

ORIGINAL


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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
Juan Morel Campos Secondary School		331400011071	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
6 -12			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
800		215 HEYWARD STREET, BROOKLYN NY 11206	
School Model Proposed to be implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date June 7, 2013
Type or print the name and title of the Chief Administrative Officer Dennis M. Walcott	
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JUN 7 2013	

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.

ii. District approach and actions for its lowest-achieving schools

The NYCDOE has a clear approach and set of actions to support the turnaround of our lowest achieving schools which impacts our Priority Schools. Our school improvement process focuses on three areas that result in actions to ensure we have effective principals leading our schools, the support of community partners in our schools, and autonomy for our principals to create successful schools.

First, a great school starts with a great principal. Over the past decade we have learned the powerful role a principal can play as change agent. We use a set of leadership competencies and seek principals for our schools who have demonstrated the qualities of effective leadership.

Second, we need community partners to help us develop great schools. We have worked with local and national intermediary organizations to help us develop and scale schools. These partners provide critical start-up support, proven instructional models, and help push the thinking of our school leaders. We have also attracted high-performing public charter schools to New York City to bring an even greater breadth of quality options to public school families.

Finally, there is no one recipe for what makes a great school. There are conditions that contribute to an effective school – a mission, leadership, and expert teachers devoted to student success – but there are different ways of organizing a school to create these conditions, especially given the need to serve diverse student populations. We encourage leaders to be innovative and to leverage their expertise to develop creative models by empowering them to make school-level instructional and operational decisions.

iii. Evidence of district readiness for system-wide improvement of Priority Schools

The NYCDOE has created a school improvement and intervention process to build on our current strengths and identify opportunities for system-wide improvement. Evidence includes the NYCDOE’s Struggling Schools Review Process, which identifies certain schools for intensive interventions and results in targeted plans for improvement for other schools. We have conducted a thorough analysis of our Priority Schools prepared to implement the Turnaround and Transformation models. We created a cross-functional Priority Schools district work group to examine school data trends, identify the appropriate intervention model for the school, and monitor each Priority School’s progress under the selected intervention model.

In 2010, the New York State Education Department (NYSED) raised expectations for the quality of student work and teacher practice with the adoption of the CCLS. The NYCDOE has continued to work on meeting the challenge by introducing Charlotte Danielson’s *Framework for Teaching* and creating our College and Career Readiness benchmarks. In 2011, these reforms led to the development of the first set of Citywide Instructional Expectations and the engagement of our school system in a long-term process of figuring out how to ensure that students at every grade level are on track to graduate from high school ready for college, careers, and other meaningful postsecondary opportunities.

In the fall of 2013, to support the shift in teaching practice required to help our students meet these higher standards, the NYCDOE will implement a new system of teacher evaluation and development. This change is critical because expert teaching is the most powerful tool for helping students reach these higher standards. Our Citywide Instructional Expectations combined with our Quality Review Rubric are intended to guide school communities as they work to create a rigorous and coherent instructional experience for students and educators.

B. Operational Autonomies

i. Operational autonomies for the Priority School

The principles and actions underlying the NYCDOE are leadership, empowerment, and accountability. Beginning in the 2007-08 school year, NYCDOE schools became autonomous, as principals and their teams gained broader discretion over allocating resources, choosing their staff, and creating programming for their students. Schools now have resources through the NYCDOE’s Fair Student Funding (FSF) formula, which allocates funding based on student need. Principals chose the type of support that is best for their schools. A more detailed description of the autonomies follows.

Budgeting: School-based budget for the Priority School is based on the FSF formula. The Priority School also receives additional funding through Title I allocations to support its goals as

a struggling school. Funding follows each student to the Priority School that he or she attends based on student grade level, with additional dollars based on need (academic intervention, English Language Learners, special education, high school program). The principal has discretion to use FSF and any additional funding the school receives and is held accountable by the Superintendent through a School Comprehensive Educational Plan (SCEP) review process. In addition, the School Leadership Team is the primary vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies.

Staffing: The Priority School receives a FSF allocation based on their enrollment, and the school is charged for the cost of teachers out of that allocation. The principal is held accountable for staffing as part of the annual evaluation by the Superintendent. The school leader is given the resources necessary to provide career growth opportunities for the staff. School-based actions include opportunities for additional pay through professional development and extended day instructional programs. The Priority School can also choose to participate in district-level teacher leadership programs that support the retention and development of expert teachers at the school. The Priority School is encouraged to participate in district-run teacher leadership programs to support the retention and development of expert teachers at their school.

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

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

Use of Time During and After School: The Priority School has several opportunities for autonomy in the use of time during and after school. The school has the option to have Supplemental Educational Service (SES) providers support students through extended learning time. Community-based organizations selected by the Priority School also provide students with social-emotional health and counseling services. Schools can utilize a School-Based Option (SBO) to create flexible use of time. The SBO process allows individual schools to modify provisions in the Collective Bargaining Agreement related to class size, rotation of assignments

or classes, teacher schedules and/or rotation of paid coverage for the school year. In the SBO process the school community creates a plan for how to effectively implement extended learning time. The principal and UFT chapter leader must agree to the proposed modification which is presented to school union members for vote. Fifty-five percent of the UFT voting members affirm the proposed SBO in order for it to pass. The intent of this type of SBO is to empower the school community on how to best make use of time before, during, and after school.

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

The specific senior leaders responsible for the district's turnaround efforts are Marc Sternberg, Senior Deputy Chancellor for Strategy and Policy, who oversees the Division of Portfolio Planning (DPP) in collaboration with Shael Suransky, Chief Academic Officer and Senior Deputy Chancellor for the Division of Academics, Performance, and Support (DAPS). These two leaders report to NYCDOE Chancellor Dennis Walcott. Attached is an organizational chart with more detail on the structure of DPP and DAPS, as well as a sample Network structure.

ii. Coordination of district structure for school turnaround efforts

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

The NYCDOE uses a wide range of data to identify schools that are struggling. Schools that receive a grade of D, F, or a third consecutive C or worse on their most recent Progress Report, schools that receive a rating of Underdeveloped on their most recent QR, and schools identified as Priority Schools by NYSED are considered for support or intervention. To identify the kind of action that will be best for a struggling school and its students, the NYCDOE reviews school performance data such as student performance trends over time, demand/enrollment trends, efforts already underway to improve the school, and talent data. We consult with Superintendents and other experienced educators who have worked closely with the school, and gather community feedback on what is working or needs improvement in the school.

At the end of this process, analysis and engagement directs us to a set of schools that quantitative and qualitative indicators show do not have the capacity to significantly improve. These schools are identified for the most serious intervention, phase-out and then replacement by a new school(s). For the other struggling schools, Networks develop action plans to support the needs of struggling schools. These plans identify action steps, benchmarks, and year-end goals aimed at immediately improving student achievement.

The NYCDOE monitors each individual Priority School and its areas of strength and weakness. The SIM and Network that work with the Priority School provide day-to-day support in areas that are targeted for school improvement. System-wide we are working to continue to enhance our capacity to better support schools, with a focus on ensuring that we have high-quality staff that work with and in our Priority Schools.

Following New York State's ESEA waiver approval, the NYCDOE established a Priority Schools work group across central divisions to recommend whole school reform models for the NYCDOE's 122 Priority Schools. The work group reviews school data points and alignment to the three intervention model options: the School Improvement Grant plan, School Innovation Fund plan, or School Comprehensive Education Plan (SCEP) crosswalk.

For our lowest-performing schools, we propose a strategy of phasing out the struggling school and replacing it with a new school. The Priority Schools in this category are then proposed for the Turnaround model. Schools that are not selected for phase-out from our Struggling Schools Review Process will submit a SCEP crosswalk aligned to the U.S. Department of Education's seven turnaround principles. For the schools we consider for the Transformation model, we review a wide range of data points about each Priority School, including Progress Report grades, QR results, and qualitative Cluster feedback on the school's readiness to implement the model requirements. Schools are selected based on the quantitative data and the qualitative data about their levels of readiness to implement the Transformation model.

The NYCDOE has a well-developed planning and feedback process between the district and school leadership. The QR is a key part of this process and was developed to assist schools in raising student achievement. The QR is a two- or three-day school visit by experienced educators. During the review, the external evaluator visits classrooms, interviews school leaders and staff, and uses a rubric to evaluate how well the school is organized to support student achievement. Before a reviewer visits a school, the school leadership completes a self-evaluation based on the QR rubric. Reviewers draw upon this document and school data during interviews with principals, teachers, students, and parents during the school visit. After the site visit, schools receive a QR score and report that is published publicly. This document provides the school community with evidence-based information about the school's development, and serves as a source of feedback for school leadership to improve support for student performance.

In addition to QRs, Progress Reports are a yearly accountability, planning, and feedback tool that assist school leaders, as well as parents, teachers, and school communities, with understanding the school's strengths and weaknesses, emphasizing the development students have made in the past year. Progress Reports grade each school with an A, B, C, D, or F and are made up of four sections: Student Progress, Student Performance, School Environment, and (for high schools only) College and Career Readiness. Scores are based on comparing results from each school to a citywide benchmark and to a peer group of about 40 schools with similar student populations. These peer schools provide an opportunity for a school to understand how other schools are performing with similar students and learn best practices from them. Schools are also provided with student-level data workbooks that contain the underlying information from the Progress Report. These data workbooks are a powerful opportunity for schools, in collaboration with their Networks, to engage with their accountability data to understand individual student outcomes.

A third part of the NYCDOE planning and feedback process for school leadership is the APPR for principals pursuant to Education Law 3012-c. The components of the system are set forth in the June 1st determination by the Commissioner of Education and supporting documentation, Education Law 3012-c and SED regulations. Superintendents are the rating officer for the

principals. The APPR results in a final rating for principals of Highly Effective, Effective, Developing or Ineffective and is based on key metrics from the school's Progress Report results which measure students' growth and the principal's practice as measured by the Quality Review rubric.

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

To recruit expert teachers, NYCDOE creates a diverse candidate pool. For subject-shortage areas in which there are not enough traditionally-certified teachers to meet the needs of schools, we developed alternative-certification programs such as the New York City Teaching Fellows, which prepares skilled professionals and recent college graduates to teach in high-need schools. Begun in 2000, since then the program has provided schools with more than 17,000 teachers. Today, nearly 8,500 Fellows are currently teaching in 86% of NYCDOE schools. In addition, we created a teaching residency program specifically to build a pipeline of teachers prepared to turnaround the performance of our lowest-performing schools. The NYCDOE created the Leader Teacher program for experienced educators to support professional development in their schools. The NYCDOE also leverages the state-funded Teachers of Tomorrow grant to provide recruitment and retention incentives for teachers to work in our highest-need schools.

ii. Hiring and budget processes

In the 2012-13 school year, approximately \$9 billion of NYCDOE funding, not including most fringe and pension, resides in school budgets. FSF dollars – approximately \$5 billion in the

2012-13 school year – are used by schools to cover basic instructional needs and are allocated to each school based on the number and need-level of students enrolled at that school. All money allocated through FSF can be used at the principal’s discretion. Additional funding is provided through categorical and programmatic allocations.

Each year the NYCDOE sets hiring policies to ensure that the appropriate number and types of teachers and principals can be recruited and hired into our 1,700 schools. Principals are typically in place in schools by July 1 before the start of the next school year to begin year-long planning and school improvement efforts. Once selected, principals are empowered to make staffing decisions for their schools. The NYCDOE’s responsibility is to offer a strong pool of applicants for principals to find the staff that they believe are the best fit for their school communities.

Schools receive their budgets for the new fiscal year each May. Annual hiring exceptions are set to ensure that hard-to-staff schools are staffed appropriately. These exceptions are made on the basis of the following factors: hard to staff subject areas, geographic districts, and grade level (elementary, middle, high). The timeline allows school leaders the ability to plan for any staffing needs or adjustments in concert with the citywide hiring process which begins in the spring and continues into the summer.

iii. District-wide trainings for leaders for success at low-achieving schools

The NYCDOE creates and collaborates with partners on principal training programs to build a pipeline of principals with the ability to drive teaching quality and student achievement district-wide, especially in schools with the greatest need. While distinct in program design and target candidates, our principal preparation programs share the following characteristics: 1) a carefully-developed recruitment process to screen for highly qualified participants, 2) required completion of a practical residency period, and 3) projects capturing evidence of impact on leadership development and student gains.

The school leadership programs align to the Transformation model by preparing leaders who understand the challenges facing struggling schools to lead dramatic instructional and organizational changes. These programs have been funded in part by support from the Wallace Foundation to further develop school leadership in the NYCDOE. Approximately 37% of our principals have emerged from these programs.

LEAP, launched in 2009, is a rigorous 12-month on-the-job program designed with the NYC Leadership Academy. LEAP develops school leaders within their existing school environments and creates opportunities to harness existing relationships including those with current principals and school communities. The LEAP curriculum differentiates learning based on individual needs and is aligned with the NYCDOE’s instructional initiatives and the CCLS.

The NYC Leadership Academy Aspiring Principal Program (APP) develops and supports individuals with some leadership experience to successfully lead low-performing schools through simulated school projects, a year-long principal internship with an experienced mentor principal on all aspects of instructional and organizational leadership, and a planning period. The New Leaders’ Aspiring Principals Program provides apprentice principals with an academic

foundation and real-world experience vital to success in transforming the NYCDOE's lowest-performing schools. New Leaders' trains future principals to turnaround low-performing schools. Principals are trained through the Children's First Intensive (CFI) Institutes, which they attend to learn about the Citywide Instructional Expectations, CCLS, and the Danielson model. CFI is a professional development program designed to support educators in using data to inform instructional and organizational decision-making and focus on citywide initiatives. The Office of Leadership has more information on NYCDOE school leadership opportunities available: <http://schools.nyc.gov/AboutUs/leadershippathways/schoolleadership/default.htm>

The current principal of Juan Morel Campos Secondary School, Eric Fraser, became an educator in the NYC public school system through the New York City Teaching Fellow's program described above.

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

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

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. First, the Lead Teacher program allows teachers to stay in the classroom

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

<http://schools.nyc.gov/AboutUs/leadershippathways/teacherleadership/default.htm>.

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

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

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

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

Major partners that will be providing services critical to the implementation of the school's plan are Eskolta, BRIC Arts & Media, Puerto Rican Family Institute, the Danielson Group, Editure and NYC Outward Bound Schools.

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 Juan Morel Campos Secondary School, students with disabilities in the middle school comprise 32% of the school's population, 12% points higher than the citywide middle school average. English Language Learners comprise 26% of the school's middle school population, 14

% points higher than the citywide middle school average. Only 12% of the middle school students at the school are proficient in English Language Arts, putting the school in the bottom 5% citywide. Only 29% of the middle school students at the school are proficient in Mathematics, putting the school in the bottom 16% citywide. The average incoming proficiency (4th grade ELA/math) of the school's middle school students is 2.58, which is 0.35 lower than the citywide middle school average. In Juan Morel Campos Secondary School, students with disabilities comprise 24% of the school's high school population, 9% points higher than the citywide high school average. English Language Learners comprise 25% of the school's population, 11% points higher than the citywide high school average. The average 8th grade ELA/math proficiency of the school's high school students is 2.50, which is 0.25 lower than the citywide high school average.

Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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.

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

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

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

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

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

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

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

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

It is not enough to only provide access to high-quality school options for SWDs, ELLs, and students performing below proficiency. Once these students are enrolled in desirable school programs, the NYCDOE is supporting schools in meeting their unique learning needs. The 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

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

additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency, and may also include ELLs and/or SWDs.

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf

Spring 2012 - 2013 Network Directory

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

Network	Current Schools per borough/level	Vision Statement
<p>Network: N101 Grants: Bridges for Learning</p> <p>Leader: Marina Cofield Contact: mcgfield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 5</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 - CMB 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</p> <p>Leader: Afison Sheehan Contact: asheehan3@schools.nyc.gov</p>	<p>Brooklyn: 15 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

Network Information		Current schools per borough/level		Vision Statement	
Network: N103 Brand: Network for Sustainable Excellence Leader: Yuet M. Chu Contact: YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4	<p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team special" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCS and regional offices.</p> <p>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>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. 		
Network: N104 Leader: Tracey Collins, I.A. Contact: tcollins6@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2			
Network: N105 Brand: The Urban Assembly Leader: Jonathan Green Contact: JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH//MS: 5 Secondary: 5 High School: 11			

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Information	Current schools per borough/level	Vision Statement
<p>Network: N105 Brand: Network For Collaborative Innovation</p> <p>Leader: Cyndi Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more. <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several IZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p>
<p>Network: N107 Brand: A Network of Dynamic Learning Communities</p> <p>Leader: Nancy Scala Contact: nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

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Network Information		Current schools per borough/level	Vision Statement
Network: N108 Leader: Lisa H. Pilaski Contact: lpilask@schools.nyc.gov		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		Brooklyn: 2 Bronx: 31	<p>ECE: 1 Elem: 23 JH//MS: 4 K-8: 5</p>

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Network Information		Current schools per borough/level		Vision Statement
Network: N111 Leader: Lucile Lewis Contact: Lewis2@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> <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 Interventionist 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: N112 Brand: R.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 Interventionist 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 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 Interventionist 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>

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

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N204</p> <p>Leader: Diane Foley 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 Brand: N205 LEARN 205 (Learning Enrichment and Responsive Network)</p> <p>Leader: Joanne Joyner-Wells/Mary Jo Bisacano jjoyner@schools.nyc.gov mbisacano@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 instruction staff, we also have a designated instructional Data Specialist and SATIF who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.</p> <p>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>		

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Network Information	Current schools per borough/level			Vision Statement
Network: N206 Leader: Ada Cordova Contact: acordova@schools.nyc.gov	Brooklyn: 2 Manhattan: 14 Bronx: 3	Elem: 11 K-8: 1 Secondary: 1 High School: 6	<p>Mission/Philosophy: CFN 206 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members.</p> <p>Organizational Structure: We review school data and instructional goals, and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.</p> <p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>	
Network: N207 Leader: Danielle Giunta Contact: dgiunta4@schools.nyc.gov	Queens: 25	ECE: 2 Elem: 20 JH//MS: 1 K-8: 2	<p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>	

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Network: JHS/JHS-10

Current schools per borough/level

Vision Statement

<p>Network: N208</p> <p>Leader: Daniel Purus</p> <p>Contact: dpurus@schools.nyc.gov</p>	<p>N208</p>	<p>Brooklyn: 3 Queens: 15</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</p> <p>Contact: MWilks@schools.nyc.gov</p>	<p>N209</p>	<p>Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3</p>	<p>ECE: 1 Elem: 20 JH/MS: 1</p>	<p>Mission/Philosophy: Our philosophy is that all of our children can succeed academically and learn to adapt and survive in a world that is socially and emotionally demanding, despite the challenges they may face. Most important in overcoming these obstacles are teaching and learning environments that have and produce strong and visionary leaders, as well as bright, creative, nurturing and resourceful teachers. Our ongoing mission is to ensure that all of our schools provide such an environment.</p> <p>Organizational Structure: CFN 209 is comprised of highly effective instructional and operational professionals. A group of three to four schools is matched with a liaison (Achievement Coach) based on the schools' strengths and challenges and the expertise of the Achievement Coach. The liaison for each school is responsible for coordinating "residencies" (intensive team support), Learning Walks and any other support needed. Each member of the team is also responsible for providing support to all schools in his/her area of expertise.</p> <p>Special Expertise: Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Bruccella Contact: jbruce1@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>ECE: 1 Elem: 10 JH//MS: 8 K-8: 9</p>
<p>Network: N211 Brand: Your Source For Success Leader: Jean Mckeeon Contact: jmckeeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p>
<p>Mission/Philosophy: CFN 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-visitiation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p> <p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>		

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<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 (reaching the goal, applying learning to meet real-world challenges).</p>	
<p>Network: N402 Leader: Cristina Jimenez Contact: cjimenez5@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>	

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

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<p>Network: N405</p> <p>Leader: Sandra Litrico</p> <p>Contact: SLitrico@schools.nyc.gov</p>	<p>Brooklyn: 8</p> <p>Manhattan: 13</p> <p>Queens: 5</p> <p>Brook: 7</p>	<p>ECE: 3</p> <p>Elem: 21</p> <p>JH//MS: 4</p> <p>K-8: 5</p>	<p>Mission/Philosophy: CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning.</p> <p>Organizational Structure: We are partners with our schools and, as a network, we are fully committed to becoming the leading network in the city. We will provide our schools with courteous, reliable, and professional instructional and operational support.</p> <p>Special Expertise: We have a dynamic operational team, as well as knowledgeable instructional leaders, which includes experts in common core standards, universal design for learning, and other in-house school support systems.</p>
<p>Network: N407</p> <p>Brand: Maverick Education Partnership</p> <p>Leader: Debra Lamb</p> <p>Contact: dlamb@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 2</p> <p>Queens: 1</p> <p>Brook: 11</p>	<p>Elem: 13</p> <p>JH//MS: 4</p>	<p>Mission/Philosophy: Education today needs Mavericks -- people who approach common challenges in uncommon ways. Our network schools and network team share an unyielding focus on cultivating positive school communities where students and educators can thrive socially, emotionally, and, therefore, academically. Our vision for New York City's students is that they succeed both in school and in life. This is why we exist.</p> <p>Organizational Structure: Our network team serves as thought partners with our schools. We provide a broad range of high quality support for our network schools, e.g., leadership coaching, teacher development, resource management and development, student support services, and advocacy. Our dedicated network staff focuses on addressing the needs of special populations, early childhood, upper elementary school, and middle and high schools. We value the strengths of each school, and work thoughtfully and diligently for continuous school improvement.</p> <p>Special Expertise: We are experts in strategic planning, organizational learning and professional development, leadership coaching, resource management and development, talent management and development, instructional technology and virtual learning, data-driven decision-making, and creative partnerships and practices.</p>
<p>Network: N408</p> <p>Leader: Lucius Young</p> <p>Contact: lyoung22@schools.nyc.gov</p>	<p>Brooklyn: 7</p> <p>Manhattan: 14</p> <p>Queens: 1</p> <p>Brook: 1</p>	<p>ECE: 1</p> <p>Elem: 13</p> <p>JH//MS: 1</p> <p>K-8: 7</p> <p>High School: 1</p>	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>

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

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<p>Network: M412</p> <p>Leader: Michael Alcott malcott@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15</p>	<p>JH//MS: 12 K-8: 1 Secondary: 3 High School: 12</p>	<p>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: M412</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Concepcion DConce@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH//MS: 2 K-8: 2</p>	<p>Mission/Philosophy: Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students.</p> <p>Organizational Structure: The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service.</p> <p>Special Expertise: The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>

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<p>Network: N511 Brand: FH360</p> <p>Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p>	<p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p> <p>Mission/Philosophy: FH360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: N521 Brand: CUNY</p> <p>Leader: Dennis Sanchez Contact: DSanche@schois.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH//MS: 3 Secondary: 6 High School: 9</p>

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Network: NS31 Brand: CEI-PEA Leader: Joseph Blatze Contact: jblatze@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: Rili Colavito / Gerard Beirne Contact: WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH//MS: 9 K-8: 1 Secondary: 5 High School: 10	

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

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<p>Network: N502</p> <p>Leader: Julia Boye Contact: JBoye@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>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>
<p>Network: N503</p> <p>Leader: Lawrence Pendergast Contact: LPendergast@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH//MS: 3 Secondary: 5 High School: 16</p>	<p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>

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Network Information	Current Schools per Borough/Level	Vision Statement
<p>Network: N604</p> <p>Leader: Richard J. Gallo</p> <p>Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p> <p>Elem: 19 JH//MS: 5 K-8: 2</p>	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CLS. 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 Elem: 15 JH//MS: 3 K-8: 6 High School: 1</p>	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>

Spring 2012 - 2013 Network Directory

		Current schools per borough/level	Vision Statement
<p>Network: N505 Brand: Making a Difference</p> <p>Leader: Petrina Palazzo Contact: cpalazz@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 1</p>	<p>Mission/Philosophy: CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen understandings, improve effective practices, and promote the success of each student and school.</p> <p>Organizational Structure: The CFN 605 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing-in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations. <p>Mission/Philosophy: We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs, and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>Special Expertise: Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.</p>
<p>Network: N507</p> <p>Leader: Elmer Myers Contact: emyers@schools.nyc.gov</p>	<p>Manhattan: 4 Queens: 1 Bronx: 24</p>	<p>ECE: 1 Elem: 22 JH//MS: 4 K-8: 2</p>	<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 Information	Current schools per borough/level	Vision Statement
<p>Network: N608</p> <p>Leader: Rudolph Rupnarain rrupnar@schools.nyc.gov</p> <p>Contact:</p>	<p>Bronx: 27</p>	<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CIE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Willson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N609</p> <p>Leader: Debra VanNostrand dvanno@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p>	<p>Elem: 13 JH//MS: 8</p>
<p>Network: N610</p> <p>Brand: Transition Support Network</p> <p>Leader: Steven Cherrigoff schemni@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p>	<p>Elem: 8 JH//MS: 7 Secondary: 2 High School: 21</p>

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Network	Current schools per borough/level	Elementary/Secondary/High School	Vision Statement
<p>Network: NS12</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: CFN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p>Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CLE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>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: NS12</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Neil</p> <p>Contact: mneil@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 32 K-8: 1</p>	<p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

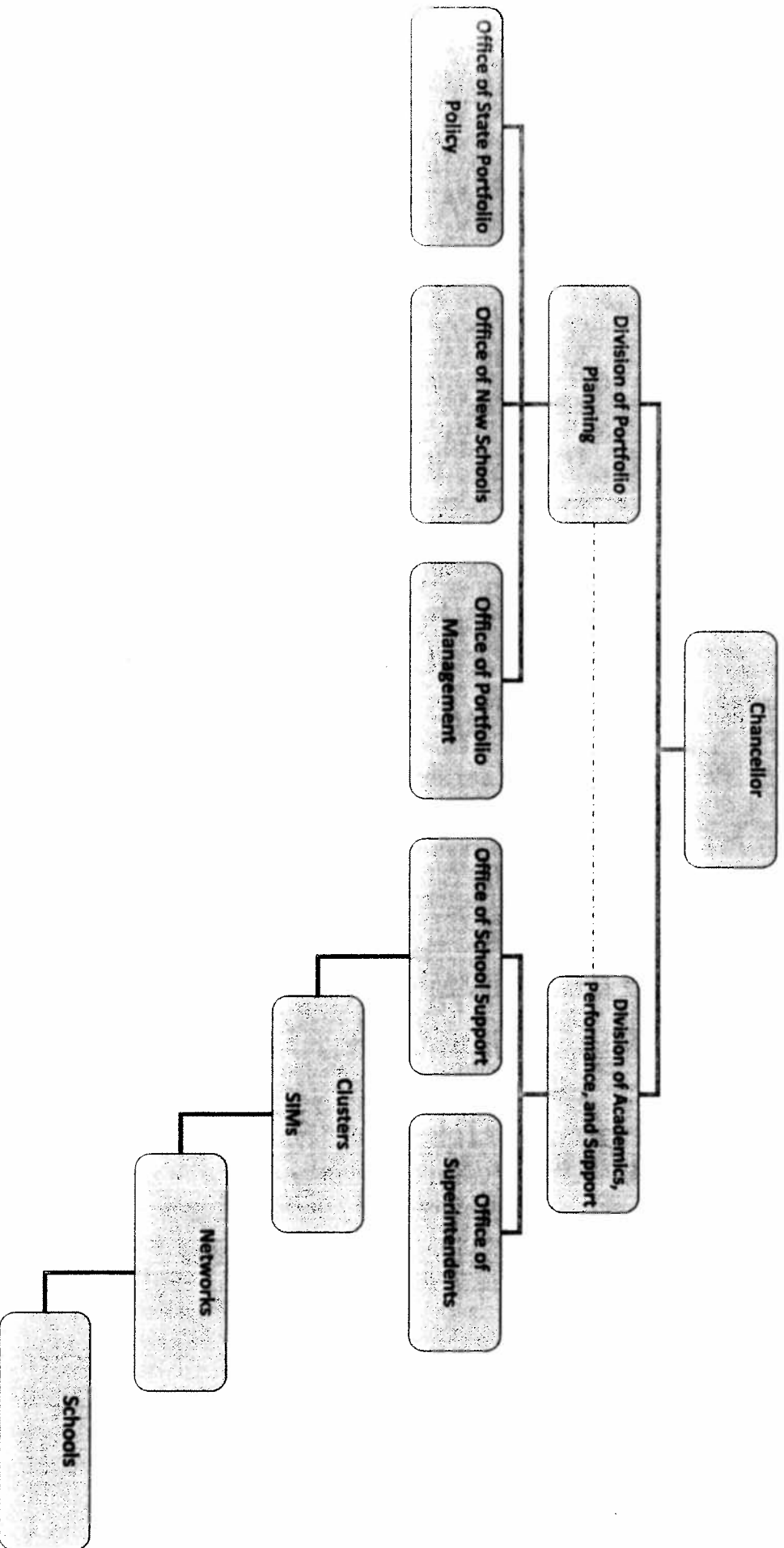
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Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Diploma Plus Leader: Crystal Joye Contact: csimmmons-joye@diplomaplus.net</p>	N/A	<p>Mission/Philosophy: it is our belief that the Diploma Plus model 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>

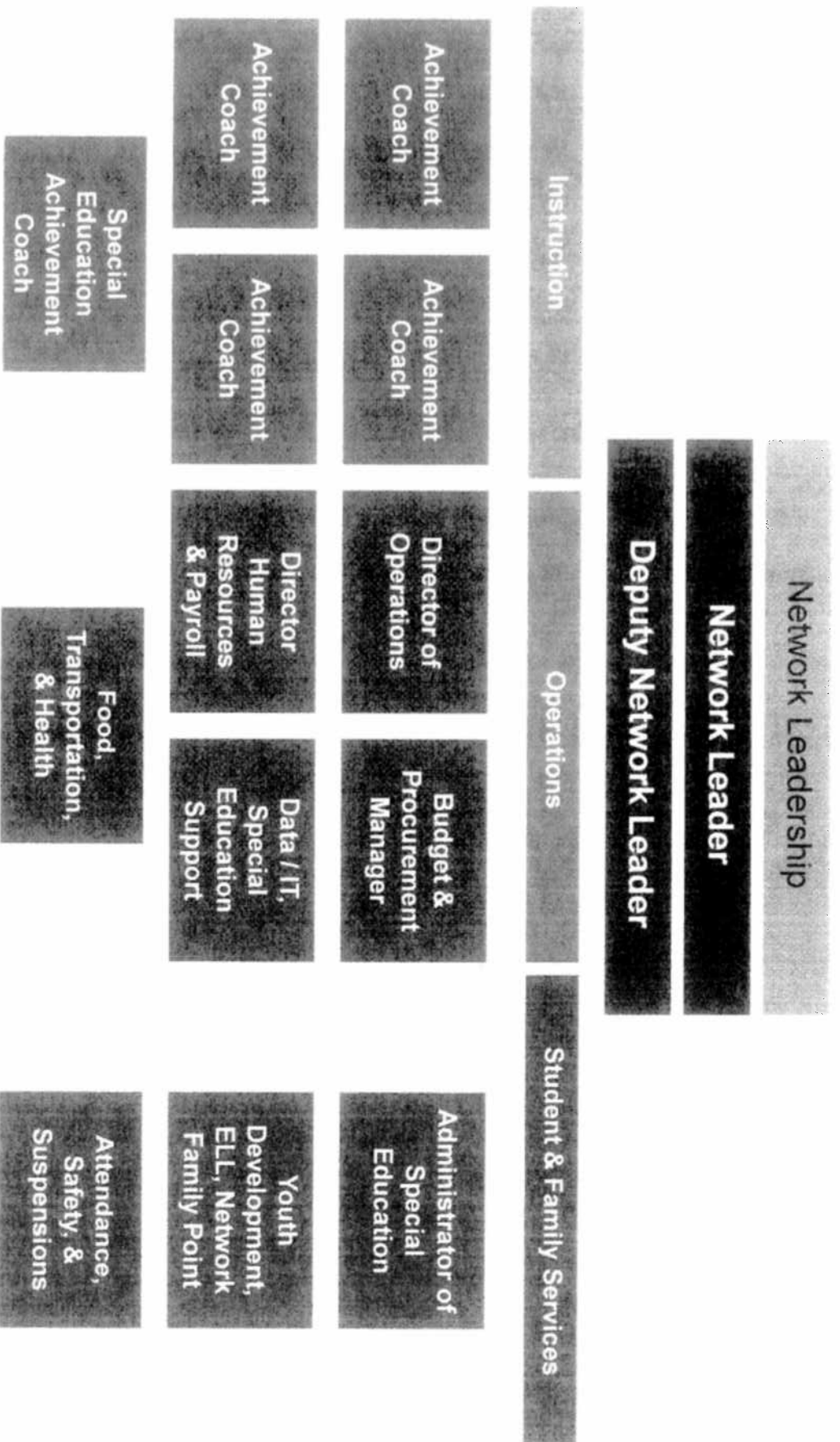
Spring 2012 - 2013 Network Directory

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

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



Department of
Education
Dennis M. Walcott, Chancellor

Note: not all networks are configured the same way.

iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Quality Review	<p>Schools that meet at least one of the following criteria will have a formal Quality Review during the 2012-13 school year:</p> <ul style="list-style-type: none"> • 2011-12 Quality Review of Underdeveloped • 2011-12 Progress Report of F, D, or ***third C or below in a row (09-10, 10-11, and 11-12) • Schools who participated in a Developing Quality Review (DQR) in 2011-12 • Schools in the 10th percentile or below of the Progress Report scores • Schools in their 3rd year of existence (that did not have a formal Quality Review in 2011-12) • All schools that have not had a review since 2008-09 (that do not qualify for a peer review) • Schools that were proposed for closure as part of the Turnaround process and who did not receive a QR in 2011-12 • A portion of schools chosen from a lottery, within districts, that have not had a review since 2009-10 (and that do not qualify for a peer review); those schools in the lottery that do not receive a review this year will receive one in 2013-14. 	<p>Chief Academic Officer and Senior Deputy Chancellor, Shael Suransky</p> <p>Division of Academics, Performance, and Support; Academics; Office of School Quality</p>
Progress Report	<p>Fall, For each school annually</p>	<p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support; Office of Performance</p>
Principal Performance Review	<p>Goals and Objectives: A minimum of four and a maximum of five goals and objectives are due October 15, 2012. The school leader has an opportunity to revise the goals and objectives through November 30, 2012. The superintendent will provide initial feedback by November 15.</p> <p>Mid-Year Summary: On January 31, 2013, the school leader's mid-year summary is due to his/her superintendent.</p> <p>End-of-Year Summary: On June 28, 2013, the school leader's final summary is due to his/her superintendent.</p> <p>Final Rating: The annual PPR will be completed immediately after issuance of the previous year's Progress Report results.</p> <p>We are currently in arbitration regarding our annual performance process for school leaders.</p>	<p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support; Office of Superintendents</p>

<p>Struggling Schools Review Process</p>	<p>Consultation with stakeholders: October-November 2012</p> <p>Notification of staff, parents, and community: January-March 2013</p> <p>Enrollment/Transfer Process: March-September 2013</p> <p>Staffing Reassignments: Summer 2013</p> <p>District Support: September 2013 and ongoing</p>	<p>Senior Deputy Chancellor Marc Sternberg</p> <p>Division of Portfolio Planning; Office of Portfolio Management</p> <p>&</p> <p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support</p>
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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 school community collaborated to revise our vision and mission statements in the 2012-13 school year. The most current drafts are below.

Vision Statement: Juan Morel Campos Secondary School is a nurturing and inclusive community where students will grow, explore and discover talents and strengths to enrich their lives.

Mission Statement: As a community we are committed to ensuring that all students enrich their lives by:

- Practicing structured assessment, planning, and feedback cycles,
- Providing targeted developmental supports and interventions,
- Developing creative and intellectual talents,
- Offering visual and performing arts programs,
- Celebrating diversity, growth, and progress,
- Collaborating with parents and students to provide opportunities for individualized learning, and,
- Pursuing mentorship and leadership experiences.

These two statements summarize the core beliefs and practices at Juan Morel Campos Secondary School (JMCSS) which will guide our school community to achieve deep transformation under SIG. Our primary goal for the next three years is to improve school tone and culture for students, families, and staff so that JMCSS is a place where all stakeholders are engaged and experience profound growth, development, and sense of purpose. In order to achieve this goal our school community will focus on improving academic, professional, and social outcomes students, while also improving teacher and family preparation and abilities to lead this change for students. Ultimately, the school will become a more valuable asset to the community, a more desirable school choice for future prospective students and families, and a desirable place for teachers to grow as education professionals. Key indicators of improved school culture and tone are improved student achievement levels and social-emotional outcomes. Thus, in addition to improving the overall school culture and tone for all stakeholders, SIG will specifically support the school's efforts to improve achievement, social, and emotional growth and outcomes for all students.

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

In the next three years the school will realize our vision and mission by shifting practice towards a more strengths-based, proactive, collaborative, and growth-oriented model for student and staff development. In addition to ensuring rigorous instruction in core classes, Juan Morel Campos Secondary School has long believed in the important connection that the arts and social-emotional supports have to academic success. Because the school supports a needy population of students, with high concentrations of English Language Learners (ELLs) and students with disabilities (SWDs), thinking outside of the traditional model of education is necessary. Currently, there are effective practices that must be expanded or continued, and there are also

new initiatives that must be set in place to address additional student, family, and staff needs. It is imperative that the school community transforms its beliefs and practices to support academic success and social-emotional well-being for students while also building staff and family capacities to sustain these initiatives and gains beyond SIG. The SIG plan will include partnerships and initiatives that will support more engaging curriculum design, improve social-emotional support and responsiveness to student needs, increase family and parent engagement with students and the school community, and increase teacher effectiveness to positively impact student achievement levels.

SIG will support plans to increase staff capacity to design engaging curriculum. Coaching and professional development opportunities will be offered to staff members in key instructional areas, especially the support of ELL and SWD sub-groups which are both large. Partnerships with organizations that specialize in building teacher capacity to design and implement engaging instruction will specifically target math, literacy, technology integration, special education, and English language learner instruction. The latter two student groups have historically underperformed at the school. SIG and these partnerships will allow teachers to build skills to better support these student sub-groups, while literacy and math support will help all teachers to align curriculum and instruction to the rigor of the Common Core State Standards (CCSS). SIG will provide for partnerships that improve both instruction for all students and targeted sub-groups.

Editure is an organization that provides schools with expert coaches in literacy, math, and technology. These coaches make regularly scheduled visits to the school to support teacher growth individually and in group settings. This organization will align its work to the goals and initiatives of the school. Editure will offer teachers guidance in literacy instruction, support for math teachers, and support for all teachers in the use and effective implementation of classroom technologies. Editure's coaches will target a wide swath of the teaching faculty, while additional partnerships will target improved instruction for specific sub-groups of students. A partnership with the Danielson Group, LLC will support teacher growth and effectiveness in all instructional areas, while also preparing teachers for the new teacher evaluation system. The Danielson Group will offer teachers and school leaders with a series of workshops that will help them better understand and align their school wide instructional approaches to the *Framework for Effective Teaching*.

Ramapo for Children is an organization that provides schools with coaches and staff development in supporting students with disabilities. Ramapo aims to support schools' efforts to manage student behaviors and keep students in classroom settings where they can continue learning. Ramapo's coaches will improve teachers' abilities to manage student behavior and keep students in learning environments, rather than removing them. While Ramapo for Children will build teacher capacity to support students with disabilities, the Center for Applied Linguistics (CAL) will increase teacher capacity to move achievement for English language learners. CAL provides schools with a series of professional development sessions aimed at improving instruction and achievement outcomes for English language learners. These full-day workshops will target teachers who work closely and frequently with ELLs and are responsible for their growth.

To better meet student and families social-emotional needs a standing partnership with the Puerto Rican Family Institute (PRFI) will be solidified and expanded. PRFI is a neighborhood based mental health and family support organization. PRFI offers counseling and social supports to at-risk families and youth, and typically serves students and families who have histories of hardship or crisis. PRFI's interventions and supports will prepare students and families for stability in academic settings. Additionally, work with Ramapo for Children will build teacher capacity to support social-emotional needs in the classroom setting. Ramapo's work will increase the levels of proactive response and support for students while PRFI will work with community members who are already in crisis. Together, these partners can help to build a school culture that is better prepared to cope with the recurring needs of families living in poverty. NYC Outward Bound is an organization that provides staff and students with team building experiences. The workshops, outings, and in-class team building activities offered by Outward Bound will improve school culture and tone by increasing student and staff capacity to problem solve and practice core character traits and values that will support success in academic and social settings. Outward Bound's facilitators will engage all participants in reflective activities that support the development of core habits and values for leadership, teamwork, and resilience as members of the school community.

SIG will provide the opportunity to better engage families and parents in the school community and their children's learning experience. As mentioned above, PRFI will increase our families' abilities to cope with and manage stress, hardship, and crisis. A partnership with BRIC Rotunda will offer parents arts-based workshops and learning experiences which will better prepare them to support student self-expression. BRIC is a Brooklyn-based arts institution that does extensive work with schools. BRIC provides resident artists who collaborate with teachers and students to integrate visual and digital arts into content area studies. Additionally, BRIC coaches provide all teachers with professional development about the effective integration of visual and digital arts into classroom instruction as alternative pathways to mastery and understanding. Additionally, SIG will support the school as it offers parents workshops for English-language acquisition and increased technological proficiency. All of these opportunities will better equip families to engage with the school community to support, facilitate, and reinforce student learning.

A continued partnership with iLearn, a New York City Department of Education technology program, will provide students and teachers with alternative paths to achievement and proficiency. Many of the iLearn products will help teachers to design blended learning opportunities. APEX will provide students with the opportunity to earn credits online while also taking classroom based courses. Again, a partnership with Editure will support teachers as they incorporate more technology-based learning experiences into their planning so instruction appeals to and engages more learners. Engagement and opportunity offered by these three partnerships will improve student achievement levels, specifically credit accumulation and four-year graduation rates.

A partnership will be established with Eskolta, LLC to work with key staff members to ensure that new and effective initiatives are followed through to completion. Eskolta is a consulting firm that works primarily with schools. Consultants work closely with school leadership and key staff members to identify effective initiatives that will support improved school culture and student learning outcomes. Eskolta's consultants will co-facilitate with school leaders to

identify, plan, assess, and revise major school-wide initiatives aimed at improving school tone and culture for all stakeholders.

These partnerships and initiatives will prepare teachers with strategies and capacities to design more engaging instruction, to better support ELLs and SWDs, and to support social-emotional development. Additionally, families will experience more opportunities to learn about ways to support themselves, their students, and to engage with the school community in a meaningful way. In conclusion, SIG will make us equipped to achieve our goals and increase student achievement by supporting the development of teacher capacity, increasing opportunities and alternative pathways for students to participate in learning, and offering families opportunities and supports for engaging with the school community and student learning.

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

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

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

The needs of students and families at Juan Morel Campos Secondary School are many and concentrated. Juan Morel Campos Secondary School serves 800 students and qualifies for Universal free/reduced price lunch, an indicator of high poverty levels in our community. Additionally, every year between 25-30% of the school's population is comprised of English Language Learners (ELLs) and students with disabilities (SWDs), each. Because the school is barrier-free, the needs of SWDs are vast and range from 35 students in a bilingual Yiddish program with severe developmental and intellectual disabilities who qualify for alternate assessment (NYSAA), to students receiving related services for counseling, psychology, physical therapy, etc. Each year, more than 220 students in the building are SWDs and qualify for some level of special education services.

In addition to the needs of our SWDs the school is also home to more than 225 students who are ELLs and require additional language instruction to become English proficient. Many of these students are the children of recent immigrants and live in poverty, as indicated by the school's Universal free lunch status. Additionally, 97% of our students are Black or Hispanic, traditionally underrepresented populations in colleges and universities. Those students who do attend college are typically first-generation college goers. Defining and achieving success for both of these populations requires additional, targeted support. Meeting common expectations for credit accumulation, social-emotional development, college readiness, attendance, and graduation rates are all extra challenging because of the concentrated and layered needs that so many of our students present. ELLs who are recent immigrants struggle to pass literacy-based Regents exams and accumulate credits at the rates expected of native speakers; SWDs with intellectual or physical disabilities also struggle with traditional standardized expectations and assessments. Recently, the school's four-year graduation rate has been below 60%, and few of the four-year graduates are ELLs or SWDs. The school has also battled low student attendance, high suspension rates, and low parent involvement in recent years. Monthly PTA meetings are only sparsely attended, with an average of 6 participants. Participation at parent-teacher conferences wavers between 35-55 percent. The school logged over 250 student suspensions in

the 2011-12 school year, while average student daily attendance dipped below 80%. There is an incredible amount of input required to provide all of our students with the opportunity to achieve traditional, standardized, and system-wide definitions and measures of success.

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

The only reviews of this school have been conducted by the New York City Department of Education as Quality Reviews in each of the last three school years. The school's ratings have been "Proficient", "Proficient", and "Underdeveloped" moving from most recent (2011-12) to distant (2009-10) review.

iv. Results from systematic school review

Recent New York City Quality Reviews have highlighted the former school leader's clarity of vision and expectations. However, the reviews also reiterated the lack of a systemic impact of that vision. As noted in one Quality Review:

"The school makes efforts to build leadership capacity through grade team leaders, inquiry team leaders and professional development led by principal, assistant principal, AUSSIE consultants and teachers as well as through the network ... However, there is not abundant evidence that efforts to further develop leadership is part of a purposeful plan, thus the development of effective key leaders in the school is currently limited," (2011-12 Quality Review, p. 6)

This feedback is consistent with previous reviews and highlights the importance of building deliberate systems to develop leadership and teacher effectiveness throughout the school community. When implemented, this recommendation would help to improve the professional culture in the building by both empowering teachers as leaders and improving their capacity to lead and teach. When teachers are leading initiatives that are also focused on goals of the wider school community, the connection between teacher leadership and student achievement gains will become more readily visible.

In practice, this clarity of purpose and practice on the part of the school's leader should also improve the staff's sense of vision and mission. Reviewers have noted that there are numerous systems in place to collect information and data, but few well-established systems exist to analyze and act on that information. As one reviewer noted:

"An abundance of summative data, including course grades, State assessments, attendance and suspension data, facilitates the identification of a clear overview of the school's strengths and needs. This analysis revealed the need for a focus on high leverage standards across the content areas," (2011-12 Quality Review, p. 3).

Furthermore, the reviewer recommends that the school's teachers,

"Refine the use of the school's common grading policies and tools to capture meaningful diagnostic feedback from carefully crafted rubrics...to best capture meaningful student

performance trends that will inform instruction and curriculum across the school is limited,” (2011-12 Quality Review, pp. 6-7).

This feedback reveals that the school’s leadership and teachers need to focus their assessment efforts on thoughtful data cycles to inform instruction and impact student achievement. The collection of summative data alone is not a worthwhile endeavor. Professional development must be offered to embed responsive data analysis cycles in instructional planning cycles throughout the building. Furthermore, teachers need support to identify and implement new, more effective instructional practices. This will require a professional environment that is safe and supportive of coaching and risk-taking. Clearly, teachers are aware of the importance of data collection, however, they are not yet equipped with the strategies and practices to make impactful use of that same information. In multiple reviews, reviewers have cited this gap between teachers’ expressed beliefs and observations of teacher practices.

When describing the instructional practices of teachers throughout the building, one reviewer describes that, “Teachers have clearly discussed a school-wide belief system, however evidence across classrooms reveals a disconnect between the agreed beliefs and systemic practice,” (2011-12 Quality Review, p. 6).

To address this gap, the reviewer recommends that the school’s leadership create more systematic opportunities for teachers to examine the relationships among beliefs, practices, and outcomes. More specifically, “Expand professional development opportunities for teachers to discuss their practice, with dedicated focus on the link between teacher practice and student work, (4.3)” (2011-12 Quality Review, p. 6). Again, reviewers are highlighting the need for the school leader to deliberately design and implement school-wide structures that focus on student work, and that would have a more direct and connected impact on student learning and increased achievement levels.

Overall, the reviewers have recently noticed that the school needs to expend significant energy and focus on the alignment of professed beliefs and attitudes with practices and outcomes. This alignment will require both an identification of sub-groups and areas of need and opportunities to build teacher capacity to address those needs. Structures and opportunities for teacher growth and reflection must be put in place, as should opportunities for the growth of effective, systemic initiatives. Other indicators of achievement and impact, like the Progress Report and Learning Environment Survey, suggest that the school’s students do not feel adequately challenged or safe in the school environment. Additionally, reviewers have recommended a more thorough effort to include parents in decision making procedures. All of these observations and needs relate to the need to improve the overall school environment and culture for all stakeholders. Leaders need to better align beliefs to structures and systems; teachers need more support and space to align instruction to professed beliefs and student data; and, students need to experience a learning environment and academic culture that supports their capacity and ensures clarity of purpose for key areas of growth.

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

As reviewers have highlighted, the school must focus on the alignment of vision and practice. This is true for stakeholders at all levels of the organization. The plan for SIG would include a

myriad of initiatives, partnerships, and resources to support stakeholders in the many stages of deep transformation for the school community. The SIG plan for transformation is grounded in the need to better align the supports for all stakeholders to ensure a purposeful and deliberate impact on student achievement. Early initiatives of the SIG plan will focus the school community's attention on needs assessment and gap-analysis. Where needs are recognized, school leaders will assess to what degree our stated beliefs become action. Where significant gaps exist between belief and action, professional development, resources, and attention will be provided to close the gap. Funds from the SIG will be allocated to support leaders as they develop and monitor systems to improve teacher abilities to realize their beliefs about learning in practice, to institute systems of data analysis and use throughout the school community, to provide staff and students with supports and partnerships in areas of need that currently lack capacity or initiative (professional, academic, and social-emotional), and to build additional opportunities for all stakeholders to participate in and succeed as members of this school community.

C. School Model and Rationale

i. Model rationale and key school design elements.

The school was selected for the Transformation model based on improvement practices already in place or planned that aligned with the federal principles for school turnaround. By rapidly strengthening the supports available to the school, the Transformation model will allow the school to move toward a stronger culture of teaching and learning.

In order to improve achievement and social-emotional outcomes for students it is necessary for the school to support the growth of staff and family capacity to support increased student achievement levels and to offer students direct services and resources to supplement existing structures. The school has recently implemented an Expanded Learning Time model to provide students with additional direct instruction, and to engage them in the school community through instructionally aligned clubs and activities. When continued, these opportunities would improve student engagement levels and the overall school tone. The school has also funded an attendance outreach committee to make phone calls and mailings to families when students have attendance challenges. There has been an immediate impact on student daily attendance rates, which improved by 5% in two months, and punctuality for class as a result of this initiative. Additionally, parents are providing staff members with positive feedback and appreciation about the outreach efforts. Family workshops and events have received positive feedback as well. Funding has also been allocated to increase time for teacher collaboration and to ensure coaching and structured professional development time for staff members in key instructional and social-emotional development areas. Coaches and professional development hours are being used to better align curriculum to the CCSS, to align curriculum to instructional practices, and to ensure the system-wide sharing of effective practices. Partnerships with the College Bound Initiative (CBI) and community arts partners (BRIC Rotunda and NURTUREart) have begun to integrate the arts and college readiness activities in classroom experiences. With funding, these initiatives could expand in breadth and impact. In addition to these practices which are proven to work and need to be continued, there are areas of need that reviewers and the new leader have identified which need new initiatives and focus from the school community.

Feedback from staff and students, coupled with observations from reviewers, highlights the need for a more comprehensive approach to proactive social-emotional development. Achievement data reveals lagging results for ELLs and SWDs. Teachers have been criticized for the disconnect between belief and practice. Active family engagement levels are low. With SIG, the school would partner with Eskolta, LLC to identify ways to empower staff and students in sustaining a positive school culture. Additionally, coaching for staff members about effective instruction for ELLs and SWDs would be provided by Ramapo for Children and the Center for Applied Linguistics, Inc. to improve graduation and credit accumulation rates for both groups. Currently, staff and students do not feel strongly connected to decision-making structures in the school, Eskolta, LLC would help give more ownership of school culture to both groups and distribute leadership throughout the school. BRIC Rotunda and Learning Leaders would offer families opportunities to build artistic and/or leadership skills as partners in classrooms. With more community members involved in decision-making and youth development during the school day, more students will be better supported to achieve at higher levels.

The SIG plan will change the school's approach to addressing student needs. The aforementioned partnerships supported by SIG will sustain school efforts to institute formalized structures and cycles for needs assessment, goal setting, action planning, capacity building, and outcome analysis. Coaches, consultants, and workshop leaders from different partnership organizations listed above will support each of these initiatives. This shift in practice will challenge stakeholders because it will challenge and change established beliefs, traditions, and practices. However, SIG will provide the support, safety, and structure for teachers and staff to reflect and make informed decisions about effective practices and initiatives for the future.

ii. Process for model selection and stakeholder engagement.

A dedicated cross-divisional work group is in place to recommend whole school reform models for the NYCDOE's 122 Priority Schools. The work group met weekly beginning in September 2013 to review school data points and alignment to one of the three intervention options: the School Improvement Grant plan, School Innovation Fund plan, or School Comprehensive Education Plan (SCEP) crosswalk. In early 2013, the work group began to focus specifically on examining candidates for the Transformation model. The group also consulted with the Clusters and Networks for feedback on any early wins or progress seen from supports already provided, or discussions they have had with principals. Schools that did not yet have the capacity or momentum to drive change under the model were removed from consideration. The group also removed schools that are already making huge strides in improving student outcomes and did not necessarily need the model to further enhance its efforts. Once the work group solidified its list of schools proposed for Transformation in April 2013, schools were officially notified about their eligibility to apply for the Transformation model and began working on their applications in late April. Information on stakeholder consultation and collaboration for the plan development is described in Section G. of the District-level plan and Section J. in the School-level plan.

D. School Leadership

i. Characteristics and core competencies sought for school principal

A principal must be an instructional leader, a deeply thoughtful individual who has the highest expectations for young people and a hard-working and dedicated educator. He/she possesses the intellectual, professional and personal qualities that are essential to school leadership and to the improvement of student outcomes.

A principal must know how to get it done in the classroom. Ideally, a principal will have previous experience teaching in struggling schools, and experience with implementing an Advanced Placement curriculum, with rigor and student support using a scaffolding approach. A principal should have previous experience serving as a Lab Site Inter-visitation site where other teachers visit and learned from his/her work.

A good principal knows how to work with others and inspire them. He/she must be always been a consensus builder and informal leader. He/she must be well respected, consistent and lead by example. He/she is always willing to give feedback to his teachers and is fully present at Inquiry, departmental and school events and meetings. He/she works hard, and is consistently open and honest. A good principal is very thoughtful and has looked at the struggles of his/her school, and its students, from multiple perspectives in an attempt to solve the problems which he/she can and to increase student achievement across the board.

An ideal school leader loves kids and has the highest expectations for each and every one of them. He/she settles for nothing less than their best in themselves and staff. He/she looks for programs and school wide solutions that address root causes for students that fall short, but never compromises his expectations for them. In both behavior and academic performance, an ideal leader addresses students with respect and consistency, with the ability to put place multiple systems to support them.

ii. Principal’s biography

Eric Fraser has been the Principal of Juan Morel Campos Secondary School (14K071) since September, 2012. Prior to that, Eric served as the Assistant Principal at the school for one year. Prior to that, Eric was an English teacher at Freedom Academy High School (13K509) for six years. Eric is a graduate of New York University. He earned his Master’s degree from Pace University. He earned his Leadership certification and a second Master’s from Teachers College, Columbia University and its famous Summer Principals Academy program. Eric was chosen as the Principal of Campos (14K071) by Superintendent Karen Watts and Network Leader Kathy Pelles because he was the Assistant Principal at the school and had begun to implement powerful changes in the English Department which he supervised. He is well respected by staff and a thoughtful instructional leader. He has served struggling students in neighborhood schools his entire professional career. He has been a teacher leader, a Lab Site teacher and a Department Chair in a low performing school. His improvement initiatives at Campos are listed below.

Principal Fraser’s Impact at 14K071

SWGs	New/Expanded Initiative	Current Status	Next Steps
1, 2, 4, & 5	a. Teacher advocates for at-	a. 30 students are matched to a staff member.	a. Advocates are supporting and encouraging student

	risk seniors and 8 th graders.		progress towards graduation.
1, 2, 3, & 4	b. Expanded Learning Time (ELT)	b. 1.75 hours of enrichment and instruction after school on Tuesdays and Thursdays.	b. Expand ELT program under SIG.
1 & 2	c. Credit accumulation tracking and intervention with Excel workbooks.	c. Teachers are monitoring and acting on credit accumulation projections after each marking period.	c. N/A
1, 2, & 3	d. Grade & inquiry teams focus on at-risk students and practicing data driven instruction.	d. Teams are sharing best practices and providing feedback on instructional planning for colleagues weekly.	d. The principal pushed for an SBO which was approved and will provide for 3 50-minute sessions of tutoring, with one committed to Inquiry.
1, 2, & 3	e. APEX for credit recovery.	e. 100 licenses are in use to help students stay on track for 4-year graduation.	e. SIG will support a continued partnership with APEX.
1, 2, 4, & 5	f. iMentor for 10 th & 11 th graders	f. 180 students are matched to mentors who support and encourage college and career readiness.	f. Sustain relationship with iMentor and track college readiness and enrollment for involved students.
3, 4, & 5	g. Expansion of College Bound Initiative (CBI) counselor's role.	g. All students now have access to counselor and initiatives. 1 st annual College Awareness Week complete; first college readiness trip to Fordham University complete for 6 th and 7 th graders. 1 st annual Career Awareness week complete.	g. An early college awareness curriculum will be integrated in all grade levels this spring and continue next year.
3 & 4	h. Engrade in all classrooms.	h. Engrade usage has expanded to all classrooms. Parents were provided with a workshop at Parent-teacher conferences.	h. Regular updating of grades and increased opportunities to monitor progress for students.
All	i. iLearn school	i. Expansion of APEX and blended learning tools like AVENTA. Funding was leveraged to expand access to technology in classrooms including ACTIV Boards,	i. SIG will support the continued expansion of these resources and PD for teachers to effectively incorporate them into instruction.

		ELMO projectors, a laptop cart, and new desktop computers	
All	j. Increased student access to college preparatory courses.	j. AP courses will increase from 1 to 5 in the next year and CUNY At Home courses have double. Three additional teachers will receive training by the end of June.	j. 8 th grade students will have the opportunity to take 1 or 2 Regents courses next year.
1, 2, 3, & 4	k. Pursuit of 21 st Century grant.	k. Application in progress with District 14 grant writer.	k. Use of funds for ELT and expanded arts integration.
All	l. Team teaching & differentiating for ELLs and SWDs.	l. Teaming was expanded this year. PD was provided to support all teachers as effective team teachers.	l. SIG will provide for supplemental teaching positions to expand teaming opportunities.
All	m. Attendance team	m. Revised attendance recording and intervention systems. Outreach improved attendance by 5%.	m. SIG will provide for a full time school aide to conduct ongoing attendance outreach.
3 & 4	n. PBIS, year 3	n. Suspension rates have dropped. Superintendent suspensions by 54%, principal suspensions by 37%.	n. Survey feedback of staff and students of PBIS' impact.
3 & 4	o. Expanded role of arts partners (BRIC, NURTUREart, and Arts Achieve).	o. Arts partners are impacting 100% more students than in the past.	o. SIG will increase the breadth of arts partners' work. Additionally, they will impact parent involvement.

See Attachment K for Principal Resume

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

The school will use the expertise and capacities of three assistant principals to support sound implementation of the SIG plan to ensure positive achievement outcomes for students and other stakeholders. Assistant principals will be assigned to supervise and support different initiatives throughout the school based on their strengths and interests. One assistant principal will be committed to the social-emotional development initiatives and two others will be committed to improving instructional practice and the alignment of beliefs and practice. Assistant principals will be responsible for collaborating with partners to manage a succinct mission and vision for the staff members they supervise. All assistant principals are expected to be data-driven, attentive to the school's vision and mission, and motivated by the belief that all students can and will learn at high levels. Assistant principals in this school are responsible to actively supervise the staff members in their departments and areas of expertise.

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

Currently, the school is formally led by one principal and three assistant principals. These four leaders share responsibility for instructional and operational supervision. Also active in the school are grade team leaders, Inquiry team leaders, a School Leadership Team, CCSS Instructional Leads, special education point people, an ELL point person, the UFT chapter chair and paraprofessional representative, a Parent Coordinator and PTA president, and a data specialist. Each of these individuals or groups of stakeholders has regularly scheduled meetings with the school leader and/or leadership team. Much of the leader's work during the 2012-13 school year has focused on building the capacity of each of these teams, or individuals, to assess needs, action plan, assess outcomes, and revise or grow initiatives. Coaching has taken place for people in leadership roles and the leader has also facilitated meetings with a focus on creating action plans. For some of these staff members, leadership and targeted action planning are new skills.

Each leader, or leadership team, has been responsible for defining their role, setting goals, creating and fulfilling action plans, and reflecting on their process and leadership efficacy. Including key stakeholders in vision and mission building exercises is an example of how the school leader shares ownership and responsibility for school wide initiatives. The leader believes in horizontal sharing of responsibility when attending team meetings. This reflects a conscious attempt to truly distribute leadership, empower stakeholders, and more widely share visioning and action planning among staff members. In the past, staff members have expressed frustration that despite being assigned to leadership positions, their recommendations and ideas were not always enacted or supported by the school leader. Thus a more traditional "top-down" approach is expected by some staff members and has led to some complacency. The new leader's belief in distributing leadership and decision-making power will require careful monitoring and follow-up with other leaders in the school. While key school leaders, from APs to more informal leaders, are excited to take on impactful leadership roles, professional development and supports will be necessary to build capacities to identify needs, create action plans, and see plans through to their effective conclusion. Traditional methods of leadership, instruction, and support for students will be modified by SIG when additional coaches and professional development are offered to help leaders arrive at and implement more effective methods of instruction and social-emotional support.

Working closely with the DOE's existing Cluster and Network Teams that support all schools, the School Implementation Manager serves as the project manager ensuring that schools and networks receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Currently, the school's staff is comprised largely of teachers with more than five years of experience in the classroom. Because of the neediness of the student population, there are large numbers of support staff such as paraprofessionals, related service providers, ESL and special education teachers, and school counselors. All teachers are highly qualified for their teaching assignments, meaning they are certified in their area of instruction. The school is working to expand the co-teaching model to impact more SWDs and ELLs in content area classrooms. Previously, much of the instruction for SWDs and ELLs was conducted in isolated settings. There has been an effort this year, one that will continue moving forward, to blend learning and teaching for ELLs and SWDs. Co-teaching has been setup whenever possible to improve alignment of supports with standardized expectations for both sub-groups of students. The effectiveness of the co-teaching model will require continued support and professional development as effective practices and protocols take root throughout the school. In addition to growing and grooming the co-teaching model, there is a need to further align actual instruction with written, CCSS-aligned maps and plans.

Teachers have received considerable professional development and time to align their teaching plans to the CCSS and Charlotte Danielson's *Framework for Effective Teaching*; however, actual implementation is an area of needed growth. SIG would provide additional opportunities for staff development, reflection, and planning for effective instructional design and teaching. This support would improve both the effectiveness of teaching and its impact on student achievement levels for students throughout the school. Another area of need for development is in the area of social-emotional supports and responsiveness in classrooms. Additional support to better respond to social-emotional and academic needs in all classrooms would be provided by SIG.

Recent funding cuts have removed effective programs from the school community. SIG would allow the school to hire teachers for career and technology training, full-time chorus and theater teachers, and foreign language courses. These courses would diversify our course offerings and further engage students in the school community. Additionally, SIG would make possible an increase in the number of personnel committed to social-emotional and behavioral development and support. Additional counselors and social workers would be hired to increase opportunities for proactive interventions and mediation as pre-punitive interventions. In conclusion, continuing to support the co-teaching model, introducing additional courses to engage students, and improving social-emotional support capacity throughout the staff would all contribute to a more effective and appropriate instructional model for students.

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

Specifically, the school anticipates hiring two foreign language teachers to create a vertical instructional plan for foreign language acquisition and mastery that spans the middle and high school years. Additionally the school will hire a technology specialist to support students' technological proficiency early in their junior high school years, again, as a way to build a more comprehensive plan for technological learning opportunities. To improve arts integration, the school plans to hire a full-time chorus teacher and a theater teacher for the talent department. These supplemental positions provide students with alternative pathways for expressing content understanding and mastery and are crucial for an engaging and enriching school tone and culture for students.

In addition to helping middle school students meet State crediting requirements for middle school education, foreign language teachers will be expected to support and enhance literacy instruction. Because so many students in our school speak Spanish as a native language, we expect that our foreign language instructors will value the connection between native and foreign language literacy skills. Spanish as a foreign language will support English language proficiency and literacy levels throughout our school community. We expect that our new foreign language teachers will work to find parallels to the English language to solidify literacy in both languages.

The new technology teacher will be expected to have proficiency with basic word processing and source integrity analysis. To be prepared for college and careers in the 21st century, it is imperative that our students are prepared to effectively select reliable sources in a world with almost limitless information. Additionally, students will need the basic word processing skills to communicate professionally, efficiently, and clearly as they grow older. Adding a technology teacher will allow us to build a cohesive middle and high school experience for our students to ensure that all are provided with the basic word processing and source selection skills required for success in college and careers.

We also expect that the chorus and theater teachers hired will work to align their content to content area topics. Our arts department is already adept and eager to reinforce content area learning, thus, we expect that new members of the talent community will share the passion and practice of aligning instruction to core academic learning. Additionally, we expect that our talent teachers will understand their position and courses as a place where students can find an alternative opportunity to belong and build self-confidence in the school community. Thus, talent teachers must be sensitive to students' social-emotional developmental needs.

The professional development and teacher growth that will occur under the SIG plan will ensure that more key staff members are prepared for impactful and effective leadership. Partnerships and professional development will develop leadership skills in the areas of ELL and SWD support and instruction, literacy instruction, and math instruction. Additionally, the consultants and coaches provided by these organizations will have an impact on daily lesson design and efficacy throughout the school community. As our consultants and teacher leaders grow their skills and focus attention on student achievement and social-emotional development under SIG, we can expect outcomes in both areas to increase dramatically. Not only will leadership be distributed more widely throughout the school community, SIG plans will ensure that the leadership is effective and impactful.

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

Early in the school year, details of the SIG plan will be shared with cabinet members and school staff and teaching faculty during the initial faculty conference days in September. Additionally, the SLT and PTA will be made aware of the plan and its implications for staff and students during initial meetings in September and October of 2013. Summaries of key components of the plan will be distributed and discussed at each meeting. New employees who are funded with SIG monies will be informed of the plan and expectations during the hiring process. Additionally, new partners and coaches will be introduced at opening faculty conferences to clarify their role and begin setting goals with the staff members they will collaborate with during the school year.

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

A citywide “open market” staff hiring and transfer system is available every year from spring through summer that principals may use to identify school pedagogical staff seeking transfers as well as those who wish to specific vacancies or schools. Principals are thus able to recruit, screen, and select instructional staff new to their schools based on need. While principals have discretion over the schools’ budget and staffing decisions, one barrier that schools may face are hiring restrictions set by the district for certain subject areas, grade levels, and titles or licenses. Exceptions are given in certain cases based on critical needs such as for high-need subject areas and new schools. Schools are also supported by the human resources directors from their networks on budgeting, recruiting and hiring procedures. In addition, all principals have access to online human resources portal for up-to-date data and activities related to talent management. Similarly, resources are available to instructional staff on recruitment fairs, workshops, school vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

In addition to the formal hiring processes outlined by the New York City Department of Education, we invite all finalists for positions to interview with a group of their prospective peers before final assignment. This step is a way for the school community to rally around new hires and ensure alignment of vision and beliefs before hiring is finalized. Additionally, it includes teachers and other staff members in an important step during the hiring process, increasing their sense of empowerment.

F. Partnerships

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

Existing Partners

APEX Learning – APEX offers our students an alternative path to credit accumulation, and affords teachers the opportunity to create blended learning experiences for students. This will help to improve both student engagement and achievement.

BRIC Arts Media Brooklyn, INC. – BRIC has been a valuable partner for our talent teachers as they work to infuse the arts into content area studies. BRIC provides artists who work with our students to reinforce and affirm content area learning. This partnership will be invaluable to expand as we engage more students in content mastery.

Eskolta LLC – The school recently partnered with Eskolta in an effort to facilitate staff identification of areas for growth and attention. A continued partnership with Eskolta will ensure the effective facilitation and follow-up of staff driven initiatives throughout the school community.

Lenovo, Inc. – As the school expands the amount of resources available to students, Lenovo will be provide the infrastructure for technology courses, which, in turn will prepare students for 21st century learning and responsibilities.

New Partners

ACHIEVE 3000 – ACHIEVE 3000 provides students with online, supplemental literacy instruction. Since it is web-based, it can be accessed at home and in school, thereby extending learning opportunities outside of the classroom experience. This is imperative for students who are often years behind in literacy skills and need additional supports and time to catch up to grade level.

APPLE Computer, Inc. – Many of our students benefit from access to educational apps to support and differentiate instruction. Additionally, pilot programs in our arts classes are leveraging iPads to provide students with formative feedback. This method has proven manageable and effective for staff and students and more iPads would allow it to grow in impact.

Ramapo for Children, Inc. – Ramapo will present teachers with strategies for responding to and supporting the needs of students with disabilities in a classroom setting. This will support social-emotional well-being and improve overall school culture and tone.

NYC Outward Bound Center – This organization will provide students with critical social-emotional support. Outward Bound supports the development of self-awareness, team building, cooperation, leadership, and mindful risk-taking capacities in teachers and students. Additionally, they will provide students with opportunities for expeditionary learning.

Editure Technology Consultant – The school recently secured ACTIV Boards and other classroom technologies that have been lacking throughout the building. An Editure technology consultant/coach would provide ongoing professional development and support for teachers as they seek to gain proficiency with these technologies. In turn, this new expertise will enhance instruction and improve student engagement and achievement levels.

Editure Literacy Consultant – This partnership will support the development and refinement of our literacy curriculum. Additionally, this will ensure that literacy and the CCSS for literacy are infused throughout the school community. This partnership will be crucial for developing a sustainable and engaging curriculum and set of teaching strategies for literacy instruction in the school.

Editure Math Consultant - This partnership will support the development and refinement of our math curriculum. Additionally, this will ensure that math and the CCSS for math are infused throughout the school's science and math curricula. This partnership will be crucial for developing a sustainable and engaging curriculum and set of teaching strategies for mathematics instruction in the school.

Center for Applied Linguistics (CAL) – This partnership will support all teachers to better prepare ELLs for success and high achievement on standardized exams. Increased capacity for instructing and engaging ELLs is imperative for this school's future success. Staff members require increased skills and strategies for effective ELL support and instruction.

Puerto Rican Family Institute (PRFI) – PRFI will offer support and guidance for families and students experiencing hardship, struggle, or crisis. Counselors and social workers can intervene to help these stakeholders to cope and manage their challenges. This is imperative for ensuring that our families and students can participate safely in our school community and are ready to learn every day.

D2L, Pearson, and NBC (all iLearn) – These platforms and programs will offer more students access to online and blended learning modules utilizing the technological infrastructure secured with SIG.

Danielson Group – The Danielson Group can offer leadership teacher coaching around effective instruction. Leaders will grow their skills for providing meaningful feedback and teachers will receive support to ensure that they understand and are prepared for the new teacher evaluation system and the execution of effective instruction on a daily basis.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

iii. Partner Accountability

Key partners will each be held accountable for helping to achieve specific, measurable school goals. Each partner organization will have regularly scheduled meetings with the principal to set goals, determine benchmarks, and monitor progress. The purpose of these meetings will be to assess the impact of the partnership on student achievement levels, or other relevant school goals. Where partnerships are not yielding results, the partner, in collaboration with school leadership, will be required to modify and adjust plans or risk the termination of the contract and partnership.

Specifically, partners will keep logs of services that will be reviewed by school administrators on a periodic basis. The benchmarks for each group will be dependent on the types of services provided. Instructional coaches will be bound to student achievement and instructional effectiveness goals, student support partners will be linked with behavioral and social-emotional well-being assessments, and partners supporting parent engagement will be accountable for parent engagement and participation levels. In collaboration with administration, the partners will meet to analyze the impact of their work as it aligns to preset goals. The frequency of partner meetings will depend on how often the partner organizations are working with the school community. Partners who are in the school on a weekly basis will have monthly meetings with administration. Partners visiting less frequently will have quarterly meetings with administration. Partners who visit less than monthly will have phone conference prior to, and following, each of their visits to support the school community. Where progress is not clear, partners will be expected to revise their action plans and/or redefine benchmarks to improve outcomes in the future. Where partners are unable, or unwilling, to adjust their practice, the school administrators will determine whether or not the contract should be terminated and funding allocated to a new partner organization.

G. Organizational Plan

i. Organizational chart

See Attachment G

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

Each of the management and leadership teams, or individuals, identified in Attachment G has a regularly scheduled meeting with the school leader and their team members. Instructional coaches and the Supervisory Cabinet (assistant principals) have weekly meetings with the school

principal, typically for 60-120 minutes. Inquiry Team Leaders, Grade Team Leaders, the Parent Coordinator and PTA President, SLT meetings, PTA meetings and the UFT representatives all have regularly schedule monthly meetings with the principal that range from 60-120 minutes. Arts partners and other CBO representatives meet quarterly with the principal for 60-120 minutes. The purpose of each meeting, whether weekly or quarterly, is to provide these stakeholders with the opportunity to receive and share information and ideas that are crucial for impacting student achievement and the alignment of a school wide vision and purpose.

Meetings follow a general routine and process where action areas are identified, practices and needs are reviewed, recommendations for future actions are shared, and responsibilities and duties are assigned with timelines. Each of these intermediary leaders is responsible both to communicate the needs and ideas of those they represent and to “turnkey” information, expectations, and needs to those same staff members. When appropriate, each of these groups will explore student achievement, behavioral, or fiscal data with the school leader to devise action plans and make recommendations. The data examined in these meetings leads to conclusions about instructional expectations, approaches to managing school climate and student behavior, or the allocation of financial resources that are then rolled out with the entire staff during team, department, and/or faculty meetings.

iii. Annual professional performance review (APPR) process

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

Beginning in the 2013-14 school year, teachers will select from one of two options during the Initial Planning Conference, to take place by no later than the last Friday in October: Option 1) 1 formal observation and a minimum of 3 informal observations or Option 2) A minimum of 6 informal observations. The formal observation will have a pre-observation conference where the teacher can provide up to 2 artifacts and/or a pre-observation conference form. The observation will be a full period and the teacher will be rated on the Danielson rubric. A post observation conference will be held within 20 days and a post observation report will be provided to the teacher and put into the file. Informal observations will be unannounced and a minimum of 15 minutes. Feedback will be provided after informal observations in person or using some other form of communication. A pre and post observation conference is not required, but a post observation report will be provided to the teacher and filed within 90 school days of the observation.

A summative End of Year Conference will take place between the last Friday in April and the first Friday in June. Teachers can provide artifacts for review/discussion at the Conference. Artifacts must be submitted no later than the last Friday in April. If the Principal needs more artifacts to rate a component, they must request them of the teacher. If the teacher does not

provide, they will be scored as Ineffective (1) on that component. Teachers will be provided with forms including rubrics with evidence statements.

In addition to conducting observations, the administrators conduct periodic Learning Walks to calibrate their interpretation of new components as feedback topics shift during the school year. Aggregate and disaggregated data about teacher performance using the *Framework* is used to design full staff, sub-group, and individual professional development opportunities.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment Z. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year Conference will occur by June 27. Measures of Teacher Practice will occur between the Initial Planning Conference and the first Friday in June. Our school will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to attachment Z for further detail. As discussed in section iii, we will implement the NYCDOE’s newly approved APPR plan for teachers beginning in the 2013-2014 school year. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education’s determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

Our school’s tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment Z. Final schedule will depend on teacher Initial Planning Conference.

Month	Actions
August 2013	<ul style="list-style-type: none"> - Review 2012-13 teacher effectiveness data to set initial goals and focus components for growth (school-wide, sub-groups, and individual teachers) - Schedule initial Learning Walks for September - Identify formal observation expectations and protocol
September	<ul style="list-style-type: none"> - Conduct Learning Walks to calibrate understanding of components for school wide focus - Set formal observation expectations at initial faculty conference - Meet with all teachers to review 2012-13 feedback and set individual goals aligned to <i>Framework</i>. Record goals. - Administrators begin individual informal observations and feedback sessions. (1 per teacher) - Administrators commence formal observations (1st round)
October	<ul style="list-style-type: none"> - Administrators conclude first informal observation cycle and set components for second round. - Round 1 data reviewed for PD scheduling. - Administrators conduct Learning Walks for round 2 components for informal feedback and calibrate interpretation of rubric. - Administrators continue formal observations (1st round)

November	<ul style="list-style-type: none"> - Round 2 of informal observations continues. - Administrators continue formal observations (1st round)
December	<ul style="list-style-type: none"> - Round 2 data reviewed for PD scheduling and recommendations. - Round 3 of informal observations begins. Calibration using Learning Walks begins process as described above. - Administrators continue formal observations (1st round)
January 2014	<ul style="list-style-type: none"> - Round 3 of informal observations concludes. - Mid-year check-in with teachers. Action plans for growth recorded. - PD plan updates for Spring based on teacher performance data. - Administrators conclude formal observations (1st round)
February	<ul style="list-style-type: none"> - Return to Round 1 components, conduct learning walks and individual observations - Administrators continue formal observations (2nd round)
March	<ul style="list-style-type: none"> - Conclude fourth cycle of informal observations. Assess gain/loss in data. Action plan for staff and/or individual teachers - Commence fifth cycle (Round 2 components revisited) - Administrators continue formal observations (2nd round)
April	<ul style="list-style-type: none"> - Fifth cycle concludes. Assess annual gain/loss in data for components. Action plan. - Sixth cycle of informal observations begins (Round 3 components) - Administrators continue formal observations (2nd round)
May	<ul style="list-style-type: none"> - Sixth cycle concludes. Assess annual gain/loss in data. Action plan. - Schedule end-of-year conferences with teachers. - Commence end-of-year conferences with teachers to assess goals and summative rating. - Administrators continue formal observations (2nd round)
June	<ul style="list-style-type: none"> - Conclude end of year conferences. - Review year end data to set initial instructional goals for 2014-15. - Administrators conclude formal observations (2nd round)
July	<ul style="list-style-type: none"> - Review data to set instructional goals and focus components for 2014-15.
August 2014	<ul style="list-style-type: none"> - Schedule 2014-15 assessment cycles.

H. Educational Plan

i. Curriculum

The school will primarily use curriculum designed by teachers and aligned to the CCSS. Instructional coaches hired as part of the SIG plan will coach teachers on the alignment of curriculum and planning to the CCSS and NY State testing re-alignment. A partnership with Editure will provide frequent support to teachers in math and literacy curriculum development, as well as in the integration of classroom technologies. In addition to Editure, the New York Historical Society will support social studies teachers in the design of engaging history lessons and curricula that also align to the CCSS and new state exams. All 2014 NY State Tax Levy funds will be used to purchase Core Curriculum instructional materials to ensure teachers and students access to instructionally aligned texts in the middle school math, science, social studies,

and literacy courses. Additional SIG funds will be allocated to support the purchase of CCSS-aligned texts and resources for high school students as they become available.

In addition to purchasing Core Curriculum resources for students and teachers, the SIG plan will allocate for significant teacher support and development of curriculum. Partnerships with BRIC, Editure, and the New York Historical Society will offer teachers training and guidance as they align all instruction in the four core classes – math, literacy, social studies, and science – to the CCSS for literacy and math. Additionally, partnerships with arts organizations and experts on ELL (Center for Applied Linguistics) and SWD (Ramapo for Children) supports in instructional planning will work to ensure that opportunities to integrate the arts and support all learners are maximized. Not only will the SIG plan support the alignment to appropriate CCSS standards, integration of the arts, and effective supports for ELLS and SWDs, it will also allow for the purchase of additional instructional resources to broaden student access to supplemental courses like foreign language, technology, and theater.

The professional development and support that teachers receive in curriculum development will lead to increased student achievement, particularly for SWDs and ELLs. The graduation rate for SWDs is expected to increase towards the citywide average of 31%. Additionally, it is expected that 100% of curriculum maps will align to the CCSS and include effective supports for SWDs and ELLs by the end of the 2013-14 school year. Departmental lead teachers, instructional supervisors, and coaches/trainers from partner organizations will be held responsible for these shifts in teacher curriculum design. Periodic meetings with these stakeholders will be conducted to assess the impact of this professional development and resource allocation to teachers.

ii. **Instruction**

As required by the six instructional shifts in both subjects, SIG will provide additional avenues and opportunities for students to deepen their understanding in math and literacy. Instructional coaches will continue to provide teachers with professional development as they align their instruction to CCSS literacy and math standards. These coaches focus teachers' attention on each of the six shifts in math and literacy. Literacy instruction across content areas has focused on student-centered, text and evidence-based reading and writing. Teachers continue to build and revise units around grade-level tasks and reading passages while also creating the time and space for students to practice and engrain fundamentals. In mathematics, teachers will align their planning and instruction to the CCSS and ensure that units of study deepen student understanding of core concepts and material. Balanced with these opportunities will be routines, expectations, and procedures for memorizing and mastering fundamentals of mathematics. In both subject areas, coaches and teachers are developing units of study and culminating tasks that require higher order thinking skills and the application of deep content understanding for success. These tasks are designed to challenge students to make choices about which skills are appropriate to apply for task situations and prompts. In the 2012-13 school year, teachers successfully constructed two such units across content areas. In the 2013-14 school year, all units are expected to align to the CCSS and support and challenge students as described in the six instructional shifts in math and literacy.

The SIG plan includes many supplements for effective instruction. Among them are major additions and upgrades to classroom technologies. SIG will support the incorporation of ACTIV Boards, Lenovo desktop computers, a Lenovo laptop cart, iPads, and computer equipment into more classrooms. Additionally, existing computers and classrooms technology will be upgraded with SIG funds. New instructional software and online programs will supplement classroom instruction, ensuring students more opportunities to deepen their understanding of core content and to practice routines and fundamentals that are necessary for higher-level thinking. Blended and online learning opportunities will be expanded through partnerships with iLearn programs such as D2L, Achieve3000, NBC and Pearson. SIG supported initiatives for Curriculum (see section G.iii below) will also ensure that the written and enacted curriculum aligns to the CCSS and the six instructional shifts. As teachers plan learning activities to deepen student understanding they will need additional, engaging avenues and media for instruction. These platforms and upgraded technology will meet that need. In addition to upgraded and expanded technological access, SIG will support the appointment of additional teachers in supplemental instructional areas.

As teachers integrate more technology into their instruction, students will also require guidance and support with the acquisition of computer-based skills. SIG will provide for two technology teachers to be hired in the next two school years. Technology courses in the middle school will teach students fundamental word processing and internet safety and usage skills that will provide a foundation for effective and efficient use of technology in core courses. In addition to the technology teachers, the SIG plan accounts for two foreign language teachers. Foreign language instruction is proven to support literacy skills in students' native languages. These courses will expand the opportunities for CCSS literacy skills mastery. The newly hired foreign language teachers will be expected to align their literacy instruction to the CCSS so as to support literacy instruction elsewhere in the students' school day. Lastly, the integration of arts-based learning will be provided by SIG. Reintroducing a theater and full-time chorus teacher to the school community will expand the arts course options for students. These courses are crucial as they each provide an opportunity to make cultural and artistic connections between core content and talents. Chorus and theater courses are expected to make connections to math, literacy, and social studies in particular. Combined, all of these additional courses not only provide more opportunities for CCSS-aligned math and literacy instruction reinforcement, but they also provide students with more opportunities to engage with the school community which will positively impact school tone and culture.

We expect that SIG will positively impact instruction in our school directly and indirectly. We expect that these instructional upgrades and improvements will improve attitudes and perceptions about school tone, increase technological proficiency of teachers and students, and accelerate student mastery and growth in math and literacy.

iii. Use of Time

The staff recently approved an SBO proposal to modify the use of the 37.5 minutes of mandatory tutoring/instruction. The staff elected to use a "2+1" model where each session is 50 minutes. Two of the sessions (Tuesdays and Thursdays) will be committed to additional instruction and enrichment for students. The third mandatory day, Wednesday, will be committed to teacher

teams and Inquiry work. SIG funding would allow for an expansion of ELT for both teachers and students. On Mondays, Wednesdays, and Fridays, teachers could expand their collaboration around Inquiry work and planning for instruction. On Tuesdays and Thursdays, SIG would fund an extension of the after-school program to offer students an additional hour and a half of instruction and or enrichment. A typical student and teacher weekly schedule template for the 2013-14 school year is below:

	Monday	Tuesday	Wednesday	Thursday	Friday
(7:55)	Teachers Report to Classrooms				
Period 1 (8:00-8:44)	Core instruction				
Period 2 (8:47-9:33)	Core instruction				
Period 3 (9:36-10:20)	Talent, technology, ESL, related services, foreign language, phys. ed., career readiness, AIS, or other elective				
Period 4 (10:23-11:07)	Core instruction				
Period 5 (11:10-11:54)	Lunch				
Period 6 (11:57-12:41)	Core instruction				
Period 7 (12:44-1:28)	Core instruction				
Period 8 (1:31-2:15)	Talent, technology, ESL, related services, foreign language, phys. ed., career readiness, AIS, or other elective				
After School (2:15-3:05)	Faculty & Dept. meetings	Instructional Period w/students	Teacher Teams (Inquiry)	Instructional Period w/students	ELT: co- teachers and inquiry
ELT 3:05- 4:35	ELT: co- teachers and Inquiry	SIG-funded ELT: Instruction	ELT: co- teachers and Inquiry	SIG-funded ELT: Instruction	

In addition to this daily and weekly schedule the school will extend learning opportunities during key school vacations and on Saturdays leading up to state exams. The SIG plan includes additional ELT opportunities for students and teachers during school breaks and on weekends. During the mid-winter and spring recess, teachers will be allocated nine hours of per session to conduct instructional/tutoring sessions with students. Additionally, three hour sessions will be held on five Saturdays during the fall, and five more during the spring semester to prepare students for the middle school State exams and Regents. If available again in the 2013-14 school year, a Title III grant will be used to extend learning time for ELLs after school and during a Saturday academy. This program targets ELLs at all proficiency levels and typically runs for more than 30 weeks per school year. In addition to this instructional time for students, teaches will be offered per session to conduct additional Inquiry work and collaborative planning as co-teachers to support SWDs and ELLs.

The ELT model for teachers and students will increase student growth, overall achievement levels, and attitudes about the school climate and culture for all students. Additionally, these ELT models will ensure added focus on sub groups that have struggled to progress academically in the school – ELLs and SWDs. The added use of time for teachers to focus on collaboration, data-driven instruction, and Inquiry will also ensure that targeted groups meet goals and reach growth goals.

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

Currently, teachers meet every two weeks for Inquiry meetings that are embedded in the instructional day as C-6 assignments. Inquiry team leaders have monthly meetings with the principal to develop leadership skills and share their findings and best practices with one another. More informal inquiry and data analysis occur when co-teachers meet or individual teachers review interim and summative assessments to assess key skill acquisition and adjust their plans for future instruction. In the 2013-14 school year and beyond, Inquiry will be moved to an after-school time slot to provide teachers with 50 (minimum) uninterrupted minutes to follow “looking at student work” protocols to assess the impact of instructional decisions on student achievement. Additionally, SIG will provide for more co-teacher collaboration and assessment of student work. Since Inquiry Teams double as grade teams, the findings of Inquiry Teams have relevance in content areas across grade levels. Each grade team will keep a student portfolio for math and literacy each. These binders will be repositories for evidence and attempts at CCSS aligned tasks, and will be used to set goals for individuals, and groups of students. Inquiry Teams will ground their analysis in student work portfolios throughout the school year.

All teachers and Inquiry teams will improve on the school’s use and analysis of data to drive instruction by formalizing the Inquiry cycle over the course of a school year. The following calendar outlines the anticipated dates, events, and outcomes of each step of this year-long cycle:

Date	Events/Actions	Intended Outcome
Inquiry Cycle #1: September - October 2013	<ul style="list-style-type: none"> - Baseline math and literacy assessments for all students. - Review “looking at student work protocols” - Inquiry Team scoring and analysis of student baselines. - Design of math and literacy interim assessment #1. - Students complete interim assessment #1 in math and literacy. 	<ul style="list-style-type: none"> - Inquiry Teams identify key math and literacy standards to address in the 2013-14 school year. - Inquiry Teams select Inquiry students to monitor throughout the year. - Inquiry Teams complete one cycle of Inquiry including analysis of work, intervention recommendation, implementation of recommendation, collection of student work, and analysis of outcomes and impact of recommended practice/intervention. - Interim assessment #1 is prepared for implementation.
Inquiry Cycle #2: November –	<ul style="list-style-type: none"> - Inquiry Teams analyze results of interim assessments to begin Inquiry Cycle #2. 	<ul style="list-style-type: none"> - Teams establish routines for meetings and collaboration. - Recommended supports and interventions

December 2013	<ul style="list-style-type: none"> - Teams recommend intervention(s). - Intervention(s) are implemented. - Results are analyzed for impact. - Design interim assessment #2 in literacy and math. - Assign interim assessment # 2. 	<ul style="list-style-type: none"> are implemented across disciplines as relevant. - Effective teaching practices spread across grade levels.
Inquiry Cycle #3: January - February	<ul style="list-style-type: none"> - Inquiry Teams analyze results of interim assessments to begin Inquiry Cycle #3. - Teams recommend intervention(s) for key standards and students. - Intervention(s) are implemented. - Results are analyzed for impact. - Design interim assessment #3 in literacy and math. - Assign interim assessment # 3. - School wide assessment of mid-year student progress with key literacy and math standards. 	<ul style="list-style-type: none"> - Teams refine routines for meetings and collaboration. - Recommended supports and interventions are implemented across disciplines as relevant. - Effective teaching practices spread across grade levels. - Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. - Assessment of progress on key standards and spread of best practices.
Inquiry Cycle #4: March-April	<ul style="list-style-type: none"> - Inquiry Teams analyze results of interim assessments to begin Inquiry Cycle #4. - Teams recommend intervention(s) for key standards and students. - Intervention(s) are implemented. - Results are analyzed for impact. - Design interim assessment #4 in literacy and math. - Assign interim assessment # 4. 	<ul style="list-style-type: none"> - Recommended supports and interventions are implemented across disciplines as relevant. - Effective teaching practices spread across grade levels. - Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. - Assessment of progress on key standards and spread of best practices.
Inquiry Cycle #5: May - June	<ul style="list-style-type: none"> - Inquiry Teams analyze results of interim assessments to begin Inquiry Cycle #5. - Teams recommend intervention(s) for key standards and students. - Intervention(s) are implemented. - Results are analyzed for impact. - Design and assign summative assessments in math and literacy. - Employ summative assessments, analyze results, and report findings. 	<ul style="list-style-type: none"> - Recommended supports and interventions are implemented across disciplines as relevant. - Effective teaching practices spread across grade levels. - Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. - Assessment of progress on key standards and spread of best practices. - Analysis of student growth and impact of Inquiry on instruction. - Identify and recommend key standards of focus for 2014-15.

To complete and support this work, SIG will provide for teachers to conduct inter-visitations. These inter-visitations will allow Inquiry Team members to help one another monitor the impact of instructional practices as they complete Inquiry cycles. Additionally, these per diem and per session funds will allow for collaboration and co-teacher planning. Instructional coaches and partnerships will impact the Inquiry cycle by supporting teachers with recommendations for effective practices and interventions as teams meet. Time and funds to facilitate meetings with coaches will positively impact the effectiveness of Inquiry-recommended instructional supports and interventions, and therefore improve student achievement and engagement throughout the school.

v. **Student Support**

Under SIG, the school will increase the amount of proactive interventions available to students. Additionally, SIG will expand the number of academic alternatives to traditional classroom instruction to engage all students. The school needs to improve attendance rates, decrease behavioral referrals and suspensions, and increase credit accumulation rates for at-risk students. SIG will provide for an additional middle school guidance counselor which will ensure students on each grade level access to a full-time counselor for guidance, mediation, and preventative support. Also, the school will establish a partnership with the Puerto Rican Family Institute (PRFI) to support mental health for students and families. PRFI will offer on and off-site counseling and intervention for students and families at-risk or already in crisis. A partnership with NYC Outward Bound will provide students and teachers with leadership and self-awareness opportunities and training. Teachers will develop skills as trainers in expeditionary learning and team building settings while students will experience expeditions and team building challenges to grow their own self-awareness, leadership, and self-management skills. An additional school aide will be hired to conduct attendance outreach daily to ensure that parents and families are notified when students have high rates of absenteeism or tardiness.

Together, these new initiatives will expand existing supports and introduce new ones. The additional guidance counselor will reduce the caseload for others, thus allowing every student with more face time and support with each counselor. Additionally, the presence of these counselors, a school aide making frequent contact with families, and PRFI therapists and counselors will broaden the opportunities for the school to identify students who are at-risk of dropout or disengagement from school. One assistant principal is responsible for the supervision of guidance counselors, school aides, and other student support personnel. The increased human resources and partnerships will positively impact the school's ability to identify and intervene earlier for any students who are at-risk. For students who have struggled with attendance and/or engagement, SIG will secure site licenses for APEX. APEX is an online learning module that allows students to supplement or supplant classroom learning. Students enrolled in APEX courses can recover credits and engage with school from any computer terminal equipped with internet access. APEX will improve credit accumulation rates and the number of students who are "on-track" for four-year graduation.

vi. **School Climate and Discipline.**

Under SIG, the school will continue to grow and refine an effective Positive Behavioral Interventions and Supports (PBIS) into its fourth year of implementation at the school. PBIS

promotes a culture of positivity and active expectations, rather than reactive and punitive measures. Because the school serves a needy population, unconventional and alternative methods of behavior management are necessary. A SIG plan partnership with Eskolta, LLC will provide consultation aimed at helping school staff and stakeholders to identify additional supports and programs to implement in support of improved school climate and discipline. Eskolta will help staff members to explore and possibly implement advisory, a restorative justice program, peer mediation systems, etc. Increasingly, the school is looking for alternatives to traditional, punitive measures like student removal, detention, and suspension as these measures have high rates of recidivism and contribute to academic struggles and low performance.

The SIG plan partnership with Ramapo for Children will support all teachers who work with SWDs to identify effective practices for de-escalation and behavior management that prevent student removals and promote a positive, safe classroom environment. Together, Ramapo and Eskolta will help the school to build on the success of PBIS by identifying additional alternatives to the traditional discipline model in the school. Although not doing away with suspensions, detention, or removals altogether, the school will demonstrate more flexibility and provide students with additional options before exercising more punitive measures.

In addition to alternative discipline and classroom management techniques, the SIG plan will include alternative and supportive instructional plans. Students have responded well to blended learning and online credit accumulation opportunities. SIG partnerships with iLearn will continue effective online learning experiences with NBC, Pearson, Achieve3000, and APEX. These online programs and platforms engage students throughout the school day, both during classes and during student lunch periods, before, and after school. These online learning opportunities can keep students engaged in learning before, during, and after the school day and thereby prevent additional discipline or behavior problems.

vii. Parent and Community Engagement

The school already has a functional School Leadership Team (SLT) and Parent Teacher Association (PTA) that are key stakeholders who each assist with decision-making. SIG will allow the school to encourage higher participation and engagement rates among parents and families. SIG will provide for programs and initiatives that increase outreach opportunities and create alternative paths to engagement with the school community. The current SLT and PTA helped to identify additional initiatives that would encourage higher parent involvement rates.

A partnership with BRIC Arts Media of Brooklyn, Inc. will offer parents a series of workshops about supporting their children through arts-experiences. Parents will participate in hands-on, arts-based workshops with facilitators from BRIC at different sessions throughout the school year. These workshops will be promoted and attended by the PTA as a recruitment technique to engage parents with the PTA and school community through the arts. Another recommendation of the current SLT and PTA is for SIG to support a Parent Academy that offers workshops and classes on the acquisition of English and technology skills for family members of students. These workshops will both engage families in the school community and equip family members to be active and supportive participants in student learning at home.

The school aide and secretary per session mentioned earlier will increase the volume of attempts to contact parents and families about their children's progress in school. Baseline data from the annual Learning Environment Survey will be used to set goals and expectations for improvements in parent attitudes and perceptions about school outreach. Subsequent surveys, and school-designed interim surveys, will gauge family perceptions and satisfaction about the collective impact of these new efforts to positively engage and involve families in the school community.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

Decisions about the appropriate training, support, and professional development to be pursued under SIG were made based on staff feedback, school data analysis, and leadership assessments of practice. School data reveals that ELLs and SWDs fall significantly behind general education counterparts in credit accumulation, growth, and four-year graduation rates. Throughout the school year, school leaders and staff members have analyzed student level data related to these three areas of concern. In full faculty and small group meetings, staff members have expressed the need for more support with the implementation of effective instructional practices for supporting ELLs and SWDs in particular. Additionally, overall school climate and tone have been repeatedly appeared as areas of concern on the Learning Environment Survey and in meetings with staff members. In grade team and faculty meetings, staff members were asked directly about programs and initiatives that they believe would support the transformation of the overall school culture and student performance.

School leaders also analyze data about student and teacher performance during the school year. School leaders have highlighted the underperformance of ELLs and SWDs in the school. Additionally, they have observed trends in teacher ratings that support the need for professional development in the areas of instruction mentioned above, lesson planning, effective behavior management, effective literacy instruction across disciplines, and engaging math instruction. Each of these topics, along with teacher recommendations formed the core initiatives outlined in this SIG proposal.

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

See Attachment H

iii. Plan for training, support and professional development

All parties responsible for professional development and training of teachers will have a calendar of meeting dates and check-ins with a member(s) of the school administration to ensure alignment of expectations and outcomes. Agents and partners who are active daily will have meetings twice a month, partners who are active in the school regularly will have monthly meetings, partners and trainers active once a month or less will have quarterly meetings. For example, school administrators and lead teachers will convene at least twice a month to action plan, analyze results, and revise plans as necessary. Partners and coaches who are present at

least weekly will meet with a school administrator once a month for similar purposes. Lastly, partners who are in the school less often will have quarterly reviews with the principal.

Meetings to assess the impact of initiatives and training will each follow a format and protocol including a review of goals, summary of actions, analysis of outcome data, and the creation of action plans for continuation or revision of next steps. In addition to the evaluation and reporting conducted by the trainers and partners, school leaders will also assess the impact of each training with classroom observations, student performance data analysis, staff or student survey results, and conversations with teachers and students. Triangulating information in this way will ensure that initiatives are impactful, or under revision if needed. Where data collected from partners, trainers, or leaders does not reveal growth or improvement, additional meetings will be scheduled to immediately discuss and address the emerging areas of concern or need.

SIG will secure partnerships with staff developers and trainers who will offer teachers and support staff with training on many aspects of instruction. Much of this support will happen during the instructional school day and on staff development days, with additional per session supporting collaboration outside of the school day. A technology integration coach from Editure will provide teachers with training about the effective use of classroom technologies, many of which are recent additions to the school environment. BRIC Arts Media Brooklyn, Inc. will support arts teachers and content area teachers regarding effective arts-integration across disciplines. The Brooklyn Historical Society will support social studies teachers as they align curriculum to the CCSS and make content engaging for students in a modern urban environment. Coaches from Editure will provide ongoing coaching and assistance as staff members align their instruction to the CCSS and complete curriculum maps. The Center for Applied Linguistics (CAL) will offer a series of full day workshops for teachers responsible for the instruction of English Language Learners. Ramapo for Children will support teachers who face challenging classroom management and student behavior situations on a regular basis, especially staff members who work closely and regularly with students with disabilities. Lastly, per session funds will be allocated under the SIG plan to provide staff members and coaches with the opportunity to meet and participate in trainings outside of the school day.

See Attachment J for Year One Professional Development Plan

J. Communication and Stakeholder Involvement/Engagement

i. Method of regularly updating school stakeholders on SIG plan implementation

The NYCDOE and the Priority School fully and transparently consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIG plan. Upon designation of the school as a Priority School by the New York State Education Department in August 2012, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation.

Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status within 30 days of the State's designation. Principals were also invited to two different meetings with Senior Deputy Chancellors Shael

Suransky and Marc Sternberg on August 31 to learn more about the school's Priority status, intervention model options, and next steps for the NYCDOE and school. Superintendents, clusters, networks school support staff, and principals participated in trainings on the ESEA waiver and Priority status to turn-key the information to stakeholders. NYCDOE staff also presented the information directly at information on state accountability designations and implications during Community Education Council meetings, a meeting of the Panel on Education Policy, and other community meetings.

As the Priority School developed its School Improvement Grant, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory Committee (CPAC), NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level. When it was brought to the attention of the NYCDOE that further school-level consultation and collaboration efforts needed to be made, the NYCDOE extended the deadline for submission of Attachment A and provided additional guidance to schools to ensure appropriate consultation and collaboration took place prior to submission of the SIG plan.

The Priority School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2013-14 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

Just as parents, families, the community, and other stakeholders were made aware of the school's Priority status, they will be kept abreast of the SIG plan and implementation. Parents, families, and the community are primarily notified in-person at SLT and PTA meetings and via monthly mailings and/or phone calls. SLT and PTA meetings take place on the second Wednesday of each month during the school year. SLT meetings are held in the school library in the afternoon. The monthly PTA meeting takes place later the same evening, in the same location. The PTA also holds morning sessions the Thursday after their monthly meeting to ensure all parents access. The Thursday morning meetings take place during the school day for parents unable to attend the evening convening. Monthly mailings are scheduled for the third or fourth Wednesday of each month. Phone calls and additional mailings happen on an as-needed basis. At each regularly scheduled event, the principal or other school administrator will brief parents on SIG progress, emerging initiatives, and progress towards goals.

K. Project Plan and Timeline

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

1. Teacher effectiveness will improve for 75% of staff members as measured by a common rubric (the Danielson *Framework for Effective Teaching*) on key components and indicators.
2. The 4 and 6 year graduation rates in the high school will each improve by 5% over 2012-13 outcomes.
3. Student suspension rates will decrease by 10% and staff, student, and parent perceptions of school tone and culture will improve from 2012-13 outcomes on the Learning Environment Survey.
4. 65% of students in each high school cohort will be “on track” to graduate by August 2014.
5. On average, Median growth percentiles in math and English for middle school students will be above 50%.

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

The “early wins” that will indicate successful early implementation of the SIG plan will be fully active and on-schedule work with partners. Additionally, we will observe early growth on key Danielson indicators, which suggests teacher growth and improvement. Increased attendance and pass rates in classes throughout the school will signify improved student engagement and achievement levels. Fewer discipline referrals and suspensions will signal the success of proactive and alternative interventions and discipline procedures. Staff and student attitudes about school culture and tone will improve on early surveys. We should also expect an increase in parent participation and engagement levels marked by higher average attendance at PTA meetings, parent-teacher conferences, and other parent events. Lastly, new cycles of student work analysis and instructional modifications will demonstrate growth in student performance and modifications to teacher practice, strong indicators of teacher reflection and growth under SIG.

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

1. Baseline performance analysis will be established using the *Framework for Effective Teaching* and 20% of teachers will show growth on key indicators by January 1, 2014. Together, the principal and assistant principals will conduct classroom observations to establish baseline performance levels for key indicators. This information will be tracked using written observation records. School leaders will aggregate and analyze their findings after each observation cycle, which takes approximately 8 weeks.
2. At the end of the first semester, the number of students “on track” for 4-year graduation will have improved by 5% in each cohort. The primary measure of this goal is reported in ARIS on the “Progress to Graduation Tracker” which is released at the end of each semester. Cohort data is given to guidance counselors and teachers to analyze, set goals, and action plan. Additionally, guidance counselors maintain credit accumulation trackers after each marking period to help teachers design interventions for students at risk of falling off track.
3. By December 1, 2013 suspension rates will be 20% below the 2012-13 averages. Suspension data is reported in OORS. The school will conduct monthly safety meetings where suspension

data will be shared and analyzed. An assistant principal in charge of school safety monitors this data and creates monthly action plans with other key players – counselors, teachers, school safety agents, and deans.

4. Interim surveys about school culture and tone will reveal gains in staff and student perceptions.

5. Student performance on interim assessments and benchmarks, as measured by Inquiry teams will show growth and improvement in key standards for more than 50% of students.

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

In years 2 & 3 we will see continued gains and maintenance of performance levels in each of the key areas:

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

2. 65% of students in each high school cohort will be “on track” for 4-year graduation, and the 6-year graduation rate will improve to 75% for subsequent cohorts.

3. Suspensions in years 2 & 3 will remain at 50% of what they were at the beginning of the 2012-13 school year.

4. Teacher and student perceptions on the Learning Environment Survey about school culture and tone will improve at the end of each SIG implementation year.

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013- 2014	Target for 2014- 2015	Target for 2015- 2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	73,800	73,800	73,800	73,800
b. Student participation in State ELA assessment	%		n/a	96%	97%	97.5%	98%
c. Student participation in State Math assessment	%		n/a	96%	97%	97.5%	98%
d. Drop-out rate	%		12%	5%	4%	3%	2%
e. Student average daily attendance	%		86.6%	82.1%	85%	87%	90%
f. Student completion of advanced coursework	num		30%	83	133	163	170
g. Suspension rate	%		11.6%	15%	13%	12%	10%
h. Number of discipline referrals	num		83	647	600	525	450
i. Truancy rate	%		5.0%	10%	8%	6.5%	5%
j. Teacher attendance rate	%		95.2%	95.7%	96.5%	97%	98%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo				
l. Hours of professional development to improve teacher performance	num			45	65	65	65
m. Hours of professional development to improve leadership and governance	num			45	65	65	65
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			8	25	20	20
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		n/a	Please see memo	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on Math assessment	%		n/a	Please see memo	Please see memo	Please see memo	Please see memo
s. Average SAT score	score		442	1106	1150	1175	1200

t.	Students taking PSAT	num		113472	149	150	153	155
u.	Students receiving Regents diploma with advanced designation	%		16%	0%	3%	5%	7%
v.	High school graduation rate	%		66%	46.4%	55%	60%	65%
w.	Ninth graders being retained	%		22%	5%	4%	3%	2%
x.	High school graduates accepted into two or four year colleges	%		50%	84%	86%	88%	90%

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

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

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

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

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

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

<ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

- Teacher team meetings in which teams review student work products and other data to adjust teaching practice (“inquiry team meetings”)
- Professional development on creating and using periodic assessments
- Training on information systems that track assessment outcome

II. Academic Indicators

o. ELA performance index

p. Math performance index

Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools' Performance Indices. While the school's PI from 2010-2011 is provided as baseline, targets for each year of the grant will be set once more current data on schools performances are available.

q. Student scoring “proficient” or higher on ELA assessment

r. Students scoring “proficient” or higher on Math assessment

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

s. Average SAT score

t. Students taking PSAT: The grade in which students take the PSATs varies from school to school; total takers from 2010-2011 is provided.

u. Students receiving Regents diploma with advanced designation

v. High school graduation rate

w. Ninth graders being retained: This was determined based on audited registers of students who were coded as being in ninth grade in both 2009-10 *and* 2010-11.

x. High school graduates accepted into two or four year colleges



Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Eskolta LLC Michael Rothman, Director t: 347 206 4392 e: mrothman@eskolta.org</p> <p>Eskolta LLC is a New York City-based school design firm specialized in turning around the dropout problem by helping adults reinvent schools to engage adolescents in meaningful learning. Eskolta draws upon a network of successful New York City transfer schools that serve students who, by all measures, should have been high school dropouts and help them achieve high school graduation. We turn the lessons learned from these innovative</p>	1. Bronx Writing Academy	1. Kamar Samuels, principal ksamuels@schools.nyc.gov
	1. Brooklyn HS of the Arts	2. Margaret Lacey-Berman, principal mlacey@schools.nyc.gov
	2. East Brooklyn Community High School	3. Pat McGillicudy, principal pat.admin@ebchighschool.org
	3. Jill Chaifetz Transfer School	4. Anne Fennelly, principal afennelly@schools.nyc.gov
	4. New Design High School	5. Scott Conti, principal sconti@schools.nyc.gov
	5. Olympus Academy	6. PJ Murray, principal pmurray12@schools.nyc.gov
	6. P.S. 89	7. Ralph Martinez, principal

schools into support that helps struggling high schools turn around.	Bronx	6. rmartin72@schools.nyc.gov
	7. Soundview Academy	8. Will Frackelton, principal 7. wfrackelton@soundviewacademy.org
	8. University Heights Secondary School	9. Hazel Joseph-Roseboro, principal 8. Hjoseph4@schools.nyc.gov
	9. West Brooklyn Community High School	10. Gloria Rosario, principal 9. gloria.rosario@wbchs.org
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)
Partner Organization Name and Contact Information and description of type of service provided. BRIC Arts & Media Jackie Chang Education Director 647 Fulton Street Brooklyn, NY 11217 718.683.5619	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	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)

BRIC provides integrated arts and media residencies and professional development training opportunities for schools throughout New York City.	as any other systematic evaluation data to demonstrate the impact of partner-services.	
	2. Bronx Envision Academy	10. Emily Shu, Principal eshu@bronxenvision.org 11. 718.589.1590
	3. PS 8 – Robert Fulton	11. Seth Phillips, Principal sphilli@schools.nyc.gov 12. 718.834.6740
	4. PS 110 Monitor School	12. Anna Cano Amato, Principal acanoam@schools.nyc.gov 13. 718.383.7600
	5. MS 136 – Charles O. Dewey	13. Sarah Hervert-Montelone, Asst. Principal 14. shever@schools.nyc.gov
	6. PS 371 – Lillian L. Rashkis	14. GG Stankiewicz, Art Teacher ggstankiewicz@verizon.com 15. 718.788.7608
	7. PS 310 – School for Future Leaders	15. Yuqing Hong, Principal yhong@schools.nyc.gov 16. 718.491.7670
	8. P.S. 48 Mapleton	16. Teresa Zabala, Asst. Principal tzabala@schools.nyc.gov 17. 718.232.3873
	9. PS. 503 School of Discovery	17. Allison Demas, Magnet Coordinator Ademas7189@schools.nyc.gov 18. 718.439.5962
	10. PS 171 Peter G. Van Alst School	18. Rosemary Holdampf, Magnet Coordinator rholdam@schools.nyc.gov 19. 718.932.0909
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	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)

	evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	
<p>Puerto Rican Family Institute Brooklyn Mental Health Clinic 28 Debevoise St. Brooklyn, New York 11206</p> <p>Contact: Abigail Karic; LCSW-R, Director</p> <p>Outpatient mental health services are provided. These include outreach, individual therapy, medication management, psychiatric evaluations, group therapy and collateral visits, as well as crisis intervention.</p>	1. Grand Street Campus-School for Legal Studies	1. Monica Ortiz, 85 Grand St. Brooklyn, New York
	2. Juan Morel Campos Secondary School	2. Howard Fineman, 215 Heyward Street, Brooklyn, NY 11206
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data	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)

	to demonstrate the impact of partner-services.	
The Danielson Group LLC P.O. Box 7553 Princeton, NJ 08543	10. 27Q223	19. Deborah Otto (dotto@schools.nyc.gov)
	1. 27q306	1) Jennifer Flandro (jflandr@schools.nyc.gov)
	2. 16K688	2) Dannielle Darbee (ddarbee@schools.nyc.gov)
	3. 75Q752	3) Fritzzy Sannon-Brown (FSannon@schools.nyc.gov)
	4. 32K145	4) Lucia Perez-Medina (LMedina3@schools.nyc.gov)
	5. 29Q052	5) Linda Pough (LPough@schools.nyc.gov)
	6. 31R445	6) Timothy M. Gannon (Tgannon@schools.nyc.gov)
	7. 32K384	7) BRUNHILDA PEREZ (BPerez@schools.nyc.gov)
	8. 75K140	8) Roderick Palton (RPalton@schools.nyc.gov)
9. 75R721	9) Mary McInerney (mmciner@schools.nyc.gov)	

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

Editure – Literacy, Math, & Technology AUSSIE (Editure) Job-Embedded PD Support Contact: Bernadette McKinlay (Education Director) <u>BMcKinlay@edituregroup.com</u> ph 212 731 8417	11. 12X098 Herman Ridder	20. Principal: Claralee Irobunda <u>CIrobun@schools.nyc.gov</u> Ph 718 589 8200
	12. 10X118 William W Niles	21. Principal: Elizabeth Lawrence <u>Elawren3@schools.nyc.gov</u> 22. Ph 718 5842330
	11X287 The Forward School	23. Principal: Adrienne Phifer <u>APhifer@schools.nyc.gov</u> 24. Ph 718 6520519
	13. 11X144 Michaelang elo	25. Principal: Jeremy Kabinoff <u>Jkabino@schools.nyc.gov</u> 26. Ph 718 3797400
	14. 12X383 Emolior Academy	27. Principal: Derick Spaulding <u>dspaulding@schools.nyc.gov</u> 28. Ph 718 8422670
	15. 21K344 Rachel Carson HS	29. Principal: Edward Wilensky <u>EWilens@schools.nyc.gov</u> 30. Ph 718 265 0329
	16. 18K633 High School For Medical Professions	31. Principal: Joseph Scarmato <u>jscarma@schools.nyc.gov</u> 32. ph 718 2908700
	17. 07X547 New Explorers HS	33. Principal: Jacob Hobson <u>jhobson@schools.nyc.gov</u> 34. ph 718 2924150
	18. 11X288 Collegiate Institute for Math and Science	35. Principal: Shadia Alvarez <u>Salvare6@schools.nyc.gov</u> 36. Ph 718 9443431
	19. 21K348 High School of Sports Managemen t	10. Principal: Robin Pitts <u>rpitts@schools.nyc.gov</u> 37. Ph 718 333 7650
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	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

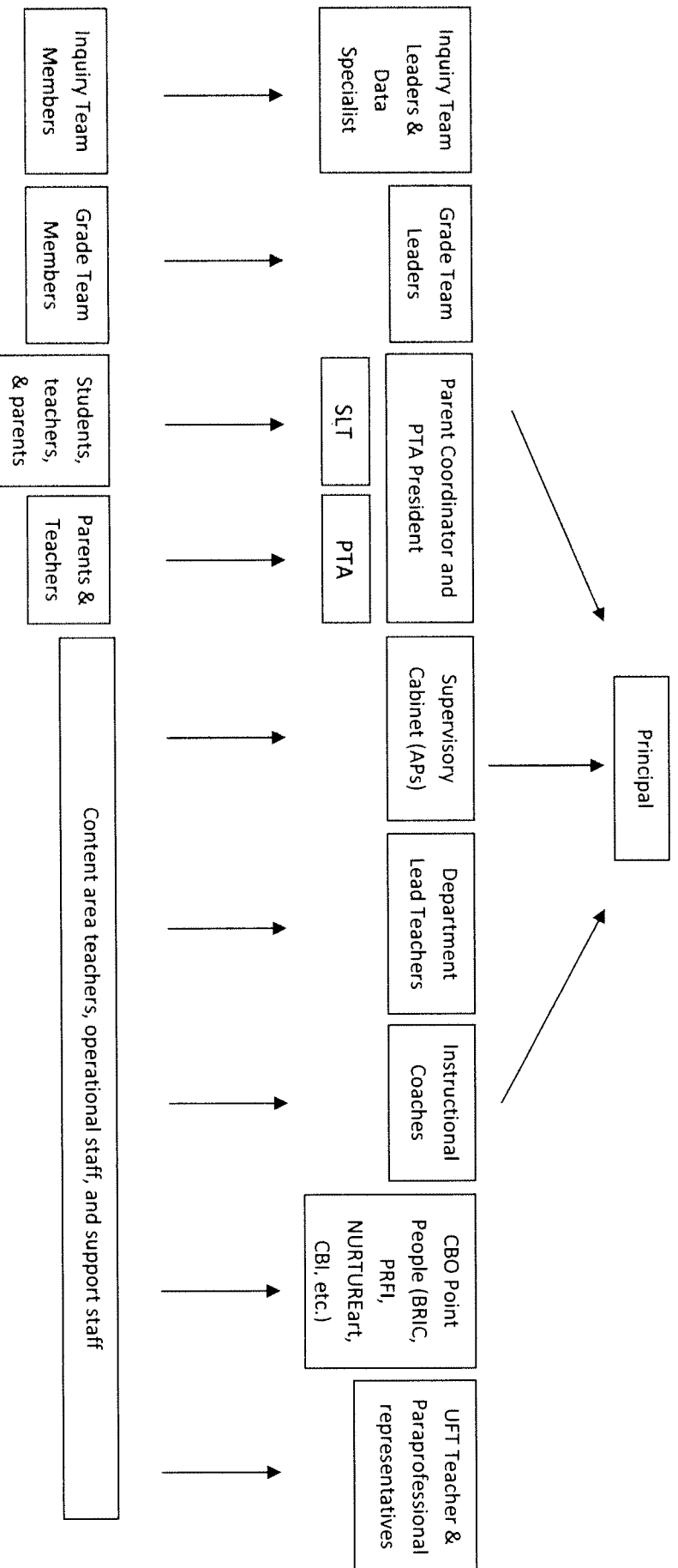
	additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	turnaround of the identified schools)
<p>Lisa Tabaku Director of PreK-12 ELL PD Center for Applied Linguistics 4646 40th Street NW Washington DC 20016</p> <p>During the “What’s Different” training, participants will learn research-based principles and practical classroom strategies to effectively teach reading to English language learners (ELLs).</p> <p>Content Objectives: Participants will be able to</p> <ul style="list-style-type: none"> Identify the similarities and differences in teaching reading to English proficient/native English speakers (EP/NES) and ELLs. Explain how the nature of reading and the components of reading instruction apply to the teaching and learning of reading for ELLs. Use reading strategies 	<p>i. North Dakota Department of Public Instruction</p>	<p>Kerri Whipple Assistant Director - ELL Programs Title I Unit North Dakota Department of Public Instruction 701.298.4638 (Office) 701.361.1392 (Cell) kwhipple@nd.gov</p>
	<p>11. Virginia Department of Education</p>	<p>Judy T. Radford ESL Coordinator Office of Program Administration and Accountability P.O. Box 2120 Richmond, Virginia 23218-2120 Tel: (804) 786-1692 Fax: (804) 371-7347 E-mail: Judy.Radford@doe.virginia.gov</p>
	<ul style="list-style-type: none"> Tennessee Department of Education 	<p>Jan Lanier ESL Coordinator/Title III Consultant 5th Floor Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243 Phone: 615.532.6314 Fax: 615.532.2706</p> <ul style="list-style-type: none"> Jan.lanier@tn.gov
	<ul style="list-style-type: none"> North Dakota Department of Public 	<p>Kerri Whipple Assistant Director - ELL Programs Title I Unit North Dakota Department of Public</p>

<p>that are useful for teaching ELLs at a variety of proficiency levels, reading levels, L1 literacy levels, ages, and language and cultural backgrounds.</p>	<p>Instruction</p>	<p>Instruction 701.298.4638 (Office) 701.361.1392 (Cell) kwhipple@nd.gov</p> <p>•</p>
<p>Language Objectives: Participants will be able to</p> <ul style="list-style-type: none"> • Express in speaking or in writing the similarities and differences in learning to read for ELLs and EP/NES students. • Indicate comprehension of instructional adaptations for the teaching of reading to ELLs by participating in workshop activities. • Use academic language and professional vocabulary from the fields of ESL and reading. 	<ul style="list-style-type: none"> • Virginia Department of Education 	<p>Judy T. Radford ESL Coordinator Office of Program Administration and Accountability P.O. Box 2120 Richmond, Virginia 23218-2120 Tel: (804) 786-1692 Fax: (804) 371-7347 E-mail: Judy.Radford@doe.virginia.gov 11.</p>
	<p>12. Tennessee Department of Education</p>	<p>Jan Lanier ESL Coordinator/Title III Consultant 5th Floor Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243 Phone: 615.532.6314 Fax: 615.532.2706 12. Jan.lanier@tn.gov</p>
	<p>13. North Dakota Department of Public Instruction</p>	<p>Kerri Whipple Assistant Director - ELL Programs Title I Unit North Dakota Department of Public Instruction 701.298.4638 (Office) 701.361.1392 (Cell) kwhipple@nd.gov</p> <p>13.</p>
	<p>14. Virginia Department of Education</p>	<p>Judy T. Radford ESL Coordinator Office of Program Administration and Accountability P.O. Box 2120 Richmond, Virginia 23218-2120 Tel: (804) 786-1692 Fax: (804) 371-7347 E-mail: Judy.Radford@doe.virginia.gov 14.</p>

	<p>15. Tennessee Department of Education</p>	<p>Jan Lanier ESL Coordinator/Title III Consultant 5th Floor Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243 Phone: 615.532.6314 Fax: 615.532.2706 15. Jan.lanier@tn.gov</p>
	<p>16. North Dakota Department of Public Instruction</p>	<p>Kerri Whipple Assistant Director - ELL Programs Title I Unit North Dakota Department of Public Instruction 701.298.4638 (Office) 701.361.1392 (Cell) kwhipple@nd.gov</p> <p>16.</p>
<p>Partner Organization Name and Contact Information Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>NYC Outward Bound Schools Badari Ambatti Adventure & Team Building Programs Director 29-46 Northern Blvd, Long</p>	<p>10. Essex Street Academy – Mentor – Mentee Program</p> <p>11. John Bowne</p>	<p>10) Meghan Gray – meghangray@yahoo.com</p> <p>11) Michelle Witter – MWitter3@schools.nyc.gov</p>

Island City, NY 11101 718.706.9900x125 Bambatti@nycoutwardbound.org	Academy – Classroom Team building Sessions	
	12. KIPP NYC Charter Schools	12) Anne Woods AWoods@kippnyc.org –
	13. Academy of Innovative Technology	13) Meghan Lynch MLynch4@schools.nyc.gov –
	14.	14)
	15.	15)
	16.	16)
	17.	17)
	18.	18)
	19.	19)

Attachment G, School Organization Chart



Attachment H
Year One Implementation Period

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Editure, Literacy , Math, and Technology coaching	Teachers – all	Editure	Through 76 days of coaching visits, teacher effectiveness in math, literacy, and technology implementation will improve as measured by the <i>Framework for Effective Teaching</i> .	<ul style="list-style-type: none"> - Monitoring of teacher performance using <i>Framework</i> by administrators. - Subjective reports of coaches. - Observed instruction.
Danielson Group Teacher Effectiveness Workshops	Teachers - all	Danielson Group	Measures of teacher effectiveness will improve in key Danielson components.	<ul style="list-style-type: none"> -Monitoring of teacher growth and performance using <i>Framework</i> during school year. - Teacher responses on post-workshop surveys.
Center for Applied Linguistics workshop series	Teachers supporting ELLs	Center for Applied Linguistics	Achievement outcomes for ELLs in the high school and middle school	<ul style="list-style-type: none"> - Performance and growth data on standardized measures for ELLs.

			will improve. Specifically with regard to standardized test growth and performance.	- ELL performance on interim assessment measures.
Ramapo Children workshops and coaching	for Teachers supporting SWDs	Ramapo Children	Achievement for outcomes for SWDs in the high school and middle school will improve. Specifically with regard to standardized test growth and performance.	- Performance and growth data on standardized measures for SWDs. - SWD performance on interim assessment measures.
Brooklyn Historical Society Partnership	Teachers – Social Studies	Brooklyn Historical Society	Instructional effectiveness and student engagement levels (attendance and pass rates) will improve in social studies classes throughout the school.	- Supervisor observations of engagement and curriculum modifications.
BRIC Arts Media Brooklyn teacher workshops	Teachers – visual arts, technology and	BRIC Arts Media Brooklyn	Arts-integration in content areas will occur on each	-Supervisor observations of content and visual

	content areas		grade level for one unit of study per year.	arts classrooms. -Curriculum map reflecting arts-integration.
Eskolta LLC school culture improvement initiative	Staff - all	Eskolta, LLC	1-3 new initiatives for improving school culture will begin. By year's end, staff and student perceptions of school culture will improve as measured by the LES and interim surveys.	- Interim surveys and focus groups conducted by Eskolta to assess progress and change in perceptions about school culture. - Observed professional and academic culture.

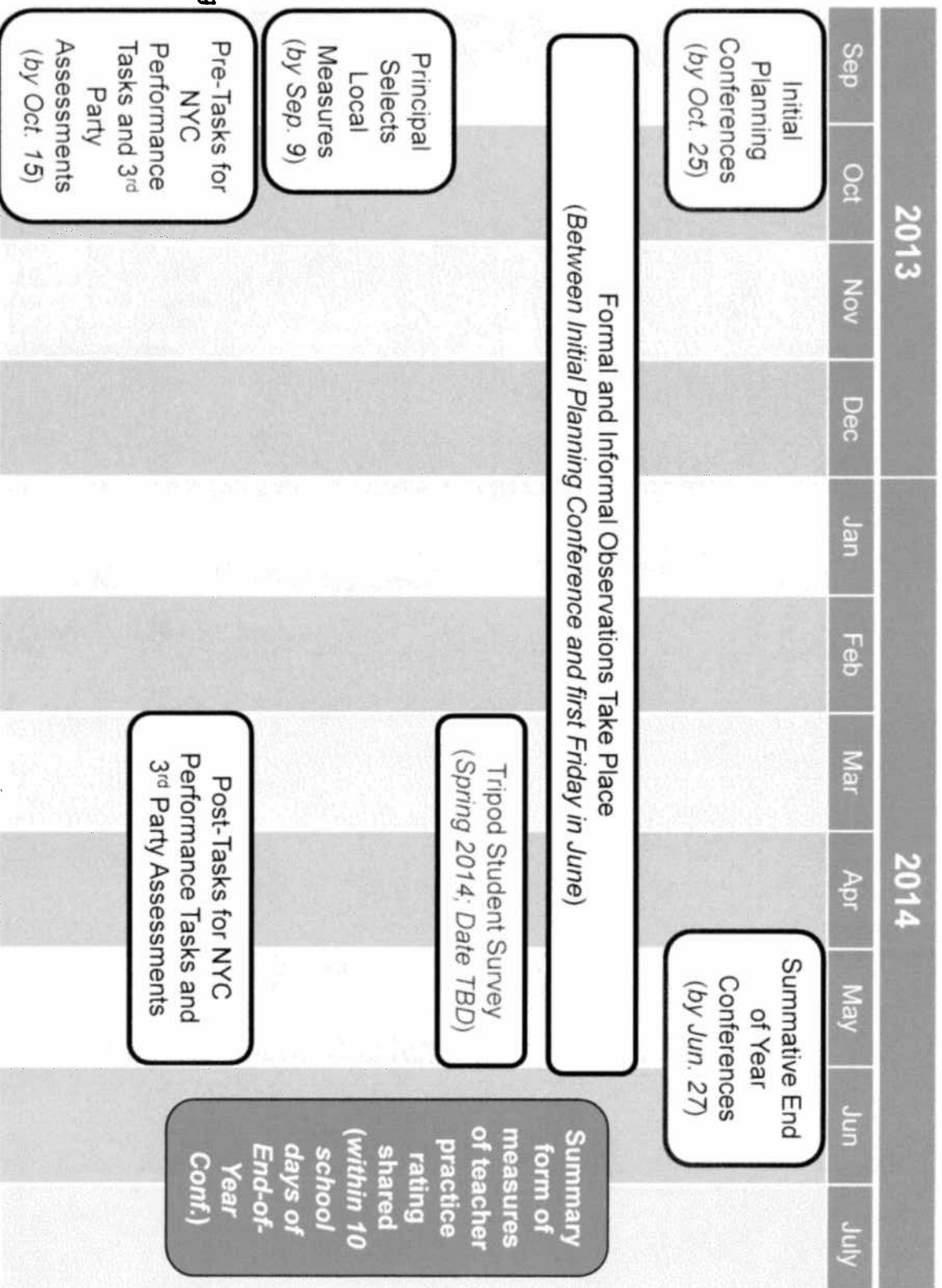
Attachment J . Year One Professional Development Plan

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Editure, Literacy , Math, and Technology coaching	Teachers – all	Editure	Through 76 days of coaching visits, teacher effectiveness in math, literacy, and technology implementation will improve as measured by the <i>Framework for Effective Teaching</i> .	<ul style="list-style-type: none"> - Monitoring of teacher performance using <i>Framework</i> by administrators. - Subjective reports of coaches. - Observed instruction.
Danielson Group Teacher Effectiveness Workshops	Teachers - all	Danielson Group	Measures of teacher effectiveness will improve in key Danielson components.	<ul style="list-style-type: none"> -Monitoring of teacher growth and performance using <i>Framework</i> during school year. - Teacher responses on post-workshop surveys.
Center for Applied Linguistics workshop series	Teachers supporting ELLs	Center for Applied Linguistics	Achievement outcomes for ELLs in the high school and middle school will improve.	<ul style="list-style-type: none"> - Performance and growth data on standardized measures for ELLs. - ELL performance

			Specifically regard standardized growth performance.	with to test and performance.	on interim assessment measures.
Ramapo Children workshops and coaching	Teachers supporting SWDs	Ramapo Children	Achievement outcomes for SWDs in the high school and middle school will improve. Specifically regard standardized test growth performance.	for high school and middle school will improve. Specifically regard standardized test growth and performance.	- Performance data on standardized measures for SWDs. - SMD performance on interim assessment measures.
Brooklyn Historical Society Partnership	Teachers - Social Studies	Brooklyn Historical Society	Instructional effectiveness and student engagement levels (attendance and pass rates) will improve in social studies classes throughout the school.	- Supervisor observations of engagement and curriculum modifications.	
TEquipment, Inc. workshops and coaching	Teaches - all	TEquipment	100% of teachers will use classroom technology at least twice a week.	- Supervisor observations of technology integration.	

				- Teacher feedback on surveys after professional development.
BRIC Arts Media Brooklyn teacher workshops	Teachers - visual arts, technology and content areas	BRIC Arts Media Brooklyn	Arts-integration in content areas will occur on each grade level for one unit of study per year.	-Supervisor observations of content and visual arts classrooms. -Curriculum map modifications reflecting arts-integration.
Eskolta LLC school culture improvement initiative	Staff - all	Eskolta, LLC	1-3 new initiatives for improving school culture will begin. By year's end, staff and student perceptions of school culture will improve as measured by the LES and interim surveys.	- Interim surveys and focus groups conducted by Eskolta to assess progress and change in perceptions about school culture. - Observed professional and academic culture.

2013-14 Teacher Evaluation and Development Timeline



Department of Education
 Dennis M. Walcott, Chancellor

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

Attachment K Principal Resume

Eric M. Fraser



LEADERSHIP EXPERIENCE

Juan Morel Campos Secondary School (14K071), Brooklyn, NY

Assistant Principal, June 2011-present

- Collaborate as change leader to support staff responsible for student achievement, socio-emotional, and character gains for 875 high needs, secondary students in a barrier-free setting
- Apply the *Framework for Teaching* to guide 30 teachers' professional development and growth
- Implement organizational systems to ensure ELL and special education services for 432 students
- Design data-tracking systems to monitor and improve student progress in grades 6-12 ELA
- Facilitate standards-based curriculum mapping and assessment design with 20 teachers
- Organize and present student achievement data to focus goal setting and mission building

Freedom Academy High School (13K509), Brooklyn, NY, 2005-2011

English Department Lead Teacher, 2008-2011

- Lead staff development of 30+ CFN 112 teachers regarding the implementation of the Common Core State Standards and literacy skills in all subject areas
- Designed and conducted monthly professional development on instructional effectiveness for 12 visiting high school ELA teachers as part of CFN 112's *Lab Site Initiative*
- Improved school wide achievement and participation levels on English Regents and AP exams
- Coordinated the design of vertically and horizontally-aligned ELA curriculum and assessments

English Teacher, 2005-2011

- Pursued professional development opportunities to build and apply skills regarding literacy across content areas, single-sex education, differentiated instruction and AP English Literature
- Designed and implemented a college preparatory curriculum for 9th and 12th grade students

EDUCATION

Teachers College, Columbia University, Summer Principals Academy, New York, NY

Master of Education (Ed. M), July 2011

- Completed a 450 hour internship demonstrating leadership capacities in six areas (principal shadowing, curriculum auditing, resource allocation, teacher evaluation, designing and leading professional development, and reflection for growth)
- Mastered the recognition of the developmental needs of adults and applied appropriate contexts, supports and challenges to optimize opportunities for professional growth and transformation
- Practiced needs-based conflict resolution, mediation and negotiation techniques, self-awareness for reflective transformation and the RULER Method for developing emotional intelligence.
- Applied various decision-making models and leadership competencies to maintain ethical leadership in the pursuit of social justice while collaborating on a new school design project

Pace University, New York City Teaching Fellows, New York, NY
Master of Science for Teachers (M.S.T), May 2007

New York University, College of Arts and Science, New York, NY
Bachelor of the Arts (B.A.) - English and American Literature, May 2005

CERTIFICATIONS

School Building Leader, Parts One & Two – May 7, 2011

Professional Teaching Certificate, English Language Arts, 7-12 – September 1, 2008

Instructor of AP English Literature and Composition – July 2008

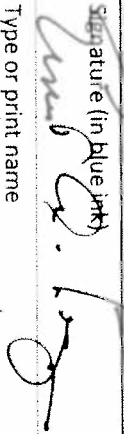
14K071 Juan Marcel Campos Secondary Schools

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

14K071 Juan Morel Campos Secondary School

New York State Education Department:
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
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Principals Union President / Lead		Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)			
Type or print name			
Teachers Union President / Lead		Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)			
Type or print name			
Parent Group President / Lead		Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)			
Type or print name			

14K071 - *Stow-Morrel Campus Secondary School*

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

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

1AK07-1

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:

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
<i>Emilie M. Higgins</i> Signature (in blue ink) Emilie M. Higgins Type or print name	5/14/13	
<i>Joyce E. Travnstie</i> Signature (in blue ink) Type or print name		
<i>Joyce E. Travnstie</i> Parent Group President / Lead		
<i>Colleen Kelly</i> Signature (in blue ink) Colleen Kelly Type or print name	5/14/2013	
<i>CATHERINE TILLEY</i> Signature (in blue ink) Catherine Tilley Type or print name	5/14/2013	
<i>Jonas Olschik</i> Signature (in blue ink) Jonas Olschik Type or print name		



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Educational Finance and Management
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 #
<input type="text"/>	<input type="text"/>	<input type="text"/>
AGENCY CODE	<input type="text" value="305100010051"/>	
Federal /State Program	<u>SCHOOL IMPROVEMENT GRANT 1003 (g)</u> <u>JUAN MOREL CAMPOS SECONDARY SCHOOL</u>	
Contact Person	<u>EDUARDO CONTRERAS</u>	
Agency Name	<u>New York City Department of Education</u>	
Mailing Address	<u>52 Chambers Street, Room 413</u> <u>New York, N.Y. 10007</u>	
Telephone #	<u>212-374-0520</u>	<u>Manhattan</u> County
Project Operation Dates From	<u>SEP 1 2013</u>	To <u>AUG 31 2014</u>

BUDGET TOTAL

\$1,916,445

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	5.00	74,836	374,180
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	1.00	100,000	100,000
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	5,800	41.98	243,485
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	144	43.93	6,327
Social Worker Per Session	191	45.13	8,640
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	100	154.97	15,497
CENTRAL - School Implementation Manager	0.56	119,344	67,229
CENTRAL - Talent Coach	0.20	114,000	22,343
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			837,702

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	50,000	25,000
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	190	25.87	4,916
Subtotal - Code 16			29,916

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Outward Bound, Center for Applied Linguistics, PRFI	125,000
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Editure, Eskolta, LLC, TEquipment, Inc, Ramapo for Children, The Danielson Group, Brooklyn Historical Society, BRIC Arts and Media	300,277
Subtotal - Code 40		425,277

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	177,500
Educational Software	32,315
General and Instructional Supplies	46,000
Library Books	0
Supplemental Textbooks	180,000
Subtotal - Code 45	435,815

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	160,863
ARRA FRINGE - CENTRAL	26,872
Subtotal - Code 80	187,735

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)	\$1,916,445
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

Include items of equipment, such as furniture, furnishings and machines that are not integral parts of the building or building services. Repairs of equipment should be budgeted under Code 40 - Purchased Services. All equipment purchased in support of this project with a unit cost of \$1000 or more should be itemized in this category. Equipment under \$1000 should be budgeted under Code 45 - Supplies and Materials.

Description of Item	Proposed Quantity	Unit Cost	Proposed Expenditure
Subtotal - Code 20			0

N.Y.C. GRANT #

0 0 0 0 0 0 0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	837,702
Non-Professional Salaries	16	29,916
Purchased Services	40	425,277
Supplies and Materials	45	435,815
Travel Expenses	46	0
Employee Benefits	80	187,735
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,916,445

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6.2.2013

DATE

SIGNATURE

Eduardo Contreras, Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

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

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

Program Office Approval: _____

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

Agency Code	
Agency Name	

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

Year 1 Implementation Period (September 1, 2013 - August 31, 2014)		
Categories	Code	Costs
Professional Salaries	15	\$ 837,702
Support Staff Salaries	16	\$ 29,916
Purchased Services	40	\$ 425,277
Supplies and Materials	45	\$ 435,815
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 187,735
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,916,445

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 782,837
Support Staff Salaries	16	\$ 29,916
Purchased Services	40	\$ 308,259
Supplies and Materials	45	\$ 134,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 194,786
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,449,798

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 686,065
Support Staff Salaries	16	\$ 28,881
Purchased Services	40	\$ 63,000
Supplies and Materials	45	\$ 13,834
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 183,011
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 974,791

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 2,306,604
Support Staff Salaries	16	\$ 88,713
Purchased Services	40	\$ 796,536
Supplies and Materials	45	\$ 583,649
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 565,532
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 4,341,034

Total Project Budget		
Categories	Code	Costs
Professional Salaries	15	\$ 2,306,604
Support Staff Salaries	16	\$ 88,713
Purchased Services	40	\$ 796,536
Supplies and Materials	45	\$ 583,649
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 565,532
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 4,341,034

BUDGET NARRATIVE: JUAN MOREL CAMPOS SECONDARY SCHOOL (14K071)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	As state exams change and teachers continue to align their instruction to the CCS and prepare students for success on the new exams, core courses in literacy and math will require new textbooks and resources. In Years 1 & 2, SIG will provide for updates and supplements to textbook collections in all literacy and math based subject areas. A partnership with a 180 textbook vendor will secure these texts and ensure that all teachers and students have access to CCS-aligned instructional texts.	150,000	20,000	0	5170,000	The texts purchased for to update or supplement core course texts will be reused each semester. Thus, the texts will outlast the SIG plan and will be replenished using NYSTL funds for textbooks in the years after SIG.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Year 1, SIG will provide for the purchase of foreign language & technology textbooks to support students in the new foreign language and technology courses offered at the school. Enough texts will be purchased to ensure access to a text for each student in every class section. In Year 2, additional texts will be purchased to supplement the students in courses offered by the second technology teacher funded through SIG.	30,000	13,000	0	543,000	The texts purchased to both foreign language and technology will be reused each semester. Thus, the texts will outlast the SIG plan and will be replenished using NYSTL funds for textbooks in the years after SIG.
Data Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - As the expansion of the co-teaching model continues in the school, teachers will need support for additional planning and student work review. Providing teachers with additional time outside of the school day offers them the opportunity to focus on this important collaborative work. We anticipate that students in co-teaching settings will make significant growth and achievement gains when their teachers leverage this time to review work and plan together. Funds will be allocated as follows for Co-teacher planning: Year 1 20 teachers x 20 hours = 400 hours; Year 2, 20 teachers x 10 hours = 200 hours	16,792	8,396	0	525,188	A portion of the time committed to co-teacher planning will be designated for professional development about the use of effective practices for meeting and looking at student work. With two years of practice, teachers in co-teaching settings will be equipped with strategies and routines that will make their daily in-school planning time highly efficient and effective. The need for this amount of co-teacher per session will not be necessary after year 3 or the expiration of SIG as effective practices will be embedded throughout the school community.
Data Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Teacher Per Diem - to ensure that teachers have access to coaches from partner organizations, and so they can conduct classroom inter-visitations, per diem funds will be allocated to support collaboration. These opportunities will ensure the spread of effective teacher practices throughout the school community. As teacher effectiveness increases, student growth and achievement will increase as well. In Year 1, 100 days per diem will be allocated, and in Year 2, 50 days will support this work.	15,497	7,749	0	523,246	The purpose of the per diem SIG allocation is to support structures for teacher growth. The growth and skills that teachers achieve during the first two years under SIG will be sustained through continued coaching and evaluation by school leaders and instructional supervisors. If additional coverages are needed in Year 3 or beyond, the school will seek out Title I and/or NYSTL funds to support additional per diem coverages.
Instruction	Professional Staff (Code 15)	1.0 FTE Foreign language teacher - the new foreign language teacher in the middle school will teach five sections of Spanish as a foreign language to prepare students for success on Checkpoint A. This position will ensure that students meet all state mandated credit requirements in junior high school.	74,836	74,836	74,836	524,508	Foreign language instruction will reinforce literacy skills in EIA courses, so all students who have participated in the foreign language program will sustain literacy skills in English. In 2016-17, when SIG expires, the school will attempt to identify alternative funding streams to sustain the foreign language program.
Instruction	Professional Staff (Code 15)	1.0 FTE Foreign language teacher - the new foreign language teacher in the high school will teach five sections of Spanish as a foreign language to prepare students for success on Checkpoint B. This position will ensure that students meet all state mandated credit requirements in junior high school.	74,836	74,836	74,836	524,508	Foreign language instruction will reinforce literacy skills in EIA courses, so all students who have participated in the foreign language program will sustain literacy skills in English. In 2016-17, when SIG expires, the school will attempt to identify alternative funding streams to sustain the foreign language program.

BUDGET NARRATIVE: JUAN MOREL CAMPOS SECONDARY SCHOOL (14K071)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Professional Staff (Code 15)	1.0 FTE technology teacher - Year 1, 2, and 3. SIG funds will be used for a full time technology teacher in the middle school. The new technology teacher will teach five sections of 7th grade students each year to prepare students for success and technological proficiency in high school, college, and careers. This position will ensure that students meet all state mandated credit requirements in junior high school.	74,836	74,836	74,836	\$224,508	Instruction for students about the effective use of technology will support students in core content areas, high school, college, and careers. Students who participate in technology courses over the next three school years will be equipped with the skills necessary to use instructional technology throughout the duration of their careers. In the absence of funding for a technology teacher the school will sustain the technology that students are familiar with. Additionally, the school will explore alternative funding streams to keep the technology teacher permanently assigned.
Instruction	Professional Staff (Code 15)	1.0 FTE theater teacher - to expand arts-based learning opportunities for students in the school. This position will add a fifth option for students participating in an already vibrant and engaging talent curriculum. The theater teacher will be expected to align his/her instruction and content to core content areas. Talent courses in this school play a role of reinforcing content learning and providing students with alternative paths to belonging in the school community.	74,836	74,836	74,836	\$224,508	The skills and self-confidence that students build as members of the theater program will last beyond SIG. Additionally, the presence of a theater program will improve student and staff perceptions about overall school tone and climate. Theater builds community and helps students to apply core literacy and content area knowledge in an arts-based setting. Additional funding streams will be explored to sustain this, and other, arts-based teaching positions as talent development is a core mission of the school community.
Instruction	Professional Staff (Code 15)	1.0 FTE chorus teacher - to ensure that all students have access to expand access to an existing program. The teacher currently teaching chorus for part of the day will be freed to serve students with disabilities for the entire school day. Chorus will provide students with another talent option. This is also an opportunity to reinforce and connect learning from other content areas and disciplines, like the other talent courses.	74,836	74,836	74,836	\$224,508	Skills, knowledge, and cross-discipline connections made through the chorus program have staying power. At the conclusion of the SIG plan the school will see out alternative funding streams to sustain this position.
Instruction	Professional Staff (Code 15)	1.0 FTE Additional technology teacher - for assignment in the middle and high school. The new technology teacher will teach five sections of 7th grade students each year to prepare students for success and technological proficiency in high school, college, and careers. This position will ensure that students meet all state mandated credit requirements in junior high and high school.	0	74,836	74,836	\$149,672	Instruction for students about the effective use of technology will support students in core content areas, high school, college, and careers. Students who participate in technology courses over the next three school years will be equipped with the skills necessary to use instructional technology throughout the duration of their careers. In the absence of funding for a technology teacher the school will sustain the technology that students are familiar with. Additionally, the school will explore alternative funding streams to keep the technology teacher permanently assigned.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Year 1: SIG will provide for the purchase of 90 desktop computers to be used in different spaces throughout the building. Clusters of computers will be placed in classrooms and other student spaces to ensure students access to current technology throughout the school day. 18 classrooms will be equipped with clusters of five computers by the end of year 1. Year 2: An additional 20 computers will be purchased to create student computer centers in 4 additional classrooms.	80,000	20,000	0	\$100,000	Infrastructure and equipment like computers is designed to function for multiple years. The equipment purchased under SIG in Years 1 & 2 will be accessible to students and teachers beyond the conclusion of SIG. Title I and NYSITL funds for maintenance will be used after SIG to sustain functioning of equipment.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Year 1: SIG will allow the school to continue upgrades to classroom technology initiated in 2012-13. SIG will ensure that all classrooms and teachers have access to ACTIV Boards and related equipment to incorporate technology into instruction throughout the school day. By the end of year 1, 100% of teachers and classrooms will utilize ACTIV Boards in daily instruction	55,000	0	0	\$55,000	Infrastructure and equipment like ACTIV Boards is designed to function for multiple years. The equipment purchased under SIG in Year 1 will be accessible to students and teachers beyond the conclusion of SIG. Title I and NYSITL funds for maintenance will be used after SIG to sustain functioning of equipment.

BUDGET NARRATIVE: JUAN MOREL CAMPOS SECONDARY SCHOOL (14K071)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Supplies, materials Supplemental books and Software (Code 45)	In each of Years 1 & 2 SIG will be used to purchase a laptop cart equipped with 30 laptop computers. These mobile learning stations will be used daily throughout the building to supplement instruction. This technology will support students and teachers as they incorporate engaging computer-based learning material into instructional activities. These alternative pathways to learning will ensure additional support and engagement for at-risk students and low-performing sub-groups of students like ELLs and SWDs.	20,000	20,000	0	\$40,000	Infrastructure and equipment like laptop computers is designed to function for multiple years. The equipment purchased under SIG in Years 1 and 2 will be accessible to students and teachers beyond the conclusion of SIG. Title I and NYSTL funds for maintenance will be used after SIG to sustain functioning of equipment.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	In years 1 & 2 SIG will provide for the purchase of 35 printers for students to utilize in classrooms. These printers will be integrated into classroom computer centers and will ensure that students are able to quickly access important learning scaffolds and/or make classroom products for teachers to review. Access to current and relevant technology throughout the school building will increase student engagement and involvement levels.	20,000	9,669	0	\$29,669	The technology provided by SIG will outlast the grant. These printers will be available to students beyond Year 3 of SIG, and therefore, will have sustainable impact on achievement and growth. Additionally, NYSTL and/or Title I funds for maintenance will be used for minor repairs and supplies.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	SIG will secure 100 site licenses for APEX and will cover half of the cost to renew those licenses in Year 2 for Achieve3000 (iLearn). Like other online tools, Achieve3000 aims to support alternative pathways to literacy growth and progress. This supplemental program is proven to increase student literacy levels.	11,315	7,500	0	\$18,815	Year 2 funding will be shared with other allocations (NYSTL and/or Title I). After Year 2, the school will seek alternative funding streams to sustain access to Achieve 3000 for students needing literacy support.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	The school possesses many existing computers that require updates and/or repair. With maintenance, these resources will again be functional and useful for staff and students. In years 1-3, SIG will ensure that appropriate computer maintenance can be secured to maintain a safe, engaging, functional, and impactful technological environment for staff and students.	7,500	7,500	834	\$15,834	In addition to allocating NYSTL and/or Title I funds after the conclusion of SIG to continue maintaining school technology, a functional MOUSE Squad and MOUSE Squad teacher will be present beyond SIG. This group of students will be equipped with the skills necessary to do much of the computer repair needed in the school. This will reduce maintenance costs and help students to develop technical skills that could be useful in college or a career.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	SIG will provide students with 30 additional iPads to be used in talent courses and to support ELLs and SWDs. Apps available on iPads support learning needs and student self-evaluation and assessment. SWDs and ELLs will benefit from apps that reinforce instruction or provide alternative pathways to expression and mastery. Students in talent courses have been piloting a program for self-evaluation and peer feedback that will grow with access to more iPads during Year 1 of SIG. These iPads will improve engagement and achievement levels for impacted students.	15,000	0	0	\$15,000	The technology provided by SIG will outlast the grant. These iPads will be available to students beyond Year 3 of SIG, and therefore, will have sustainable impact on achievement and growth.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Funds will be used in years 1 & 2 to secure D2L (iLearn) licenses. These licenses provide access to all other iLearn tools. This partnership will ensure that students have access to iLearn for blended learning and academic support opportunities throughout years 1 & 2 of SIG.	5,000	5,000	0	\$10,000	The learning and support that students garner from this partnership will outlast access to the program. After Year 2 of SIG the school will seek NYSTL and Title I funds to support a continued partnership with online resources that have proven effective for teachers and students.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	A partnership with Discovery Education, Inc. (iLearn) will provide students with access to online and blended learning tools as part of the D2L platform. These opportunities will be available to students in Years 1 and 2 of SIG and will allow teachers to differentiate instruction and provide students with alternative pathways to mastery and credit accumulation.	3,000	3,000	0	\$6,000	The learning and support that students garner from this partnership will outlast access to the program. After Year 2 of SIG the school will seek NYSTL and Title I funds to support a continued partnership with online resources that have proven effective for teachers and students.

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Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Supplies, materials Supplemental books and Software (Code 45)	A partnership with NBC (Ulearn) will provide the school with a 12-month subscription to online tools and resources that students will access on the D2L platform. SIG will fund this partnership, which in Year 1 will also include a full staff development for teachers leveraging the programs.	3,000	2,000	0	\$5,000	The learning and support that students garner from this partnership will outlast access to the program. After Year 2 of SIG the school will seek NYSTL and Title I funds to support a continued partnership with online resources that have proven effective for teachers and students.
Parent and Community Engagement	Professional Purchased Services (Code 40)	SIG would provide for a partnership with BRIC Arts and Media of Brooklyn, Inc. to offer parents 4 full day, or 8 half-day workshops in each of years 1, 2, and 3. These workshops aim to improve family communication, arts integration into student learning, and parent engagement and involvement with the school community.	5,000	5,000	5,000	\$15,000	The workshops offered to parents through the partnership with BRIC Arts Media of Brooklyn, LLC will improve overall parent engagement and involvement in the school community. Also, parent attitudes and perceptions of the school will be improved because of these workshops. Whether the school can find funding to continue this partnership and series of workshops does not detract from the sustained gains that will be made in the areas of parent and family engagement.
Parent and Community Engagement	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session. During the years 1 & 2, in an attempt to improve parent engagement and involvement levels, teachers will conduct workshops as part of a Parent Academy. This series of workshops will provide parents with instruction in technology use and the acquisition of English as a second language. Participating parents will be better prepared to support their sons and daughters by understanding current technology and acquiring a second language of communication used throughout the school. SIG will be allocated as follows: 2 teachers x 20 weeks x 3 hours/week = 120 hours	5,038	5,038	0	\$10,076	The gains in parent engagement and involvement made in Years 1 & 2 as a result of this program will be sustained because of the improved proficiency parents and families will have with technology and English. The impact of these gains will continue for families and students beyond Years 2 & the conclusion of SIG. Additional funds and partnerships will be sought to continue offering parent workshops after SIG expires.
Parent and Community Engagement	Supplies, materials Supplemental books and Software (Code 45)	When teachers engage parents in learning around English language and technology proficiency, they will need resources and materials for the successful implementation of the workshops. In Years 1 & 2, SIG will support the procurement of instructional supplies for the Parent Academy workshop series.	1,000	1,000	0	\$2,000	Some of the supplies and resources for the Parent Academy workshops will be accessible to parents at the end of the workshop series and SIG. Additionally, the skills and knowledge that parents garner will continue to support their relationships with their children and overall levels of family engagement and involvement.
School Climate and Discipline	Professional Purchased Services (Code 40)	In Years 1 & 2 Eskolta, LLC will provide the school with a partnership called the "Quality Improvement Package" which ensures the identification, design, and facilitation of schoolwide improvement initiatives. In Year 3, with many of these school initiatives in place, Eskolta will then provide a "Project Managers" package which will provide additional supervision and coaching for initiatives in progress. These initiatives will focus on improving overall school culture and tone for students and professionals.	50,000	45,000	25,000	\$120,000	Eskolta's work with the school community is grounded in a mission to build sustainable programs and initiatives. The three year partnership under SIG will provide for sufficient time to identify, develop, refine, and firmly establish numerous initiatives for improving school tone and climate. Eskolta will also support the development of lead staff members who can continue the work of maintaining effective systems at the conclusion of SIG and/or the partnership.
School Climate and Discipline	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Guidance Counselor per session. In an attempt to reduce the amount of violent conflict and suspensions in the school, additional interventions are necessary. To support students during historically stressful moments of the school day and week (before and after school and breaks from school) guidance counselors will be allocated per session to conduct additional mediation and student support. In years 1 & 2, Guidance Counselor per session will be offered as follows for mediation and support before and after school: 2 counselors, 2 hours/week, 40 weeks = 160 hours	8,640	8,640	0	\$17,280	In addition to the work that counselors will conduct under this SIG allocation, Eskolta, a partner organization will be working with the school to develop additional student support and intervention strategies to leverage during the school day. The permanence of these strategies will reduce the overall need for crisis and ongoing at-risk counseling, thus, guidance counselors working before and after school. When more staff members become involved in proactive and responsive student support during the day, it will prevent escalation.

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Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
School Climate and Discipline	Supplies, materials Supplemental books and Software (Code 45)	SIG will support the effective implementation of an ELT program by providing for supplies and equipment for instructional and enrichment activities . New and existing enrichment activities (i.e., robotics, chess, graphic design, etc.) will need supplements and updates to resources. With the appropriate resources, ELT opportunities will be highly effective and will impact student achievement and social-emotional gains. Because many of the resources are reusable from year to year, the SIG allocations decrease each year because fewer new supplies will be needed for each subsequent year of SIG.	25,000	15,000	8,000	\$48,000	Many of the supplies (i.e. chess sets, robotics kits, athletic equipment, manipulatives, etc.) will be reused each year. After SIG, funding will only be necessary to replenish or replace outdated resources and supplies. After SIG, regular Title I supply and equipment money will be used to maintain these resources at effective levels.
School Climate and Discipline	Support Staff (Code 16)	Hourly Secretary per session - to conduct before and after school parent and family outreach. This work will focus primarily on addressing attendance and student engagement levels in school. For the first two years, Secretary per session will be allocated as follows: 95 hours x 2 secretaries = 190 hours. During year 3, funding will be allocated as follows for the same kind of work: 75 hours x 2 secretaries = 150 hours	4,916	4,916	3,881	\$13,713	Because of SIG supporting 3 years of attendance outreach, overall parent and student engagement levels will increase. Additionally, as students are present and families stay informed, the family and student capacity to engage and attend school will be improved. Thus, when SIG expires, the need for this level of attendance outreach should decrease and additional Title I and NSTL funds will be sought to supplement further efforts as needed.
Student Support	Professional Purchased Services (Code 40)	A partnership with NYC Outward Bound will secure 80 classroom visits in each of Years 1 & 2 to conduct team building activities with students. Additionally, teachers will participate in "Train the Trainer" workshops with Outward Bound staff to build facilitation skills for school-based events after the partnership. During Year 3, 100 students will participate in events at the Outward Bound facility and additional teachers will be trained as facilitators. The goal of this partnership is to improve student attitudes about school culture, to improve student social-emotional well-being, and to foster a climate of leadership and teambuilding in the school.	60,000	35,000	15,000	\$110,000	Because the skills and strategies that students gain from participation in this program are lasting, the additional funds for training teachers as facilitators will ensure that future groups of students have access to the same types of activities and opportunities. After Year 3 of SIG, NSTL and/or Title I funds will be used for additional "Train the Trainer" sessions and/or to purchase supplies for necessary activities.
Student Support	Professional Purchased Services (Code 40)	A partnership with PRFI in Years 1 & 2 will provide in-school counseling and mental health support services for students. Additionally, establishing these relationships will improve family relationships and interactions with PRFI. After two years of building relationships, school-level incidents will decrease and attendance and participation rates for PRFI's services will increase. In Year 3, PRFI will provide out-patient services at their own site based on relationships established in SIG Years 1 & 2.	45,000	45,000	0	\$90,000	The two-year partnership with PRFI will build relationships with students, families, and the institutions and provide involved families and students with skills and strategies for navigating and coping with crisis and challenges. Additionally, PRFI can provide insurance-covered services in Year 3 and beyond for families interested in continuing to receive services for themselves or their children. These services can be rendered at the school or at PRFI. Thus, this partnership is likely to continue beyond SIG, and, at no additional cost to the school.
Student Support	Professional Staff (Code 15)	1.0 FTE Supplemental Guidance Counselor - a full-time guidance counselor for middle school students. The counselor will assist with scheduling and programming, and mediate and counsel students as necessary. This additional counselor will ensure that each grade level has their own guidance counselor for support. The presence of an additional guidance counselor will provide an alternative to traditional discipline and the opportunity for more proactive disciplinary measures. This will lead to a decrease in behavioral referrals and punitive measures and increased student engagement and achievement.	100,000	100,000	100,000	\$300,000	Guidance counselors are integral for helping students to build the skills and tools for self-management and conflict resolution. Each student that this counselor works with will have an improved skill set for dealing with challenges and obstacles in their academic and personal lives. Counselors are also important for thoughtfully scheduling and programming students. Impacted students will be on track for graduation and promotion as a result of their counselor's assistance and supervision. Additional funding streams will be sought to sustain this position at the end of the 2015-16 school year.

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Primary SIC activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Student Support	Supplies, materials Supplemental books and Software (Code 45)	In years 1 & 2, the purchase of site licenses for APEX will ensure that 125 students have access to online and blended learning opportunities. More specifically, APEX supports the remediation and accumulation of credits. This directly contributes to an increase in both credit accumulation and the 4-year graduation rate. In year 3, the need for APEX will be less as more students will have caught up in credit accumulation to stay on track, therefore, the school will only purchase 60 licenses for APEX in Year 3. These will be used strategically to sustain elevated credit accumulation and four-year graduation rates.	10,000	10,000	5,000	\$25,000	APEX licenses are intended to help students who have fallen off-track to catch up. After three years of use under SIC, more students will be on-track and the need for site licenses will be reduced. Title I funds will be leveraged to purchase the site licenses necessary to sustain the number of students "on-track" to graduate in each cohort.
Student Support	Support Staff (Code 16)	1.0 FTE School Aide - to conduct attendance outreach. The school aide's primary responsibility will be to assist the attendance team with the improvement and maintenance of daily student attendance. The school aide will be involved in daily attendance scanning, corrections, parent and family outreach (phone calls, home visits, emails, mailings, etc.), and attendance rewards/incentives.	25,000	25,000	25,000	\$75,000	As part of the attendance team, the school aide will help students and families to build sustainable relationships with the school which should last beyond the duration of SIC. Attendance outreach will ensure that students are present and active in the school community, which, in turn, will increase overall engagement and involvement in the school and maximize opportunities for academic achievement and progress gains. Additional funding will be sought to sustain this position after SIC expires.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	SIG will provide for coaches from Editure in the areas of literacy, math, and technology integration. Year 1 will secure 76 days of visits from coaches, while 51 days will be secured in Year 2. The coaches from Editure will support teachers as they improve their instructional practices and improve student achievement outcomes as a result.	107,277	67,259	0	\$174,536	The coaching performed by Editure specialists in literacy, math, and technology will provide teachers with skills, strategies, and curricula that will be effective beyond the conclusion of SIC. Continued supervision of teachers in these disciplines will ensure that capacities and practices introduced by Editure consultants are sustained after SIC.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	A partnership during Years 1 & 2 will ensure 6 resident artists will collaborate with teachers and lead workshops on 16 days throughout the school year. In addition to the arts integration that these workshops will guarantee, teachers will learn effective practices for teaching arts and digital media to students. During year three, 3 resident artists will continue the partnership with the school.	35,000	35,000	15,000	\$85,000	The collaboration of BRIC residents and teachers will create engaging curriculum for students that lasts beyond the conclusion of SIC. Additionally, the strategies that content area teachers gain from professional development facilitated by BRIC partners will ensure that arts-integration strategies are embedded throughout the school community at the end of the partnership. Title I and NYSTL funds will be leveraged to continue a partnership with 2 BRIC residents after Year 3.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	SIG will fund a partnership with TEquipment, Inc. This organization will provide a "Transformation" model of professional development for our teachers in Years 1 & 2. This includes 30 days of in-school visits and mentoring for teachers using ACTIV Boards and other classroom based technologies. In addition, six full-day staff developments will be available for teachers in Year 1, and two full-day staff developments will be available in Year 2. The school will ensure that all teachers leverage classroom technologies and 10 teachers are trained as experts through this partnership.	40,000	30,000	0	\$70,000	The training and professional development that teachers receive from TEquipment, Inc. in years 1 & 2 will develop skills and practices throughout the school community. Since the infrastructure for applying these abilities is in place, the lasting impact of this partnership is guaranteed. The school has the equipment and will continue to maintain and update it with maintenance funds; the knowledge and abilities built through professional development will become habits and traditions by Year 3.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	20 coaching days and 2 facilitated workshops from Ramapo for Children during Year 1 and 18 coaching days in Year 2. Ramapo's work will build teacher capacity to deal with classroom behaviors and situations that are challenging. Ramapo specifically focuses on supporting teachers who work closely with students with disabilities. The work with Ramapo will reduce behavior referrals, perceptions of school safety will improve, and achievement levels for SWDs will increase.	30,000	25,000	0	\$55,000	The coaching performed by Ramapo for Children specialists in behavior management and instructional strategies for SWDs will provide teachers with skills, strategies, and curricula that will be effective beyond the conclusion of SIC. Continued supervision of teachers in these disciplines will ensure that capacities and practices introduced by Ramapo consultants are sustained after SIC.

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Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	SIG funding in year 1 will secure five full-day workshops for teachers. These workshops will instruct teachers about best practices and strategies for teaching English Language Learners. In year 2, the Center for Applied Linguistics (CAL) will follow up with 4 additional workshops for teachers to continue their learning and development in the area of EL support. Because of these workshops, EL growth and achievement levels will improve in the classrooms of participating teachers.	20,000	16,000	0	\$36,000	This partnership is centered on professional development and coaching for teachers. The strategies and supports for teachers will outlast SIG. Supervisors and coaches will be responsible for holding teachers accountable to the effective practices that they learn as a result of this partnership after SIG expires.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	The Danielson Group will provide teachers and evaluators (administrators and coaches) with a series of two-three day workshops. These workshops will help both groups of staff members to better understand and apply the theories of the Danielson Framework in their instruction. The purpose of this partnership is to positively impact teacher effectiveness during Year 1 of the SIG plan by exposing all teachers to the key tenets of the Framework for Effective Teaching.	28,000	0	0	\$28,000	Danielson Group coaches will work with teachers to support their development and understanding of the Framework for Effective Teaching. It is anticipated that the Framework will be a component of annual teacher evaluation measures. A year of sustained coaching and professional development will prepare teachers with strategies and practices to continue to be the hallmarks of effective instruction after the conclusion of the partnership with the Danielson Group and SIG.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	A partnership with Brooklyn Historical Society in Years 1-3 will provide teachers with professional development and will ensure that students have access to the Society's spaces and curators. This partnership will support the school as teachers design more engaging and rigorous curriculum for students.	5,000	5,000	3,000	\$13,000	The professional development that teachers receive through this partnership will ensure that they are prepared to integrate relevant material into their curriculum and leverage the BHS space to support learning. While funding will be sought to continue the partnership, skills that teachers pick up as a result of the partnership will outlast SIG and be useful in other efforts to connect classroom learning to the outside world.
Training, Support, and Professional Develop	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - In Year 1 of SIG, there will be a large number of partnerships providing coaching and support to teachers to improve instruction and student achievement. To support this work, teachers will be offered per session to participate in after-school and Saturday workshops with coaches and trainers from these partner organizations. SIG funds will be allocated as follows for teachers: 60 teachers x 40 hours = 2400 hours	100,752	0	0	\$100,752	The professional growth and gains that teachers make during Year 1 will be sustained beyond Years 2, 3, and the conclusion of SIG through continued supervisor evaluation, coaching, and support. Additional per session opportunities for continued coaching would be funded with Title I or NYSITL funds.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - In Years 1 & 2, the school will provide ELT to students for 40 weeks. More specifically, 20 teachers will work 3 hours/week for 40 weeks to instruct and engage students after school in tutoring and enrichment activities. During Year 3, the program will be reduced to 30 weeks, but will sustain the model with 20 teachers working 3 hours per week with students after-school. The ELT program will improve student achievement levels, reduce discipline and behavior issues, support students social, emotional well-being, and improve attitudes about school culture and climate among all stakeholders.	100,752	100,752	75,564	\$277,068	The skills and social-emotional gains made by students because of a sustained ELT program will last throughout their years in school. As SIG expires, the school will explore alternative funding streams and partnerships with CBOs to keep the infrastructure for an after-school program(s) focused on academic support and social-emotional development.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - as part of a comprehensive plan to improve student achievement levels, the school will coordinate a Saturday Academy to provide students with additional instruction in core content areas throughout the school year. This will take place during Years 1 & 2 of SIG. For five Saturdays per semester, teachers will provide 3 hours of instruction for students. Growth and achievement levels for participating students will improve on standardized measurements as a result. The program will be funded as follows: 10 teachers x 3 hours x 10 sessions = 300 hours.	12,594	12,594	0	\$25,188	The skills and gains that students make through participation in the Saturday Academy will last for involved students. These core literacy, math, and content skills will support student success throughout the remainder of their lives as learners. To continue offering Saturday Academy to new classes of students, the school will seek NYSITL and/or Title I funds at the conclusion of Year 2 of SIG.

BUDGET NARRATIVE: JUAN MOREL CAMPOS SECONDARY SCHOOL (14K071)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - During years 1 & 2 the school will provide students and families with continued learning opportunities during school breaks. These Vacation Institutes will support students in subject areas and classes that culminate in a state exam or Regents. This continued instruction will ensure retention of key skills and increased growth and achievement levels for involved students. SIG will provide for the following: 10 teachers x 9 hours x 2 vacations per year = 180 hours per year	7,557	7,557	0	\$15,114	The skills and gains that students make through participation in the Vacation Institutes will last for involved students. These core literacy, math, and content skills will support student success throughout the remainder of their lives as learners. To continue offering Vacation Institutes to new classes of students, the school will seek NYSSTL and/or Title I funds at the conclusion of Year 2 of SIG.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - Similar to the teacher role described above, ELT supervision will be provided for by SIG. 1 supervisor x 3 hours week x 40 weeks in Years 1 & 2 to monitor the implementation of the ELT program and ensure that students receive the instructional and social-emotional support necessary to make achievement gains. In Year 3 1 supervisor x 3 hours per week x 30 weeks will support the final year of the program.	5,272	5,272	3,954	\$14,498	The skills and social-emotional gains made by students because of a sustained ELT program will last throughout their years in school. As SIG expires, the school will explore alternative funding streams and partnerships with CBOs to keep the infrastructure for an after-school program(s) focused on academic support and social-emotional development.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - as part of a comprehensive plan to improve student achievement levels, the school will coordinate a Saturday Academy to provide students with additional instruction in core content areas throughout the school year. This will take place during Years 1 & 2 of SIG. For five Saturdays per semester, supervisors will ensure that students receive 3 hours of effective instruction. Growth and achievement levels for participating students will improve on standardized measurements as a result. The program will be funded as follow: 1 supervisor x 3 hours x 10 sessions = 30 hours.	659	659	0	\$1,318	The skills and gains that students make through participation in the Saturday Academy will last for involved students. These core literacy, math, and content skills will support student success throughout the remainder of their lives as learners. To continue offering Saturday Academy to new classes of students, the school will seek NYSSTL and/or Title I funds at the conclusion of Year 2 of SIG.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - During years 1 & 2 the school will provide students and families with continued learning opportunities during school breaks. These Vacation Institutes will support students in subject areas and classes that culminate in a state exam or Regents. This continued instruction will ensure retention of key skills and increased growth and achievement levels for involved students. SIG will provide for the following: 1 supervisor x 9 hours x 2 vacations = 18 hours per year.	396	396	0	\$792	The skills and gains that students make through participation in the Vacation Institutes will last for involved students. These core literacy, math, and content skills will support student success throughout the remainder of their lives as learners. To continue offering Vacation Institutes to new classes of students, the school will seek NYSSTL and/or Title I funds at the conclusion of Year 2 of SIG.
All	Employee Fringes, Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	160,863	172,087	165,751	\$498,702	
		Subtotal School	1,800,000	1,350,000	900,000	4,050,001	
District-level expenses: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.59, 0.5, 0.5.	67,229	57,619	43,180	168,028	

BUDGET NARRATIVE: JUAN MOREL CAMPOS SECONDARY SCHOOL (14K071)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
District-level expenses Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1, Y2, Y3): 0.2, 0.17, 0.17	22,343	19,149	14,351	55,844	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	26,872	23,030	17,259	67,161	
		Subtotal Central	116,444	99,798	74,790	291,033	
		TOTAL SIG	1,916,445	1,449,798	974,791	4,341,034	
		Non-Core Instruction Tax Levy	726,479	726,479	726,479	2,179,436	
		Title I for Priority and Focus Schools	168,898	168,898	168,898	506,694	
		Other Title I allocations	649,782	649,782	649,782	1,949,346	
Other sources of income		TOTAL	3,461,603	2,994,957	2,519,949	8,976,509	