wanted in their schools which is why Sports and Arts in Schools was included in the grant as they wanted increased opportunities for their children after-school.

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

See professional development events in Attachment for each school.

For **Liberty Avenue**, the first PD event will be the retreats at Ramapo. These retreats are important to open lines of communication between staff members who will need to work closely and with significant amounts of collaboration. Next, the staff will have on-going coaching and professional development sessions for how to handle students who struggle in school. These sessions will provide teachers with tools on how to effectively keep these students in class and making academic progress. We will also have our teachers work with AUSSIE Consultants in order to give them tools to work with the instructional shifts and push our students who historically have low levels of literacy proficiency. Since our students struggle with literacy, all content area teachers will be trained to infuse literacy in their instruction. We will have summer professional development based on what our teachers' need in order to be effective. We will train on content area specifics, instructional shifts in the common core, citywide expectations, and our school culture. We will train our teachers in effective extended day instruction through The Leadership Program. This program will help us to learn how to develop our students as leaders and infuse their interests into our teaching. Finally, we will train our teachers in strong instructional practices so they understand how to increase their own instructional effectiveness.

iii. Plan for training, support and professional development

For **IS 302**, beginning in September 2013, a SIG committee will be formed including the following stakeholders: Principal, SIG Coordinator, Social Worker, Dean, Parent Coordinator, Literacy Lead Teacher, Mathematics Lead Teacher, iLearnNYC Lead Teacher, Technology Teacher. A calendar will be distributed that includes assessment creation, implementation, data analysis and planned meetings. The committee will meet monthly. At each meeting, the SIG Coordinator will present evaluation sheets from the past month's activities.

If any progress towards the targeted goals is not developed, additional analyses and adjustments to strategies may be needed. The data will continue to be reviewed monthly. After every mid-term progress report period, the liaison will present results to the SIG committee. If the program is not meeting goals and evidence of progress is not noted, the instructional leaders will review future plans and provide feedback driven by the action plan and student needs.

The **Vista Academy** school planning team has maintained a culture of feedback at the end of all meetings, which will continue as part of the culture of Vista Academy. Following every professional development workshop the staff will complete “Plus/Deltas.” Staff shares out things that were positive about the session (process and product). Deltas complete the phrase, “It would have been even better if . . .” The Plus/Deltas are recorded and taken into account in the planning of the next professional development session. The information collected helps to make professional development for meaningful, practical and appropriate for educators. Depending on the focus of the professional development, student outcome data as part of the school’s Data Cycle will be taken into consideration when determining the effectiveness of professional development.

Liberty Avenue’s professional development has several targeted goals. We want to increase student levels of proficiency in ELA and Math by having teachers with instructional strategies for moving the students from their current level to the level they need to be. We also want our PD to speak to our goal of creating a safe and supportive school environment and a school with a sound discipline policy that responds appropriately to students. Finally, we have the goal of ensuring that our teachers know what is expected of them to be effective and highly effective teachers and what they need to do in their practice in order to move their performance. We will measure the effectiveness of the PD by looking at our student data on interim and classroom assessments, by gather surveys on school culture and support, and by having on-going observation cycles in order to give teacher feedback on their instructional growth. If we find that we are not meeting our goals, we have monthly PD built into our calendars in order to give us more time to regroup with our partnerships and align future PD sessions with the areas that are showing weakness by based on data gathering. We can also identify high-performing schools in the areas we are struggling in and schedule visits with our partners in order to see what adjustments might need to be made in our school.

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.

At **IS 302**, SLT will be held on a monthly basis and occasionally more frequently to update stakeholders on implementation. SLT will include parent leaders, the Union Representative, the Parent Coordinator and representatives from Beacon, our Community Based Organization partner. Each stakeholder will be asked for feedback from his or her constituencies and to turnkey items for further discussion.

At **Vista Academy**, the Parent Coordinator and Community Associate will assist in facilitating all communications. In addition, The School Leadership Team and the Parent Teacher Association will each meet once a month where we will discuss progress with respect to the three goals under SIG on a quarterly basis. There will be a SIG section on the school website with goals and supportive initiatives. SIG goals will be embedded in the school Comprehensive Educational Plan (CEP) which is shared with a number of stakeholders. In addition, Vista Academy will make specific efforts to inform stakeholders of SIG progress through PTA meetings, school messenger alerts, community meetings and social media communication.

At **Liberty Avenue**, communication is the foundation of the success of our school- both to parents, teachers, students, and all stakeholders in general. We find that many of the issues that arise can be prevented and/or solved quickly by clear and consistent communication. Our parent coordinator will have a meeting at the beginning of the school year (in both Spanish and English to meet the language needs of our population) to inform the parents and guardians of the SIG plan for the upcoming school year. We will also be backpacking a letter home to the students and parents informing of the benefits and programs that the SIG plan will allow us to offer and how the students can take advantage of them all. There will be a faculty meeting during the summer and again in September to both volunteer for responsibilities and vet out opportunities that the SIG.

K. Project Plan and Timeline

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

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

IS 302’s goals include reducing the number of holdover students and improving the tone and climate of the building. We will implement full alignment of the CCLS with the curriculum and utilize data in real time to drive instruction. We will more fully engage parents and bring them into the school community and work more closely with our Community Based Organization, Cypress Hills East New York Beacon.

For Vista Academy the following chart describes the year one goals and key strategies:

Year One Goals and Key Strategies	
Year One Goals	Key Strategies
At the end of three years we intend to see scholars’ literacy proficiency grow by at least 150% versus the most recent literacy proficiency scores at J.H.S. 302 Rafael Cordero of 20%. At the end of three years we intend to have at least 50% of our scholars proficient (or above) in ELA as measured by the NYS ELA exam.	<ul style="list-style-type: none"> • Use of CCLS aligned curriculum supplemented with Pearson Literature. • Increased instructional time. • Targeted interest reading in the Strategic Reading Course at least twice per week. • Alignment of literacy strategies (reading, writing, speaking and listening) across the content areas. • Intentional instruction through the use of student data to driven instruction. • Adaptive instructional technology used by individual students. • Teaming a Special Educator in ELA class for all students • Use of an instructional coach to align strategies across the content areas and maintain a model classroom. • One-on-one AUSSIE support for the ELA educators.
At the end of three years we intend to see scholars’ math proficiency grow by at least 140% versus the most recent math proficiency scores at J.H.S. 302 Rafael Cordero of 27%. At the end of three years we intend to have at least 65% of our scholars proficient (or above) in mathematics as measured by the NYS Mathematics exam.	<ul style="list-style-type: none"> • Additional instructional time • Use of the Connected Math Project 3 curriculum which is CCLS aligned • Supplementing the math curriculum with fluency exercises. • Teaming a Special Educator in Math class for all students • One-on-one AUSSIE support for the educator.
At the end of three years we intend to increase the “Safety and Respect” measure on the NYCDOE Living Environment Survey Report from 6.4 at J.H.S. 302 Rafael Cordero to at least an 8.5.	<ul style="list-style-type: none"> • Monthly workshops for parents provided by our parent coordinator and partnership with The Leadership Program • Students’ daily attendance in The Decision Making Period • Daily check-ins and check-outs around our core values • Use of a Social Worker to support students, families and educators in working together. • Use of social media, school messenger, school website and email blasts for parent communication

	<ul style="list-style-type: none"> • A clear, simple affordable school uniform for all students. • Providing school uniforms for students who do not come to school in uniform or cannot afford uniforms. • Providing community service opportunities for students in the school and in the surrounding neighborhood. • Weekly town hall meetings where students, parents, educators and community members share stories around the core values with the school community.
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For **Liberty Avenue**, our first goal is to create a safe and nurturing school environment that is evident by low incident levels in our reporting system and by parents, students, and staff responding positively on our learning environment survey about the school culture. Our strategies for addressing this goal is to use Ramapo to help us establish a positive staff culture and an effective school-wide discipline policy, by providing after-school activities by partnering with The Leadership Program so that our students want to participate, and by partnering with CHLDC to respond to what our students and parents want to see in their schools. Our second goal: 5% gains in ELA and Math proficiency based on incoming scores for our students. Our strategies for this goal include increasing instructional capacity for our teachers through our PD partnerships and creating and sustaining a school culture that fosters academic growth. We are also committed to extending our school day on weekdays and Saturdays through extensive per session and our partnerships. Our final goal for year 1: each teacher will move one rating (i.e. minimally effective to effective) in their effectiveness rating in our targeted competency from the beginning of the year to the end of the year. Our key strategies to support this goal is giving PD on instructional strategies by content area with our partners, and by having teachers learn best practices for managing challenging students with Ramapo.

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

Indicators **IS 302** will be monitoring closely from the start of implementation will be attendance, referrals for suspension and teacher guided preliminary assessments. Progress reports, a mid quarter indicator of student class work and potential grades will be tracked by APs to identify and target failing students.

For **Vista Academy** “early wins” include:

- Educators are prepared with a planned first unit of study and can begin instruction on the first day of school and plan at least four weeks ahead to insure that instruction is coherent.
- Leadership team will have introduced a teacher effectiveness rubric and surveyed staff as a first step in planning differentiated professional development.
- Completion of needs assessment for school and begin development of an action plan.
- Educators use the additional instructional time efficiently to support students in their literacy development.
- Educators design instructional supports and interventions based on early baseline assessments in order to develop students in their areas of need.
- Educators design coherent lessons each day according to information (data) collected from students in the classroom.

- Educators respond to students in an emotionally supportive manner as measured by observations.
- Parents feeling welcome to the school environment evidenced by positive relationships and response to school initiatives.

For **Liberty Avenue** “early wins” include student progress based on the data we will see from their baseline assessments they take when arriving at the school to their first interim assessments 8 weeks into school. We will also sit down at the end of quarter one and review student discipline reports, incident reports, meet with school safety, and review anecdotal records in order to see how our students are responding to our school culture initiative. Another early win will be seeing the data that returns on how our teachers are performing from their first weekly observations to their first formal observation. This growth will be tracked by looking at their weekly informal observation reports and how they are doing on implementing their action steps. By seeing these instructional wins, teachers will increase their buy-in and support for the SIG plan.

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

At **IS 302**, quarterly, grades, attendance, interim and periodic assessments will be key agenda items to monitor progress, as well as feedback from partners based on their internal quality assurance matrices. Short, frequent classroom observations, which will be performed at a rate of three per day by all administrators, will also provide observation feedback regarding progress.

At **Vista Academy**, there are several ways in which we will monitor progress. First, aggregate student attendance and school average daily attendance and truancy data and will be collected via the attendance system and analyzed by the pupil personnel secretary for trends, patterns and students of interest. The data will be reported to the parent coordinator and school leader for action steps. The same data will be collected for instructional staff; however, it will be collected by the school secretary, reported to and acted upon by the School Leader. Frequent observations of educators will assist in collecting such data as well. Suspension rates will be monitored using information collected in OORS and iLog. All data will be analyzed by the school leader and SLT for trends, patterns and students of interest.

Liberty Avenue leading indicators of success will include: student interim assessment scores as the interim assessments will be common core aligned and give us an understanding of the growth our students are making, our data based on school incident reporting and anecdotal records that are coming into guidance will give us an understanding of how our school culture and student support goals are progressing, and by looking at each teacher’s quarterly formal observations we can see how our teachers are progressing based on our goal of increased teacher effectiveness. For interim assessment data, teachers will collect the data and the entire school will analyze it during our Saturday data meetings. We will report this data via our parent coordinator at our monthly parent meetings and through our online progress report system. For school culture, the administration and guidance counselor(s) will collect this data and report it to staff and community at monthly staff and parent meetings. We will also report it on our online system as it has an element of student discipline and culture. Teacher effectiveness will be collected by the administration and reported immediately upon collection by having pre-scheduled follow-up meetings with staff members.

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

At **IS 302**, year two will continue the progress of year one but on a smaller scale and with adjustments calibrated to successes based on an analysis of the strengths and weaknesses of our plan. The school will continue to phase out over time.

At **Vista Academy**, the following goals will be a part of years two and three.

Year Two:

Goal 1: In year two of our work around literacy proficiency, educators will focus on designing Cohesive Unit Plans & Assessments for all content areas. In addition, we will focus on incorporating more complex texts into our literacy work. During the summer of 2014 we will assess the success of the curriculum as it was delivered in the 2013-2014 school year. Using all of the compiled lessons as a guide, we will begin to build units based on our specific student needs. By the end of the summer we will have cohesive unit plans with matching assessments for all 6th grade content areas. We will continue to leverage the partnership with AUSSIE to provide team and one-on-one PD for all educators. Educators will meet weekly in team meetings to support strategy alignment across content areas. ANet will provide support for educators in designing assessments. We intend to provide planning opportunities for educators during non-school hours. We will enter the 7th grade with the same strategy. In year one of 7th grade (2014-2015) educators will deliver the curriculum as prescribed by DOE Scope and Sequence, tracking any adjustments along the way. They will again leverage our partnerships and their own expertise to design cohesive unit plans and matching assessments for 7th grade in the summer of 2015.

Goal 2: The strategies described above for literacy will also be employed in mathematics. The focus in mathematics year two will be incorporating more authentic problem solving opportunities for students that will allow them to transfer literacy skills into their math tasks.

Goal 3: Key strategies toward accomplishing this goal include incorporating educators in the hiring and onboarding new staff members, incorporating students and parents in the facilitation of weekly Town Hall Meetings and providing parents opportunities to orient new parents to the culture of Vista Academy. The hiring of a Guidance Counselor in year two is an essential step in accomplishing this goal in year two.

Year Three:

Goal 1 and 2: Educators will refine their work from the past two years by adding in additional complex texts, checking curriculum maps for increasing complexity, incorporating more writing into the content areas and increasing the rigor of student tasks. Key strategies include building in and maintaining common planning times for all content areas, using a Math and Literacy Coach to support the work of educators, providing one-on-one and team coaching through the AUSSIE partnership for Math and ELA educators along with school leadership and providing educators with additional non-school time to prepare, refine and enhance curriculum across all content areas.

Goal 3: In order to continue extensive social emotional support we will continue to welcome parents and community members into our school community for various opportunities in our DMP course, career day, Town Hall and other Celebrations. We will provide opportunities for students to share their personal work and stories with the school community. We will celebrate students by maintaining an explicit incentive program linked to progress in the core values and academic achievement. In year three, we will advance and revise the DMP curriculum to fit the

specific needs of our school community and its growth since year one of SIG implementation. Our school community will continue to implement parent workshops and home visits based on needs assessments and surveys.

For years two and three at **Liberty Avenue**, we will set ambitious goals. We will move our students at the same percentage and then work to move our teachers in a targeted competency. As for the culture, we will continue to hold ourselves to creating a highly supportive culture that encompasses new students each year. As we progress to years two and three, we will put additional emphasis on our summer bridge program for both students and staff in order to ensure that when our school doors open each year, every community member understands the expectations and the “Liberty Avenue Way.” We continue to put resources towards extending our school days and creating a safe and supportive culture that fosters growth both academically and social-emotionally in all of our students.

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	60060	60060	60060	School closed
b. Student participation in State ELA assessment	%		99.20%	99%	100%	100%	School closed
c. Student participation in State Math assessment	%		99.20%	99%	100%	100%	School closed
d. Drop-out rate	%		n/a	n/a	n/a	n/a	School closed
e. Student average daily attendance	%		93.0%	87%	91%	93%	School closed
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	School closed
g. Suspension rate	%		1.9%	8.6%	5%	3%	School closed
h. Number of discipline referrals	num		66	121	80	40	School closed
i. Truancy rate	%		1.0%	7.8%	5%	3%	School closed
j. Teacher attendance rate	%		95.2%	95.3%	95.5%	95.7%	School closed
k. Teachers rated as "effective" and "highly effective"	%		Please see memo				School closed
l. Hours of professional development to improve teacher performance	num			80	100	120	School closed
m. Hours of professional development to improve leadership and governance	num			30	60	75	School closed
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			85	100	120	School closed
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	102	Please see memo	Please see memo	School closed
p. Math performance index	PI		Please see memo	114	Please see memo	Please see memo	School closed
q. Student scoring "proficient" or higher on ELA assessment	%		44%	21.6%	Please see memo	Please see memo	School closed
r. Students scoring	%		57%	33.1%	Please	Please see	School

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

Note : The number of discipline referrals will be markedly lower due to the school's population decrease as well as the implementation of student support programs with partner organizations.

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

19K661 Vista Academy

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	70,740 min		59182	n/a	70,740	70,740	70,740
b. Student participation in State ELA assessment	100%		98.9%	n/a	Please see memo	Please see memo	Please see memo
c. Student participation in State Math assessment	100%		99.20%	n/a	Please see memo	Please see memo	Please see memo
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	98.7%		93.0%	n/a	98.7	99	99
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	1%		1.9%	n/a	1%	.75%	.5%
h. Number of discipline referrals	40 num		66	n/a	40	30	20
i. Truancy rate	.75%		1.0%	n/a	.75%	.5%	.25%
j. Teacher attendance rate	99%		95.2%	n/a	99%	99%	99%
k. Teachers rated as "effective" and "highly effective"	85%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	25 num			n/a	25	20	20
m. Hours of professional development to improve leadership and governance	27 num			n/a	27	25	20
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	30 num			n/a	30	30	30
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	55%		44%	n/a	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on Math assessment	65%		57%	n/a	Please see memo	Please see memo	Please see memo
s. Average SAT score	Score		n/a	n/a	n/a	n/a	n/a

t. Students taking PSAT	Num		0	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

Attachment B

School-level Baseline Data and Target-Setting Chart

19K662 Liberty Avenue Middle School

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							
y. Number of minutes in the school year	min		59182	n/a	70,000	72,000	74,000
z. Student participation in State ELA assessment	%		98.9%	n/a	100%	100%	100%
aa. Student participation in State Math assessment	%		99.20%	n/a	100%	100%	100%
bb. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
cc. Student average daily attendance	%		93.0%	n/a	90%	92%	94%
dd. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
ee. Suspension rate	%		1.9%	n/a	7%	5%	3%
ff. Number of discipline referrals	num		66	n/a	55	50	45
gg. Truancy rate	%		1.0%	n/a	1%	.8%	.5%
hh. Teacher attendance rate	%		95.2%	n/a	96%	97%	98%
ii. Teachers rated as "effective" and "highly effective"	%			n/a			
jj. Hours of professional development to improve teacher performance	num			n/a	35	40	45
kk. Hours of professional development to improve leadership and governance	num			n/a	30	40	45
ll. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	40	45	50
II. Academic Indicators							
mm. ELA performance index	PI		See note A	n/a	See note A	See note A	See note A
nn. Math performance index	PI		See note A	n/a	See note A	See note A	See note A
oo. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	See note A	See note A	See note A
pp. Students scoring "proficient" or higher on Math assessment	%		57%	n/a	See note A	See note A	See note A
qq. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
rr. Students taking PSAT	num		0	n/a	n/a	n/a	n/a
ss. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a

tt. High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
uu. Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
vv. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

Indicator e: based off of JHS 302's attendance from NYSED Annual Report Card 2011-2012

Indicator g: based off of JHS 302's attendance from NYSED Annual Report Card 2011-2012

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

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

- a. **Number of minutes in the school year:** The school's baseline data for 2010-11 was determined based on the number of instructional days in the school year and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12).
- b. **Student participation in State ELA assessment**
- c. **Student participation in State Math assessment**
- d. **Drop-out rate**
- e. **Student average daily attendance:** Calculation based on aggregate of days students were present divided by days present + absent for school year 2010-11.
- f. **Student completion of advanced coursework:** High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc.
- g. **Suspension rate:** Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2010-11.
- h. **Number of discipline referrals:** Represents total count of Level 3-5 incidents in 2010-11
- i. **Truancy rate:** K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.
- j. **Teacher attendance rate:** Calculated based on 2010-2011 school year: $1 - (\text{total absent days} / \text{total active days})$

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

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

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

<ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
--	---

Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no

statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students’ achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

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)
Center for Integrated Teacher Education (CITE) <ul style="list-style-type: none"> Data based instruction, technology, behavior management Job-embedded professional development support Carl Santfilpo, coordinator Cas2449@yahoo.com 516-817-8435	<ol style="list-style-type: none"> MS 61 MS 41 PS 40 	<ol style="list-style-type: none"> Joseph Lisa 718-760-3233 Miranda Paulou 718-278-6403 Allison Branker 718-526-1906
Partner Organization Name and Contact Information and description of type of service provided. Editure – Literacy, Math, & Technology AUSSIE (Editure) Job-Embedded PD Support Contact: Bernadette McKinlay (Education Director) BMcKinlay@edituregroup.com ph 212 731 8417	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)
<ol style="list-style-type: none"> 12X098 Herman Ridder 10X118 William W. Niles 11X287 The Forward School 11X144 Michaelangelo 12X383 Emolior Academy 21K344 Rachel Carson HS 21K348 High School of Sports Management 	<ol style="list-style-type: none"> ClaraLee Irobunda 718-589-8200 citroubu@schools.nyc.gov Elizabeth Lawrence 718-584-2330 elawren3@schools.nyc.gov Adrienne Phifer 718-379-7400 aphifer@schools.nyc.gov Jeremy Kabinoff 718-379-7400 jkabin@schools.nyc.gov Derick Spaulding 718-842-2670 dspaulding@schools.nyc.gov Eward Wilensky 718-265-0329 EWilens@schools.nyc.gov Robin Pitts 718-333-7650 rpitts@schools.nyc.gov 	

Attachment C
19K661 Vista Academy Partnership Effectiveness

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>The Leadership Program</p> <p>Eatire – AUSSIE (Eatire) Job-Embedded PD Support Contact: Bernadette McKinlay (Education Director) BMcKinlay@eatiregroup.com ph 212 731 8417</p>	<ul style="list-style-type: none"> 11. Progress HS/Grand Street Campus 12. MS 247 Dual Language 13. MS 301 14. Hillside Arts & Letters Academy 15. IS 52 16. PS 001 Courtlant School 17. PS 155 William Paca 18. Taft-BX HS for Medical Science 19. Taft-Jonathan Levin HS 20. PS 111 Seton Falls 	<ul style="list-style-type: none"> 11. Principal William Jusino, wjusino@schools.nyc.gov 12. Principal Claudia Aguirre, caguirr@schools.nyc.gov 13. Principal Benjamin Basile, basile@schools.nyc.gov 4. AP, Raquel Nolasco Rnolasco@schools.nyc.gov 5. Principal Dr. Sal Fernandez, sferman@schools.nyc.gov 6. Principal Jorge Perdomo, jpersom@schools.nyc.gov 7. Principal Lillian Ortiz, lortiz4@schools.nyc.gov 8. Principal William Quintana, wquintata@schools.nyc.gov 9. Principal Nasib Hoxha, nhoxha@schools.nyc.gov 10. Principal Ava Fullenweider, afullen@schools.nyc.gov 1. Principal: Claralee Irobunda Cfrobun@schools.nyc.gov 11. Ph 718 589 8200 2. Principal: Elizabeth Lawrence Elawren3@schools.nyc.gov 12. Ph 718 5842330 3. Principal: Adrienne Phifer APhifer@schools.nyc.gov 13. Ph 718 6520519 4. Principal: Jeremy Kabinoff Jkabino@schools.nyc.gov 14. Ph 718 3797400 5. Principal: Derick Spaulding dspaulding@schools.nyc.gov 15. Ph 718 8422670

Attachment C
Evidence of Partner Effectiveness Chart

19K662 Liberty Avenue Middle School

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>Ramapo for Children. Contact: Madeline Serena <i>Operations Manager</i> 49 West 38th Street 5th Floor New York, NY 10018 Direct: 646.588.2308 Fax: 212.754.4994 mserena@ramapoforchildren.org</p>	<p>21. CFN 203 - Children's First Network 203 22. CFN 205 - Children's First Network 205 23. K363 (Brownsville Collaborative Middle School) 24. K562 (Evergreen Middle School) 25. K552 (Academy for Urban Planning) 26. K455 (Boys and Girls High School) 27. K281 (IS 281K) 28. K529 (West Brooklyn Community HS) 29. K581 (East Flatbush Community Research School)</p>	<p>6. Liza Potter (Office of New Schools) mpotter4@schools.nyc.gov 7. Alex Shub (Office of New Schools) ashub@schools.nyc.gov 3. Rodney Fisher: (718) 432-6491 RFisher2@schools.nyc.gov 4. Paul Forbes: (917) 339-1746 pforbes@schools.nyc.gov 5. Ronald J. Gorsky: (718) 447-1274 RGorsky@schools.nyc.gov 6. 7. 8. 9. 10.</p>
<p>Ramapo offers retreats in upstate New York as well as on-site coaching in order to help schools better manage and integrate their challenging students effectively into the classrooms for increase success. School culture support and student behavior support.</p>	<p>30. K583 (Multicultural High School)</p>	<p>16. Frank Giordano, Principal 443: 718-965-0390 17. Laurie Cianciotta: lcianci@schools.nyc.gov 18. 19. 20. 21. 22. 23. 24. 25.</p>
<p>Editure Professional Development: AUSSIE Consultant Contact: info@edituregroup.com</p>	<ul style="list-style-type: none"> • MS 443 • PS/IS 279 • IS 339 • PS/IS 50 • MS 331 • • • • • 	<p>Editure will provide PD and instructional support. As well, Editure has developed a set of research-based observational tools which provide a focus for classroom observation and coaching. The tools are differentiated by instructional components so that specialists can match teachers' needs with focused coaching. The job-</p>

embedded coaching follows one process but is differentiated by teacher need. Consultants assist teachers in developing progress-monitoring tools at the proper level of rigor so that teachers know their student's exact level and can assign them remediation or acceleration as needed. This data is used to establish both immediate and long-term goals for the students and their teachers.
 *Taken from website:
<http://edturepd.com/school-improvement/>

Cypress Hills Local Development Corporation
 Contact: Emily Van Ingen
 Director of Programs
 Cypress Hills Local Development Corporation
 625 Jamaica Avenue
 Brooklyn NY 11208
 718 647 2800 X 116

CHLDV helps to support the Beacon program in the school, which provides social-emotional, after-school, and family support at JHS 302. These services will extend to Liberty Avenue Middle School. They are also the group working to implement the Promise Neighborhood Grant at 302 Campus.

11.	PS/IS 89	
12.	PS 65	
13.	JHS 302	
14.		
15.		
16.		
17.		
18.		
19.		
20.		

11.	Irene Leon, Principal 89: (718) 964-1180
12.	Daysi Garcia, Principal 65: 718-235-2223
13.	Lisa Linder; Principal 302: llinder@schools.ny.gov
14.	
15.	
16.	
17.	
18.	
19.	
20.	

RAMAPO TRAINING IMPACT

SCALE

Over the last 10 years, Ramapo for Children has grown from training 27 schools in New York City to over 200, serving more than 6,000 teachers each year.

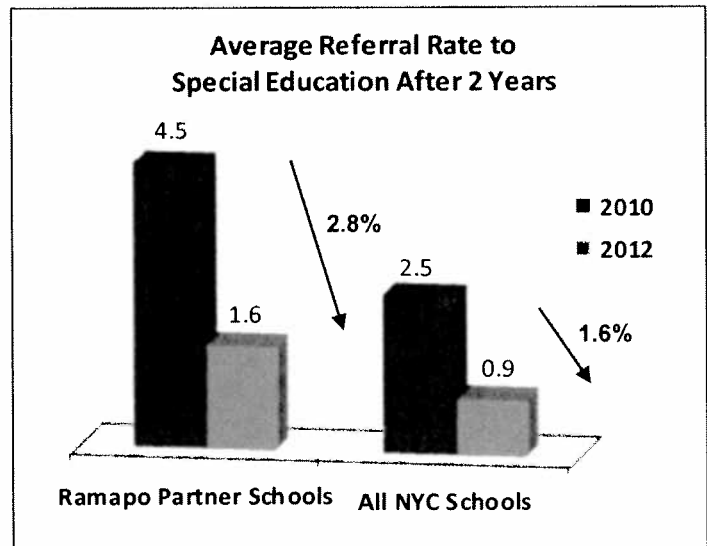
INCREASING SKILLS AND CONFIDENCE FOR TEACHERS IN HIGH-NEED SCHOOLS¹

166 teachers in 5 failing NYC schools participated in a year-long study, receiving intensive coaching with Ramapo Training and providing ongoing feedback on their skills and job satisfaction. Results indicated that Ramapo:

- *Enhanced Teachers' Classroom Management Skills:* teachers reported that they significantly enhanced their skills related to managing their classroom, establishing classroom routines, and setting clear behavioral expectations.
- *Increased Teachers' Ability to Manage Disruptive Youth:* teacher confidence rose sharply with regards to managing disruptive students, their ability to deal effectively with behavioral problems, and maintaining safety in their classrooms.
- *Decreased Teacher Burnout:* teachers maintained high levels of job satisfaction, personal accomplishment, and ability to reach difficult students from the beginning through to the end of the school year. This is particularly noteworthy given high levels of stress often associated with teaching within poverty-impacted urban school settings.

KEEPING CHILDREN IN THE CLASSROOM

One of Ramapo's core goals is to reduce the number of children who are removed from the classroom unnecessarily. Data indicates that *schools that work with Ramapo Training experience meaningful decreases in behavior incidents and initial referrals to special education.* While there has been a decrease in referrals to special education throughout New York City, schools in which Ramapo works show a significantly larger decrease over a two-year period.



TEACHERS USE RAMAPO TOOLS AND RECOMMEND US TO OTHERS²

After participating in a one-day *Managing Difficult Behaviors* workshop with Ramapo:

- 98% of participants said that they would apply information or skills from the workshop right away
- 98% of participants would recommend the workshop to others
- 97% of participants said that content of the workshop was relevant their current positio

¹2011-2012 results of study involving five schools and 166 teachers who agreed to provide feedback over the year-long evaluation period. All five schools had significant year-long contracts with Ramapo containing both workshops and several coaching days per teacher.

² 2011-2012 school year data from over 1,000 randomly selected evaluations from 94 organizations and 114 trainings.

Our continuous improvement process evaluates and documents Ramapo's program effectiveness. The following administrators have shared their feedback with Ramapo:

"Ramapo Training has been a great partner for Bronx Writing Academy. The Ramapo behavior intervention tools gave my teachers a common language and a basic understanding of how to approach behavior and be more specific describing behavior. It has made them more thoughtful and result-oriented in their approach."

-Kamar Samuels, Principal, Bronx Writing Academy

"Throughout the course of Ramapo's on-going training, we have seen a measurable reduction in referrals to the Committee on Special Education due to teacher's increased capacity to handle disciplinary issues on their own. By being given a specific set of skills to build strong relationships and structure consequences school staff are more able to prevent and de-escalate conflicts before they become disruptive and unsafe."

-
Ingrid Mason, Principal, PS/IS 174 in Brooklyn

"Ramapo Training gives common language so that staff is on the same page. The students pick up on that; there is consistency in the message that they are receiving. Anybody who has worked with children that are extremely challenging immediately recognizes in the materials that there is something of great value behind the words: there is care, meaning, and dedication."

-Mark Ryan, Former Principal, Community Prep High School

Paul Forbes, the Director of Safety, Suspensions, and Youth Development for CFN 203, has utilized Ramapo's services for the last three years. CFN 203's schools that have worked with Ramapo have demonstrated improved classroom and behavior management. He states:

"As a result of Ramapo's workshops and coaching sessions, we have seen dramatic improvement in classroom management and the successful implementation of effective restorative approaches to behavior."

The following NYC school officials wrote recommendation letters on our behalf:

1. Ronald J. Gorsky, Principal
Concord High School
109 Rhine Avenue
Staten Island, NY 10304
(718) 447-1274
RGorsky@schools.nyc.gov
2. Rodney Fisher, Principal
The Marie Curie School for Medicine, Nursing and Health Professions
120 West 231st Street
Bronx, NY 10463
(718) 432-6491
RFisher2@schools.nyc.gov
3. Paul Forbes, Director of Safety, Suspensions and Youth Development
Children First Network 203
333 7th Avenue, 12th Floor
New York, NY 10001
(917) 339-1746
Pforbes@schools.nyc.gov



Concord High School

100 Rhine Avenue, Staten Island, New York, 10304

Telephone: (718) 447-1274

Fax: (718) 442-6276

Ronald J. Gorsky, Principal
 RGorsky@schools.nyc.gov

David Ashe, Assistant Principal
 DAshe@schools.nyc.gov

February 7, 2012

To Whom It May Concern:

This letter is being written on behalf of Ramapo for Children. Ramapo began working with our school in 2010 and for the last year and a half has conducted 3 workshops and 20 days of coaching.

We have contracted with Ramapo via the Safe and Supportive school contract. We have always found the services of Ramapo to be of the highest quality. The professional development workshops provided by Neil Gross have always had a great impact on our staff and have focused on integrating their personal experiences.

The workshops have always been interactive, engaging and vibrant. Mr. Gross also provided the one-on-one teacher coaching sessions which extended the foundation laid during the workshop. Our teachers began to implement valuable behavior management techniques into their classrooms which led to improved student outcomes. These coaching sessions allowed the teachers to feel supported and valued and encouraged them to expand their instructional repertoire.

We look forward to working with Ramapo again in the future. They have consistently provided excellent and reliable teacher training consistent with our school priorities and focus. Do not hesitate to contact me with further questions.

Sincerely,


 Ronald J. Gorsky

~Creating a Culture of Excellence~



THE MARIE CURIE SCHOOL FOR MEDICINE, NURSING AND HEALTH PROFESSIONS

120 West 231st Street
Bronx, NY 10463
Tel: (718) 432-6491 Fax: (718) 796-7051
"One Team, One Dream"

Rodney Fisher, Principal ◊ Peta Williams, Assistant Principal ◊ Ronald Singh, Assistant Principal I.A

January 30, 2012

To Whom It May Concern:

This letter is being written on behalf of Ramapo for Children. Ramapo began working with our school in 2010 and has conducted 5 workshops and 7 days on coaching. We have contracted with Ramapo via the Safe and Supportive school contract.

We have always found the services of Ramapo to be of the highest quality. The professional development workshops have always had a great impact on my staff and focused on integrating their personal experiences. The workshops have always been interactive, engaging and vibrant. The one-on-one teacher coaching sessions extended the foundation laid during the workshop and the Ramapo coaches were able to support my teachers implementing valuable behavior management techniques into their classrooms. The structure of the coaching sessions allowed the teachers to feel supported and valued.

We look forward to working with Ramapo again in the future. Do not hesitate to contact me with further questions.

Sincerely,

A handwritten signature in cursive script that reads "Rodney Fisher". The ink is black and the signature is written in a fluid, personal style.

Rodney Fisher
Principal



**Department of
Education**

Dennis M. Walcott, Chancellor



The City of New York
Department of Education

**CFN 203 Dan Feigelson,
Network Leader**

February 6, 2012

To Whom It May Concern:

On behalf of Children First Network 203, I am writing this letter to express my unqualified support for the services of Ramapo for Children (Ramapo). We have worked with Ramapo for the last three years through the Safe and Supportive Schools contract. During that time, Ramapo has worked with six of our schools and has provided 29 workshops and 52 coaching days. The workshops have been attended by Guidance Counselors, Aides, Paraprofessionals, Classroom Teachers, Assistant Principals, Principals and Network support staff.

Ramapo provides high quality behavior management professional development workshops and one on one teacher coaching. As a result of these workshops and coaching sessions, we have seen dramatic improvement in classroom management and the implementation of effective restorative approaches to behavior since we began working with Ramapo.

Ramapo has been a valued partner and I recommend them highly and without reservation.

Do not hesitate to contact me if you have additional questions about Ramapo's services.

Sincerely,

Paul Forbes

Dir. of Safety, Suspensions and YD
Children First Network 203
333 7th Avenue, 12th Floor
New York, NY 10001
917-339-1746 (t)

Promise Neighborhoods is a US Department of Education program. The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities by— 1) Identifying and increasing the capacity of eligible entities that are focused on achieving results for children and youth throughout an entire neighborhood; 2) Building a complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center; 3) Integrating programs so that solutions are implemented effectively and efficiently across agencies; 4) Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and 5) Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program. The Promise Neighborhoods program began in 2010 and has awarded a total of 36 planning grants and 22 implementation grants nationally.

Cypress Hills Promise Neighborhoods

Cypress Hills Local Development Corporation (CHLDC) was awarded a Promise Neighborhoods planning grant in January 2013. CHLDC is now charged with leading a year-long planning process, with stakeholders from the Cypress Hills community in early childhood education, K-12 education, health, and crime and safety to conduct a thorough community assets and needs assessment, and to create a plan for a cradle-to-career continuum of services for young people in our community. After creating the plan, we will apply for implementation funding from the US Department of Education, and seek other sources of support for this continuum. We have proposed to focus on a distinct area within the Cypress Hills community, bounded by Jamaica Avenue to the north, Pitkin Avenue to the south, Logan Street to the east and Barbey Street to the west. Our target school is JHS 302. PS 89, Academy of Innovative Technology, Brooklyn Lab School, Cypress Hills Collegiate Prep, and Multicultural High School have also committed to be part of the process, and we plan to reach out to feeder schools to JHS 302.

Planning Process

Over the course of the planning year, we will conduct a community assets and needs assessment, identify gaps in services, and to then create a plan to address those gaps based on proven solutions and evidence/research-based practices. The plan will be the template for our application for a Promise Neighborhoods Implementation Grant, as well as for other potential funding sources. We are now hiring planning staff for this project and intend to launch our planning process in April 2013 and wrap up by March 2014.* Our staff will include a Promise Neighborhoods Project Director, a Community Outreach Coordinator, and a Project Assistant. The following describes our planning process:

Structure of Planning Group:

- We will create five working groups, each of which will include a mix of representatives of community organizations, local government institutions, policy and research institutions, and residents. Four of these groups will align with the topics identified in the continuum of solutions: 1) School Readiness; 2) K-12 Education and College Access; 3) Health and 4) Community Life and Safety. The fifth group will be the Sustainability Team, which will focus on identifying resources and creating the implementation plan. These groups will meet approximately monthly throughout the planning year.
- Each one of these groups will have a Team Leader, who will serve on the Steering Committee. The Steering Committee will be led by the Promise Neighborhoods Coordinator, and will meet quarterly to oversee the entire process.

Timeline*:

April-June	<ul style="list-style-type: none"> • The Center for the Study of Brooklyn (CSB), our research partner, will lead our community assets and needs assessment process. CSB has partnered with two existing Promise Neighborhoods programs, led by CAMBA in Flatbush, and by Lutheran Medical Center in Sunset Park. CSB will work with each of the four content area-based groups to design a community assets and needs assessment survey. The Steering Committee and CSB will train volunteers to conduct the survey. Volunteers will begin conducting the survey, reaching a total of approximately 2,000 respondents
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	<ul style="list-style-type: none"> • Each of the working groups will inventory existing services which address the outcome areas, and identify gaps in service delivery. • The Sustainability Team will research potential funding sources for each of the outcome areas.
July-September	<ul style="list-style-type: none"> • CSB, in partnership with the Steering Committee, will compile the results of the survey, and present initial findings to each of the working groups. They will conduct segmentation analysis to further refine the results. • The Promise Neighborhood Coordinator will collaborate with all partners to plan and host a Promise Neighborhoods Forum for local residents, to present the findings of the survey, and the analysis of existing services and service gaps. The Forum will also solicit residents' ideas on addressing needs identified through the survey, and gaps in services. • The Sustainability Team will continue researching funding sources.
October-November	<ul style="list-style-type: none"> • All of the working groups will use the results of the survey and the forum to begin developing an implementation plan for each of the outcome areas. • The Sustainability Team will draft a business plan for the implementation phase, and a fundraising plan, which will identify sources and funding timelines beyond the Promise Neighborhoods implementation grant.
December-March	<ul style="list-style-type: none"> • The Promise Neighborhoods Coordinator will draft the implementation plan, based on the working groups' work and working groups will review and finalize the plan.

*Pending approval from the US DOE to extend our timeline from what was originally proposed.

The Leadership Program

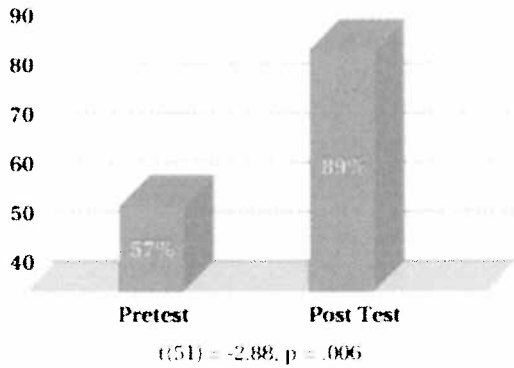
As a result of the years of collaboration with the NYCDOE we have been given numerous accolades for our work with parents, students and staff.

Such as:

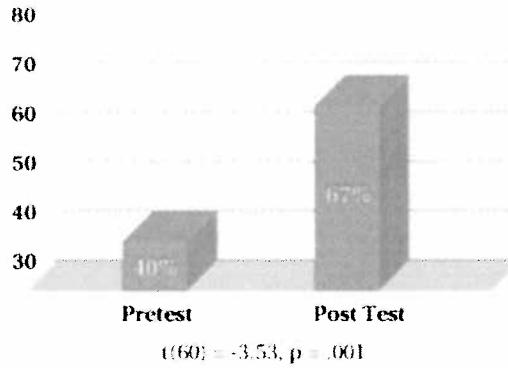
- Our Violence Prevention Curriculum was awarded "Promising Practice" and has been designated the highest rated leadership-themed universal adolescent violence prevention program in the country by SAMHSA's National Registry of

- Our Violence Prevention Program was also designated one of thirty-five in the country designated a “Promising Program” by the Office of Juvenile Justice and Delinquency Prevention
- In 2009 our Character Education program in the Bronx was awarded a Promising Practices in After School Award by the Academy for Educational Development Center for Youth Development
- In 2009 our female-based curriculum **HERStory** was named a Promising Practice in After School Award by Academy for Educational Development Center for Youth Development
- Our Character Education Program was designated as one of the seven programs in NY state (two of seventy-three in the Nation) designated to have Promising Practices by the Character Education Partnership
- TLP was one of five organizations selected in the nation for best practices as part of a Department of Defense research project headed by Dr. Robert Blum entitled “Best Practices: Building Blocks for Enhancing School Environment”
- TLP was featured on News 12 Brooklyn for our Parent Literacy Book Club at the Boys and Girls High School in Bed-Stuy
- PBS News Hour aired a story in their Learning Matters Section on our programming at our comprehensive youth development site, PS 1 in the Bronx
- TLP was also a large part of the Resource Section of the book **It Gets Better – Coming Out, Overcoming Bullying, and Creating a Life Worth Living** by Dan Savage and Terry Miller based on the YouTube phenomenon. Our section provided some “Curriculum Guidelines for Schools and Teachers. By being a part of this important project it is our hope we can do our part to make schools safer for LGBT youth and encourage classroom learning environments that support a student’s self identity and mutual respect
- Leadership Trainer Jermel McWilliams and 4 our students from The Roosevelt HS Campus in the Bronx are showcased in Beyonce’ and First Lady Obama’s *Let’s Move!* video, which was a nationally promoted public service campaign against childhood obesity
- TLP was awarded a Community in Education Award – Presented in recognition of Leadership’s commitment to helping students at The High School for Enterprise, Business and technology fulfill their potential and achieve success
- TLP was awarded Bronx High Schools Superintendent Conflict Resolution Program presented us an Outstanding Service Award
- TLP staff was honored by the Bronx Integrated Service Center for our work with students in temporary housing for our dedication and commitment to changing lives
- The NYC DOE Office of Student and Youth Development created a youth initiative called Future Now: out of twenty high schools chosen to participate in the Future Now Expo for Young Leaders, five of the schools represented our programming and fourteen our submissions streamed live on the DOE website
- Our Environmental Club was featured in Healthy Living magazine
- Our PS 1 magic club was featured in the Bronx Family Magazine
- Our Dance Team at Roosevelt HS Campus has won many city/regional competitions and the National Title at Hershey Park year, 2009
- Outstanding Service Award for The Office of Bronx HS Superintendent Conflict Resolution Program 2000, 2001, 2002, 2003
- We received an outstanding Service Award for The Office of Manhattan HS Superintendent Conflict Resolution Program 2002, 2003
- Throughout the years, TLP’s quality programming has yielded substantial qualitative and quantitative evidence of success. TLP has worked with outside evaluators to design valid, reliable evaluation designs to thoroughly assess our programs. Using mixed method models incorporating both quantitative and qualitative data, we are able to measure the positive changes that we see happening to our students. Our blend of training, curriculum, and engaging facilitation have yielded strong outcomes, making TLP programs credible mechanisms for change in the field of youth development.
- The Leadership Program incorporates evaluation into each of its programs, substantiating the impact we make in the lives of the students, teachers, and parents we serve. Student data from our extended learning time/after school program indicate attitudinal and behavioral changes from pretest to post-test. Core results indicate improved academic beliefs and behaviors, stronger pro-social values, improved self-image, improved conflict resolution skills, and reduction in fighting. Students report better attendance as a result of wanting to go to extended learning time/after school, and express stronger beliefs in their ability to go to college after a year of our program.

Students Report Better School Attendance

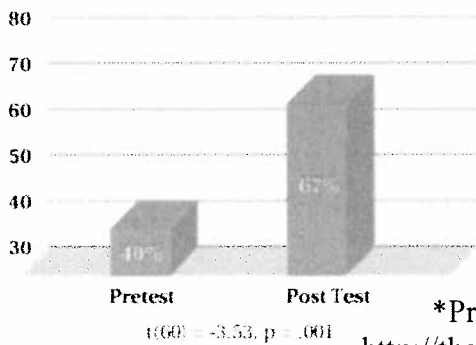


Academic Self Improvement: Students Reported Better Grades



- Our Violence Prevention Program utilizes a quasi-experimental design including both treatment and control groups. Students in both groups receive pretests at the beginning of the program and posttests at its completion. Most recently, we examined a multi-year snapshot of programmatic impact. We aggregated survey data from the 2005-9 school years and analyzed it utilizing hierarchical linear modeling. Results indicate that for early adolescents (middle school students), participation in VPP is associated with improvements relative to non-participants in peer support behavior, tolerance for aggressive behavior, and improvements in conflict resolution skills across a variety of areas. Specifically, relative to non-participants, early adolescent students who had VPP reported reductions in the use of verbally aggressive, physically aggressive, and antisocial conflict resolution tactics.
- Additionally, results indicate that relative to a comparison group, middle adolescents (high school students) who participated in VPP reported improvements in their academic self-concept and community behavior. They also reported improvements in their conflict resolution skills across a variety of areas including verbally aggressive and antisocial conflict resolution tactics.

Academic Self Improvement: Students Reported Better Grades



- The graph to the left represents the effect of participating in VPP on middle adolescent students' use of verbally aggressive conflict resolution strategies. As shown, over the course of the program period, students who participate in VPP report using fewer verbally aggressive conflict resolution strategies, while those who do not participate report using verbally aggressive conflict resolution strategies approximately as often as they did prior to the program.

*Provided by The Leadership Program via website.

<http://theleadershipprogram.com/our-brand-of-leadership/program-evaluation/>



EDITURE PD (AUSSIE Consultants)

Across the nation, every school is using data in some way to better understand student performance and to change instruction to raise student achievement. What happens with this data and how effectively it is used varies widely from school to school. Research shows that an effective use of assessment data can bring about a significant improvement in achievement. Editure PD (formerly known as AUSSIE) guides schools to a better understanding of how to make the best use of assessment data to 'drive' instruction. The three key elements to this process are:

- designing effective district and school-based assessments

- collecting the data in an efficient and easy-to-use format;
- analyzing the results so that they can impact instruction.

In New York City, two low-performing schools (Elementary and Middle School X279 and Middle School X331) faced the challenge of implementing new assessment practices within a standards-based, differentiated mathematics curriculum. Both turned to AUSSIE to help them reach these goals.

finding a solution

AUSSIE/Editure supported these schools in raising student achievement in mathematics through more effective use of their data. This began by taking a close look at the experience level of the teachers and how much professional development they needed.

Next, a review of their current assessment practices took place to see how they were collecting, analyzing and using their data. Finally, the focus shifted to the

curriculum being used. Together the schools and AUSSIE/ Editure looked at how well-aligned the curriculum was to the standards, how effectively the curriculum was being delivered, and how well classroom instruction was based on assessment data and aligned to the standards-based curriculum. The answers to these questions shaped a professional development plan that centered on:

- identifying and implementing a quick means for assessing students' knowledge of their grade-level content. By doing this teachers were able to spot any gap in a student's understanding and respond promptly;
- grade-level meetings where AUSSIE/Editure worked with teams of teachers to evaluate their understanding of the standards, as well as how effectively they were covering the standards assessed in the state exam;
- teacher group sessions that helped guide a better alignment of their curriculum to the standards and improved teacher understanding of the standards;
- training for coaches so they could help model assessment, curriculum and instructional best practices and reinforce them on a daily basis.

One of the most common concerns throughout this work was that teachers felt they lacked adequate time to teach the entire curriculum. By focusing the curriculum on assessable standards and using data to direct instruction, the teachers began to rethink the way they were teaching. Grade-level meetings and teacher group sessions provided the guidance and resources they needed to realize change in their classroom practices.

Success in reaching the schools' achievement goals required commitment, time and ongoing collaboration and communication between AUSSIE/Editure, school leadership and teachers. As the initial work began to unfold, it became a priority to ensure that the schools had the internal capacity and processes to keep the new assessment, curriculum and instructional practices moving forward.

Based on his experience, AUSSIE/Editure consultant Chris Coombes knew how to address the needs of the schools. His training and wide experience have given him the ability to craft professional development that fits each school's needs. The professional development plan is always built upon:

- ensuring that the curriculum matches the standards;
- using assessment data to impact instruction;
- providing support to teachers to achieve the above.

The options for implementing this professional development plan required flexibility and customization to

X331 to help them achieve the assessment, curriculum and instructional goals that led to significant gains in student achievement.

Positive Gains:

- a significant decrease in the percentage of students scoring at the lowest New York City achievement level (level 1) - from 35.5 in 1999 to 8.0 in 2007;
- a significant increase in the percentage of students scoring at the highest New York City achievement levels (levels 3 and 4) during the same period - from 21.7 in 1999 to 64.7 in 2007

Case study

Raising Math Achievement in a Failing Urban High School

Since 2004, one New York City public school has worked tirelessly to improve teacher performance, deepen teachers' math content knowledge, implement a solid math curriculum and boost creativity. The aim was to significantly raise math achievement and get off the failing school (New York City Schools Under Registration Review - or SURR) list. Together, AUSSIE/ Editure and the school leadership created a professional development plan that led them to:

- implement a cohesive standards-based mathematics curriculum where instruction was driven by assessment data and adapted to address student needs. It was designed to be free of the gaps which had previously existed in the curriculum;
- use side-by-side training and group workshops to build teacher expertise in mathematics and help make teachers more comfortable teaching mathematics;
- find ways to engage students with math and move beyond repetitive exercises;
- address class management issues to help teachers develop routines and carve out more time to teach;
- create a clear set of expectations and enforce them consistently.
- In the end, the teachers had the resources, capacity and commitment needed to teach the right mathematics content at the right time in the most effective way. This once failing school was removed from the SURR list and experienced significant gains in student achievement in mathematics.
- positive gains
 - level 3s increased from 6.8% to 50.6% from 2002-2007;
 - levels 3 and 4 increased from 7.6% to 67.7%;
 - between 2002 and 2007, percentage of students in level 1 Math decreased from 67.9% to 1

Attachment G: School Organizational Chart

19K302 JHS 302 Rafael Cordero

Principal: Lisa Linder

**Assistant Principal for
Resources and
Operations**
Tanya Bryant

**Assistant Principal for
Curriculum**
Lisa Ann Hermann

SIG Coordinator

- Extended Day/Saturday Program

Social Worker

- Partnership for Children

Literacy Lead Teacher

- AUSSIE ELA & Social Studies
- Achieve 3000

Dean

- Positive Conflict Management

**Mathematics Lead
Teacher**

- AUSSIE Mathematics & Science

Parent Coordinator

- Parent Workshops (Partnership with Children, Positive Conflict Management, CITE)

**iLearnNYC Lead
Teacher/Library Media
Specialist**

- iLearn (all subjects)
- CITE Data-based Instruction

Technology Teacher

- CITE Technology

19K661 Vista Academy Organization Year One SIG Implementation

Dia N. Bryant, School Leader

All parties are managed and are direct reports to the School Leader.

Team	Leader	Personnel	Narrative
Personnel Management	<i>School Leader and Secretary</i>	<ul style="list-style-type: none"> • School Leader • Secretary 	<i>The role of the Personnel Management team is to manage relations with staff members including personnel records, disciplinary letters, time and attendance and any other communication between the School Leader and staff members.</i>
Administrative Cabinet	<i>School Leader</i>	<ul style="list-style-type: none"> • School Leader • DMP Educator • Literacy Instructional Coach • Social Worker • Community Associate 	<i>Led by the School Leader, the role of the Administrative Cabinet is to meet at least once per week to discuss the school's educational programs, policies and procedures to address identified areas of growth, and activities for the week. After year one, the Social Worker and Community Associate will be removed from the team. The Assistant Principal and Math Lead teacher will join the team when they are hired in year two.</i>
School Leadership Team (SLT)	<i>School Leader</i>	<ul style="list-style-type: none"> • School Leader • DMP Educator • Literacy Instructional Coach • Parent Coordinator • Parent representatives (2) 	<i>Led by the School Leader, the SLT meets at least once a month to determine the structure for school-based planning and shared decision-making. The core responsibility of the SLT is to develop the school's Comprehensive Educational Plan (CEP) that is aligned with the school-based budget. The SLT will also evaluate the effectiveness of the school's educational programs and their effect on student achievement. Data from state-wide and interim assessments will be used to evaluate the effectiveness of the school's educational programs.</i>
SPARC Team	<i>Decision Making Period Educator</i>	<ul style="list-style-type: none"> • DMP Educator • Social Worker • Community Associate • Parent Coordinator • Guidance Counselor 	<i>Led by the Decision Making Period (DMP) educator, this team will focus on supporting specific students who are encountering dramatic changes in their personal, social or academic lives. The team will determine how we will support the students through the process; whether or not we need to notify</i>

			<i>additional staff or parents; and the timeline for the next check-in. Data from check-ins, progress reports and the student SPARC rubric will be used to drive the initiatives of this team. This team will meet bi-weekly or as needed.</i>
Literacy Instructional Team	<i>Literacy Instructional Coach</i>	<ul style="list-style-type: none"> • Literacy Instructional Coach • ELA Educator • Science Educator • Social Studies 	<i>Led by the Literacy Instructional Coach, this team will focus on how to develop and maintain aligned literacy strategies in all content areas. The focus of this team is to support core teachers in being a teacher of literacy by aligning the literacy strategies that are used across the content areas. Student data and data from informal observations will be used to drive the initiatives of this team. This team will meet once per week.</i>
School-Wide Systems Assessment Team (SAT)	<i>School Leader</i>	<ul style="list-style-type: none"> • Decision Making Period Educator • Literacy Instructional Coach • Parent Coordinator • ESL Educator 	<i>Led by the School Leader, this team will analyze the effectiveness of school-wide systems, structures and logistics. The team will provide and act upon feedback from stakeholders in an effort to make school-wide systems more effective and useful for stakeholders.</i>
Special Education Team	<i>Led by Special Education coordinator (Teacher Leader) & School Leader</i>	<ul style="list-style-type: none"> • Decision Making Period Educator • Social Worker • Special Educators • ESL Educator • Bilingual Educators 	<i>Led by the Special Education coordinator in year one of implementation, this team will monitor compliance, response to intervention and placement for students with disabilities. The team will engage in discussion around students' progress, appropriateness of services, and IEP's that are in process, need updating or are terminating. This team will bi-weekly or as needed.</i>

Parental Support Team	<i>School Social Worker</i>	<ul style="list-style-type: none"> • School Social Worker • Parent Coordinator • Community Associate 	<i>Led by the School Social Worker, this team will focus on providing parents with support around the model of instruction. The team will seek to provide developmentally focused workshops for parents around effective communication with their child, supportive discipline and encouragement of the struggling learner. There will also be a focus around parent modeling and instructional content support. Parent surveys will be administered to determine the topic of workshops and the effectiveness of workshops presented.</i>
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19K662 Liberty Avenue Middle School

Attachment G
Liberty Avenue Middle School Organizational Chart

AP
Guidance
Humanities Department
ESL
Safety- Security
Special Education
IEP teacher
Weekly Instructional Data Meeting per Teacher
Weekly Instructional Data Meeting whole staff
Data Specialist
AIS Coordinator
Instructional Leadership Team
Custodial Engineer
Professional Development
BEDS survey
School Budget- Galaxy
Compliance
School Leadership Team
Secretary

Assistant Principal

Math Department
Science Department
Gym/Elective Teachers
Grade 6
Co-Data Specialist (school data)
School Aides
Parent Coordinator
PTA
Testing
Website Coordinator
Professional Development
Field Trips

Guidance

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

Secretary

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

**Attachment H for Section I.ii. Training, Support, and Professional Development
PD Calendar for Year One Implementation**

19K302 JHS 302 Rafael Cordero

Professional Development Activity	Target Audience	Organization/Partner Delivering PD	Desired Measurable Outcome	Analysis and Reporting
<p><i>Curriculum and Instruction</i></p> <p>Alignment to Common Core Learning Standards in ELA Mathematics, Science and Social Studies</p>	Instructional Staff	AUSSIE	<p>-Structured lessons that support instructional outcomes and reflect important concepts</p> <p>-Creation of curriculum maps</p> <p>-Design activities that represent high level thinking and offer opportunities for student choice</p> <p>-Use varied resources and thoughtfully planned learning groups</p>	<p>-Administrative staff will regularly monitor the common planning meeting agendas</p> <p>-Outcomes of each common planning meeting will be evaluated</p>
<p><i>Designing Coherent Instruction</i></p> <ol style="list-style-type: none"> 1. Instruction designed to engage students and advance them through content 2. Help them identify and develop instructional materials appropriate to the learning needs of students 3. How to use instructional grouping to support learning 4. Design clear, sequential lessons and units 	Instructional Staff	<p>-AUSSIE</p> <p>-CITE</p>	<p>-The teacher plans coherent learning activities using appropriate materials and resources</p> <p>-Group work is apparent and lessons and unit plans are well developed</p>	<p>-Short, frequent observations</p> <p>-Formal observations</p>
<i>Student Support</i>	-Instructional	-Positive Conflict	Observable positive	-Short, frequent

Foster stronger connections between students and teacher	Staff -Instructional Support Staff	Management Associates (PCM) -Partnership with Children, Inc.	behaviors and improved academic performance	observations -Formal observations
<i>Periodic Assessment Preparation</i> Prepare teachers for the new periodic assessments (that replace Acuity)	Instructional Staff	Literacy and Mathematics Lead Teachers	Participants will administer periodic assessments	Teachers will administer and analyze assessments
<i>Data Driven Instruction</i> Using student assessment results to learn about student progress and effectiveness of instruction	-Instructional Staff -Administrative Staff	Center for Integrated Teacher Education (CITE)	Participant will assess, analyze and act on classroom data	-Teachers will create and maintain data in the form of Teacher Assessment Notebooks (TANs). - Consultant and SIG manager monthly to develop teaching plans based upon evaluation
<i>Using Assessment in Instruction</i> <ol style="list-style-type: none"> 1. Assessment criteria 2. Monitoring student learning 3. Feedback to students 4. Student self-assessment 5. How to adjust instruction in response to evidence of student understanding 	-Instructional Staff -Administration	CITE	-Assessment criteria will be established -Student learning will be charted -Students will set instructional goals for their learning -Teachers will plan differentiated lessons and exit assessments	-Maintenance of Teacher Assessment Notebook (TAN) by all classroom teachers to be reviewed by data consultant monthly. -Instructional staff present quarterly to Inquiry team
<i>Using Questioning and Discussion Techniques</i> <ol style="list-style-type: none"> 1. How to design and ask quality questions 2. Responding to and building on student responses 3. How to design questions with multiple answers 	Instructional Staff	AUSSIES, CITE	-Questions of high cognitive challenge formulated by teachers and students -Effective use of student response and ideas -High level of student	-Short, frequent observations -Formal observations

<p>4. Promoting learning through discussion</p> <p>5. How to increase student participation in discussions</p>			<p>participation in discussions</p>	
<p><i>Parent and Community Engagement</i></p>	<ul style="list-style-type: none"> -Parent Coordinator - Parents/Community Members -Community Based Organization (Cypress Hills East New York Beacon) 	<ul style="list-style-type: none"> -CITE -PCM -Partnership with Children, Inc. 	<ul style="list-style-type: none"> -Identifying strategies to work with children at home -Parents will develop techniques to help students with homework and schedules/routines -Parents will develop better communication between them and school 	<ul style="list-style-type: none"> -Parent workshop participants will complete evaluation surveys

**Attachment H Attachment for Section I.ii. Training, Support, and Professional Development
PD Calendar for Year One Implementation**

19K661 Vista Academy

Professional Development Opportunities	Rationale/ Accountability
<p><u>Summer Culture PD:</u></p> <p>The Decision Making Period will be mandatory for all incoming 6th graders. Our character educator will run all sections of the DMP period. All educators will be provided with comprehensive and continuous training, support and materials to continue the message throughout the school day and year.</p> <p><u>Implementing a comprehensive 6th Grade Summer Bridge Camp</u></p> <p>We will offer a five day intensive orientation for all 6th graders and their parents Aug. 12th through the 16th, from 9:00 – 1:00pm.</p> <p>While parents are attending abbreviated workshops and orientations one orientation from 9am – 11am, students will experience five full days worth of youth development activities and become acclimated to their classes and schedule. All class sessions will focus on establishing rules, procedures, safety, routines and the curriculum expectations. Simultaneously, students will learn the philosophy of the Decision Making Period and be engaged in cooperative learning activities, name games, treasure hunts, academy themed activities and developing personal academic plans for the school year. Enabling students to become acclimated to their new learning environment in a modified and strategic approach such as this will</p>	<p>In developing an exemplary Decision Making Period, we will begin to develop the supportive culture that students need to be academically and socially successful. Through the use of the program we hope to maintain a minimum amount of cultural disruptions that affect the academic process. Upon completing our first year our data will become our benchmarks for future goals.</p> <p>We will utilize pre-post surveys of The Leadership Program, to determine the effectiveness of the program for student achievement.</p> <p>We will utilize our annual DMP survey to measure the impact on student-to-student respect and our OORS reports to measure the impact on physical altercations and fights.</p> <p>We will use IS 302's 2011 and 2012 Progress Report to measure the change in parents, students and staff's beliefs about our schools environment as we strive to achieve an A.</p> <p>Our after school tutoring attendance will be closely monitored to identify at-risk students early on to provide additional supports to</p>

Professional Development Opportunities	Rationale/ Accountability
<p>greatly reduce the achievement gap between our 5th and 6th grade.</p> <p>All 6th graders will participate in Intervention ELA and Math bootcamps to boost their confidence and prepare them for middle school success.</p>	<p>scholars.</p>

**Attachment H for Section I.ii. Training, Support, and Professional Development
PD Calendar for Year One Implementation**

19K662 Liberty Avenue Middle School

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
<p>Staff Culture Retreats</p> <p>(School Climate and Discipline, Student Support)</p>	All staff	Ramapo for Children	Staff will be ready to collaborate and will thus have more effective common planning time and collaborative inquiry meetings.	We will look for curriculum to be aligned across classrooms while modified for specific student needs. We can analyze the effectiveness of the retreat by seeing how well the staff collaborates on planning when not required to do so.
<p>Student Discipline and Positive Culture Support</p> <p>(School Climate and Discipline, Student Support, Instruction, Parent Engagement)</p>	All staff	Ramapo for Children	Staff will respond to students in a controlled respectful manner at all times and will have tools to effectively manage their classrooms.	We will track our incidences and classroom disruptions by teacher and by how often we have to escalate our discipline responses. By looking at our referral data, we will be able to see if most disruptive behaviors are being prevented or at least deescalated in order to facilitate the learning process.
<p>Effective Literacy Instructional Practices Training</p> <p>(Instruction,</p>	Instructional Staff	AUSSIE Consultant	Teachers will be able to conduct weekly reader's and writer's workshops in order to build student capacity	We will be tracking student progress through weekly formative assessments embedded in daily

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Curriculum, Use of Time, DDI and Inquiry)			in literacy. Teachers will track data in their classrooms to note student progress.	lessons and through common interim assessments. These results will be reported in data meetings and action plans will be planned to respond to the data.
Teacher Effectiveness (DDI and Inquiry, Instruction, Use of Time)	All Instructional Staff	Network	Teachers will show growth on a teacher effectiveness rubric based on their self assessment.	Administration will work with teachers to identify and measure areas of growth.
Summer Professional Development Series	All Staff	Administration	Staff will be able to articulate what is the “Liberty Avenue way” in terms of culture; behavior management, instructional practices, and thus these will create a supportive school-wide culture.	We will assess our survey data on the school environment; get feedback from teachers and staff in monthly staff meetings. We will make adjustments from feedback and share.
Effective Extended Day (Help us maximize our use of the extended learning day)	All instructional staff	The Leadership Program/ Administration	High attendance at extended day programming, increase in ELA and Math data on interim assessments, positive school culture reports on surveys.	We will analyze our results on attendance weekly in cabinet meetings and report to The Leadership Program. We will analyze interim assessment data and report to staff as well as parents. We will gather feedback from parents and students in order to make necessary adjustments.

Attachment I: Data Cycle Calendar for Vista Academy 19K661
Periodic Assessment Calendar 2013-14

AS: Assessment
 AN: Analysis
 AC: Action

	Math	ELA	Science	Social Studies	Spanish	DMP
September 2013	AS: Diagnostic (MC) & Fluency AN: Coaching Conversations AC: Remediation/Prerequisite Plan	AS: Writing Sample AN: Coaching Conversations AC: Remediation/Prerequisite Plan	AS: Writing Sample AN: Coaching Conversations AC: Remediation/Prerequisite Plan	AS: Writing Sample AN: Coaching Conversations AC: Remediation/Prerequisite Plan	Assist with other content area - ELA	AS: Writing Sample AN: Coaching Conversations AC: Remediation/Prerequisite Plan
	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	Assist with other content area - Science	AS: Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan
November 2013	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	Assist with other content area - Social Studies	AS: Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan
	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	Assist with other content area -	AS: Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan
January 2014	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	AS: MC & Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan	Assist with other content area -	AS: Writing Sample AN: Coaching Conversations AC: Corrective Instruction Plan
March 2014	Practice Exam	Practice Exam	Writing Sample	Writing Sample	Assist with other content area - DMP	Writing Sample

Kaia Kathryn Nordtvedt



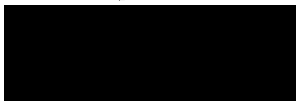
Education	<p>College of St. Rose Albany, NY Graduate Studies: Professional Certification in SBL/SDL</p> <p>St. Johns University Queens, NY Graduate Studies: Master of Science in Secondary Mathematics Education <ul style="list-style-type: none"> • NYC Teaching Fellow Program </p> <p>McGill University Montreal, QC Graduate Studies: Master of Arts in Arabic and Islamic Studies</p> <p>Pennsylvania State University State College, PA International Politics/Religious Studies; Minor in Middle East Studies</p>
Supervisory Experience	<p>2012-present Assistant Principal Bread and Roses HS <ul style="list-style-type: none"> • Supervisor of Instruction over ELA, ESL, SS departments • Supervisor of Professional Development School wide </p> <p>2012-present Video Reviewer The New Teacher Project <ul style="list-style-type: none"> • Review videos submitted by new teachers in order to assess their lesson delivery • Provide teacher with written feedback on strengths, improvements, and observations </p> <p>2012-present Spring Apprenticeship Director NYC Teaching Fellows <ul style="list-style-type: none"> • Develop fellow advisors and indirectly all the new fellows they were training • Oversee all operations and data collection for Spring Apprenticeships for NYCTF </p> <p>2011-present Fellow Advisor Coordinator NYC Teaching Fellows <ul style="list-style-type: none"> • Manage fellow advisors and indirectly all the new fellows they were training • Review lesson plans of fellow advisors and work from fellows: provide feedback • Ensure all fellows and fellow advisors are meeting standards set by NYCTF </p> <p>2008- present Selector Coach NYC Teaching Fellows <ul style="list-style-type: none"> • Applied selection model to select in or select out candidates • Use data to help create support plans for Selectors outside the norms • Evaluate and provide feedback to selectors on their ability to follow selection model </p>
Education Experience	<ul style="list-style-type: none"> • Assistant Principal at 05M685 Bread and Roses HS (8/27/2012- present) 6 Edgecombe Ave, New York City, NY 10030 <ul style="list-style-type: none"> • Supervisor: Rodney Lofton • AP of Supervision for ELA/SS and Professional Development • Math Teacher at 15K443 MS 443- New Voices (6/27/2007- present) 330 18th ST, Brooklyn, NY 11228 <ul style="list-style-type: none"> • Supervisor: Frank Giordano and Laurie Cianciotta. • Regents course, CTT, and SETTS instruction • Math Teacher at 32K296 Halsey MS- I.S. 296 (8/31/06- 6/27/2007) 125 Cover St. Brooklyn, NY 11207 <ul style="list-style-type: none"> • Supervisor: Maria Barreto, A.P. Andrew Vaughn and V.P. Robert Young. • 8th Grade Math, and one honors class working with Math A

References:

Ava Millstone

Site Director

Washington D.C. Teaching Fellows



Crystal McQueen

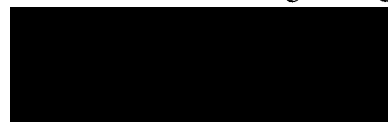
Partner

NYC Teaching Fellows



Caitlin Keryc

Selection and Training Manager



Dia N Bryant

Resident Principal

Dynamic, resourceful leader with a passionate interest in academic success for all students. Well-versed in several diverse areas of education including: common core instructional shifts, curriculum mapping, student and teacher mentoring and data driven instruction. Self – driven, ambitious leader with outstanding communication and interpersonal skills who effectively partner with all stakeholders, fostering quality relationships. She combines a strong passion for inquiry based teaching, character education, student wellness—thus motivating and inspiring teachers and students to be active participants in an exciting, yet challenging learning environment. Key strengths include:

- Professional Development Planning & Facilitation
- Strategic Planning
- Data Driven Instruction
- Instructional Research
- Goal Setting
- Leadership Development

Education & Certification

The College of St. Rose, Albany, NY – *Ed.M. School Building Administration*

Brooklyn College, Brooklyn, NY – *Ed.M. Middle Childhood Mathematics*

Kalamazoo College, Kalamazoo, MI – *B.A., Economics*

New York State Professional Teaching Certificate – Mathematics grades 5 - 9

Professional Experience

New Leaders, Aspiring Principals Program

July 2012 to Present

Resident Principal

- Serve in role of resident principal for a one year guided mentorship program
- Support resident site initiatives and mission
- Examine and further develop interpersonal leadership capacity
- Develop an instructional portfolio outlining: teacher improvement, cultural, literacy and math projects
- Perform as a member of the School Leadership Team

New Leaders, Emerging Leaders Program

October 2011-May 2012

- Engaged teachers in Data Driven Instruction Processes
- Consulted with mentor regarding Adult Leadership strategies
- Provided exceptional feedback to colleagues around instructional practices, student efficacy and student assessment data
- Attended monthly meetings and webinars concerning instructional rigor, data analysis, inquiry and advocacy

JHS 113 (13K113)– Ronald Edmonds Learning Center, Brooklyn NY

September 2010-June 2012

Instructional Math Coach

- Researched effective teaching and coaching strategies
- Developed Professional Improvement Plans for Unsatisfactory pedagogues
- Provided sustainable resources for lessons, student tracking, professional development and classroom management
- Monitored and improved lesson design and implementation
- Modeled and demonstrated math lessons
- Reviewed, analyzed, sorted and interpreted assessment, attendance and classroom data
- Utilized student and teacher data for school-wide content goal-setting
- Developed and implemented strategies to create teacher-friendly administrative mandates
- Lead, developed and executed math inquiry and goal-setting
- Assisted teachers in differentiation of instruction and lesson tiering
- Provided remedial tutoring for students on all grade levels
- Provided professional development materials and opportunities to teaching staff
- Assisted with math components in all content areas
- Consulted with administration on curriculum and professional development strategies
- Assisted teachers in integrating technology into curriculum objectives

- Provided innovative supplemental materials to the school's overall core curriculum
- Planned and conducted collaborative meetings around content area
- Supported data specialist in developing content specific reports and inquiry projects
- Mentored new and improving teachers

JHS 113 (13K113) – Ronald Edmonds Learning Center, Brooklyn, NY
Mathematics Teacher – Impact Course I-III, Integrated Algebra, Math A & Math B

September 2006 – June 2010

- Taught advanced math topics to middle school students
- Juxtaposed advanced curriculums with NYS 8th grade curriculum
- Integrated high stakes testing preparation into daily routines
- Implemented effective classroom management strategies and routines
- Planned lessons systematically emphasizing long and short term goals
- Provided students with consistent and frequent data to track their academic progress
- Conducted and analyzed interim assessments every six weeks to monitor students academic status
- Worked closely with IEP Teacher and SBST to support at risk students
- Established a positive rapport with parents through consistent and effective communication
- Conducted independent research on operative teaching methods
- Provided students with additional assistance during lunch and after-school programs

Kalamazoo College Howard Hughes KDO Math Camp
Head Instructor

June 2008 – July 2012

- Designed curriculum for students preparing to enter high school
- Consulted with camp director on camp logistics and implementation
- Developed, assessed and tracked students' needs and performance throughout the school year and camp session
- Tiered and adjusted instruction for student advancement and acceleration
- Provided multi-faceted instruction to students daily using a variety of media
- Organized and consulted with college-level counselors to assist with student performance
- Consulted with students' school-year teachers in preparation for camp

New York City Teaching Fellows
Fellow Advisor

June 2006 – October 2006

- Observed prospective teachers in summer field assignments
- Delivered pedagogical instruction at the participating university
- Observed and provided constructive feedback to fellows at field training sites
- Conducted eight hours per week of classroom advisory and instruction
- Documented and reported Fellows' weekly progress
- Assembled daily strategy meetings with support staff in training
- Provided Fellows with regular communication and support concerning logistics, lesson planning and school placement

IS 30 (20K30) – Mary White Ovington, Brooklyn, NY
Seventh Grade Mathematics – Impact Mathematics Course II, Math A
Eighth Grade – Math Advantage

September 2004 – June 2006

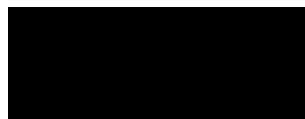
- Modified and extended Impact Math curriculum for varied levels
- Implemented Math A curriculum for 7th grade Superintendent's students
- Developed a standard for portfolio composition in the math classroom
- Provided training to staff on the use of rubrics to manage a class based on student accountability
- Co-taught Impact Mathematics to English Language Learners (2004-2005)

Extra-Curricular Activities, Trainings and Affiliations

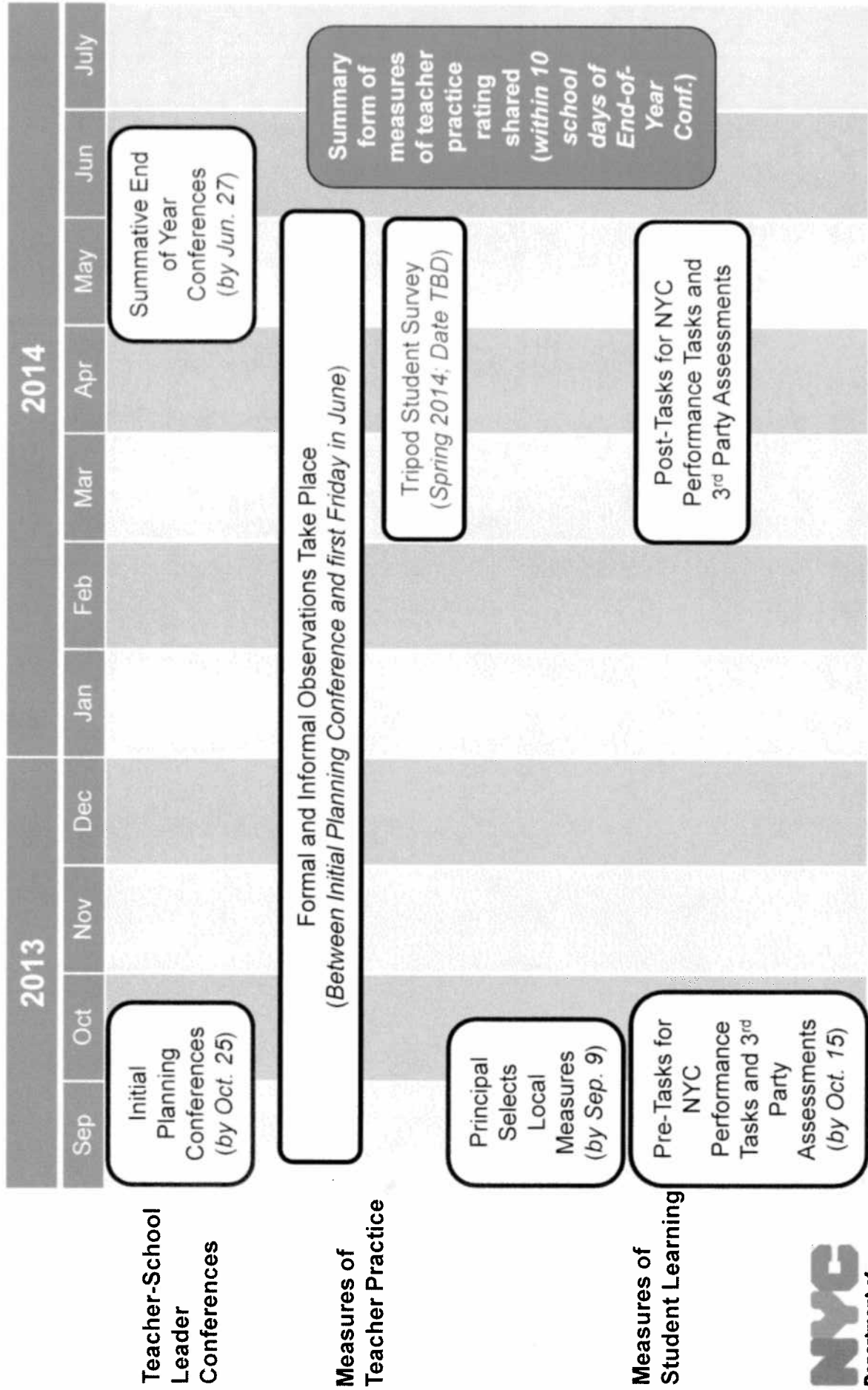
- Common Core Standard Implementation team – Children First Network #110
- Cooperating teacher with NYU Fast Track Certification Program
- New York State Math Exam Scoring Team – Content Trainer

Professional References:

Dr. John Fink, Professor Kalamazoo College
 Ms. Gina Mautschke, Assistant Principal Brooklyn Latin
 Ms. Dawnique Daughtry, Principal MS 113



2013-14 Teacher Evaluation and Development Timeline



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

191-302 J.H.S. 302 Rafael Cardeno

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

19K302 J.H.S. 302 Rafael Cardenas

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Type or print name			

19K 302 - J.H.S. Robert Condura

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 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
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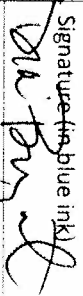

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Principals Union President / Lead	Date	Summary Documentation If Signature is Unobtainable
Signature (in blue ink) <i>Kara Finkbein</i> Type or print name Kara Nordstedt	5/28/13	
Signature (in blue ink) <i>William DeWitt</i> Type or print name William DeWitt	5/28/13	
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		

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  Type or print name Dia N. Bryant	6/28/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Teachers Union President / Lead Signature (in blue ink)  Type or print name Allan Weinstein	5/28/13	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.

14K 502

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Lisa Under Date: 5/16/13	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 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.
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Erica Perez Date: 5/16/13	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.



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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION																																					
N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #																																			
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3	0	5	1	0	0	0	1	0	0	5	1																										
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) JHS 302 Rafael Cordero																																				
Contact Person	EDUARDO CONTRERAS																																				
Agency Name	New York City Department of Education																																				
Mailing Address	52 Chambers Street, Room 413																																				
	New York, N.Y. 10007																																				
Telephone #	212-374-0520	Manhattan																																			
		County																																			
Project Operation Dates From	SEP 1 2013	To AUG 31 2014																																			

BUDGET TOTAL

\$1,892,412

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	2.00	90,265	180,530
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.50	20,000	10,000
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.50	40,000	20,000
Teacher Per Session (rate per hour)	4,335	41.98	181,979
Teacher per session Trainee Rate (rate per hour)	387	19.12	7,400
Supervisor Per Session (rate per hour)	229	43.93	10,059
Social Worker Per Session	233	45.13	10,515
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	19	154.97	3,000
CENTRAL - School Implementation Manager	0.55	119,344	65,281
CENTRAL - Talent Coach	0.19	114,000	21,696
CENTRAL - Policy and Operations, New Schools	0.26	95,000	24,228
Subtotal - Code 15			534,689

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.50	30,000	15,000
Ed. Para Bulk (Per Session) (rate per hour)	233	26.27	6,121
School Aide Bulk Job (E-Bank) (rate per hour)	233	16.20	3,774
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
Subtotal - Code 16			24,895

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	Partnership with Children, PCM, CITE, AUSSIE, The Achievement Network, The Leadership Program, Ramapo,	522,540
686 - Evaluation Consultant		0
689 - Professional Development Consultant	AUSSIE, The Leadership Program	332,757
Subtotal - Code 40		855,297

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	260,622
Educational Software	76,982
General and Instructional Supplies	25,550
Library Books	2,500
Supplemental Textbooks	0
Subtotal - Code 45	365,654

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	78,515
ARRA FRINGE - CENTRAL	33,362
Subtotal - Code 80	111,877

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)	\$1,892,412
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

N.Y.C. GRANT #

0	0	0	0	0	0	0	0
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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

