

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
P.S. 230 Dr Roland N. Patterson		320900010230	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
K - 4 (3 - 4 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
446		275 HARLEM RIVER PARK BRIDGE, BRONX NY 10453	
School Model Proposed to be implemented in the Priority School Identified in this Application			
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

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A. District Overview

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

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

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

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

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

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

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

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

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

First, a great school starts with a great principal. Over the past decade we have learned the powerful role a principal can play as change agent. We use a set of leadership competencies and seek principals for our schools who have demonstrated the qualities of effective leadership. For our Turnaround new schools, we provide a six month New Schools Intensive program that trains and prepares these principals.

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

The new school is able to hire staff based on its unique mission and vision of the school. The process for hiring in a new or redesigned school includes staff selection by a personnel committee consisting of two United Federation of Teachers (UFT) designees, two Superintendent or Chancellor designees, and the principal or project director. Article 18D of the UFT/NYCDOE contract outlines the process for staffing new or redesigned schools opening to replace Priority Schools. The 18D hiring process for new schools is outlined in the Collective Bargaining Agreement, which states: "If sufficient numbers of displaced staff apply, at least fifty percent of the School's pedagogical positions shall be selected from among the

appropriately licensed most senior applicants from the impacted school(s), who meet the School's qualifications.”

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

ii. Labor-management documentation

Article 18D of the NYCDOE/UFT Collective Bargaining Agreement, the staffing process for new schools can be found on pages 105-106 here:

http://www.uft.org/files/contract_pdfs/teachers-contract-2007-2009.pdf.

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

C. District Accountability and Support

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

At the end of this process, analysis and engagement directs us to a set of schools that quantitative and qualitative indicators show do not have the capacity to significantly improve. These schools are identified for the most serious intervention, phase-out and then replacement by a new

school(s). For the other struggling schools, Networks develop action plans to support the needs of struggling schools. These plans identify action steps, benchmarks, and year-end goals aimed at immediately improving student achievement.

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

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

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

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

In addition to QRs, Progress Reports are a yearly accountability, planning, and feedback tool that assist school leaders, as well as parents, teachers, and school communities, with understanding the school's strengths and weaknesses, emphasizing the development students have made in the past year. Progress Reports grade each school with an A, B, C, D, or F and are made up of four sections: Student Progress, Student Performance, School Environment, and (for high schools only) College and Career Readiness. Scores are based on comparing results from each school to a citywide benchmark and to a peer group of about 40 schools with similar student populations. These peer schools provide an opportunity for a school to understand how other schools are

performing with similar students and learn best practices from them. Schools are also provided with student-level data workbooks that contain the underlying information from the Progress Report. These data workbooks are a powerful opportunity for schools, in collaboration with their Networks, to engage with their accountability data to understand individual student outcomes.

A third part of the NYCDOE planning and feedback process for school leadership is the APPR for principals pursuant to Education Law 3012-c. The components of the system are set forth in the June 1st determination by the Commissioner of Education and supporting documentation, Education Law 3012-c and SED regulations. Superintendents are the rating officer for the principals. The APPR results in a final rating for principals of Highly Effective, Effective, Developing or Ineffective and is based on key metrics from the school's Progress Report results which measure students' growth and the principal's practice as measured by the Quality Review rubric.

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

In the 2012-13 school year, approximately \$9 billion of NYCDOE funding, not including most fringe and pension, resides in school budgets. FSF dollars – approximately \$5 billion in the 2012-13 school year – are used by schools to cover basic instructional needs and are allocated to each school based on the number and need-level of students enrolled at that school. All money allocated through FSF can be used at the principal's discretion. Additional funding is provided through categorical and programmatic allocations.

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

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

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

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

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

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

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

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

The NYC Leadership Academy Aspiring Principal Program (APP) develops and supports individuals with some leadership experience to successfully lead low-performing schools through simulated school projects, a year-long principal internship with an experienced mentor principal on all aspects of instructional and organizational leadership, and a planning period. The New Leaders' Aspiring Principals Program provides apprentice principals with an academic foundation and real-world experience vital to success in transforming the NYCDOE's lowest-performing schools. New Leaders' trains future principals to turnaround low-performing schools.

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

Principals are trained through the Children's First Intensive (CFI) Institutes, which they attend to learn about the Citywide Instructional Expectations, CCLS, and the Danielson model. CFI is a professional development program designed to support educators in using data to inform

instructional and organizational decision-making and focus on citywide initiatives. The Office of Leadership has more information on NYCDOE school leadership opportunities available: <http://schools.nyc.gov/AboutUs/leadershippathways/schoolleadership/default.htm>

Rowena Penn, principal of P.S. 230, has been a teacher, coach and assistant principal before becoming a school leader. With more than seventeen years' experience in the field of education including eight as an active school administrator she has successfully facilitated all related responsibilities including professional staff development; course curriculum facilitation and modification; student support, behavior modification and disciplinary protocol and the professional performance review process.

Pepe E. Gutierrez, the principal for The New American Academy at Roberto Clemente State Park, is experienced in this school model, having worked as a partner teacher at The New American Academy in Brooklyn since school year 2010-2011. He was previously a bilingual special education mathematics and science teacher since school year 2005-2006 at M.S. 22 in Community School District 9. He is completing the New School Intensive program in spring 2013.

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

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

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

In the summer of 2011, NYCDOE also launched the NYC Teaching Residency program to specifically support schools implementing intervention models. The program focuses on recruiting and preparing individuals dedicated to driving change as part of a school turnaround strategy in our lowest-performing schools. The Teaching Residency program currently offers a full immersion experience at a school for one year, working alongside a Resident Teacher Mentor as an apprentice teacher in the classroom while also receiving training in teaching

strategies proven to be successful in turning around school performance. Training residents also have university coursework toward a graduate degree in education tailored to support their career development. Residency graduates go on to work in high-poverty and high-minority schools.

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

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

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

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

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

In addition, the NYCDOE uses a specific solicitation process called Whole School Reform, which seeks proposals from organizations experienced in working with schools in need of school intervention. The goal is for the partners to support the school to build capacity and enable the school to continue improvement efforts on its own. Partner proposals must offer a variety of methods and strategies grounded in best practices to achieve substantial gains. Potential partners provide accountability plans that include annual evaluations on student achievement progress and the process for enabling schools to continue the reform efforts beyond the contract period,

along with at least three references from current or past client schools. Once partner proposals are reviewed by the evaluation committee and recommended for approval, further due diligence is done before formal recommendation for the Panel for Educational Policy for approval. Schools have discretion to select approved partners based on their scope of service needs.

Major partners that will be providing services critical to the implementation of the school's plan are:

- Wingspan Arts
- Literacy Support Systems
- Metamorphosis
- Teachers & Writers Collaborative
- Ramapo For Children

Major partners identified to work with The New American Academy at Roberto Clemente State Park include:

- The Leadership Program
- Community Works
- Ramapo for Children

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

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

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

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

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

As needed, the NYCDOE may conduct site visits to verify information contained in a proposal and may require a potential partner to make a presentation on their services or submit additional written material in support of a proposal. Once the NYCDOE recommends a vendor for award,

the recommendation is reviewed by the Division of Contracts and Purchasing for approval and then the Panel for Educational Policy for review and final approval.

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

In P.S. 230 Dr. Roland N. Patterson, students with disabilities comprise 19% of the school's population, 2% points higher than the citywide elementary school average. Students in self-contained settings comprise 12% of the school's population, 6 % points higher than the citywide elementary school average. English Language Learners comprise 20% of the school's population, 5% points higher than the citywide elementary school average. Only 16% of the students at the school are proficient in English Language Arts, putting the school in the bottom 1% citywide. Only 23% of the students at the school are proficient in Mathematics, putting the school in the bottom 1% citywide. 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.

The elementary school process for admission includes a mix of choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools admit students based on published admissions priorities. Families may apply to all schools of interest. Our portfolio strategy to increase access has led to the elimination of zones in several districts. In Districts 1, 7, and 23, there are no zoned schools. Families in each of these districts have an opportunity to apply to any school of interest, and can express their preferences by ranking choices on a single application.

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

The NYCDOE has policies and practices in place to help ensure that Students with Disabilities (SWDs), English Language Learners (ELLs), and students performing below proficiency have increasing access to diverse and high quality school options across the district. The NYCDOE Progress Report also ensures that schools have public data that encourages the school to focus on

SWDs and ELLs. In addition, the Progress Report rewards additional credit to schools that make significant progress or have high performance with either of these subgroups.

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

For the new schools as part of the Turnaround model, the NYCDOE worked with the CSA, UFT, and the parent body of the district to ensure there was local-level engagement even though the new schools do not officially open until September 2013. For the UFT, proposed new leaders

met with UFT district representatives on their plans and obtained their signature on Attachment A. The NYCDOE consulted with the Chancellor's Parent Advisory Council (CPAC) to determine that district representatives would engage through the scheduling of meetings and then through email with the proposed new leaders on their school-level plans.

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Section Biv: STM



Children First. Always.

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf



DEVLIN PLU NETWORK MEETING

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

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N103 Network for Sustainable Excellence</p> <p>Brand: Network for Sustainable Excellence</p> <p>Leader: Yuet M. Chu YChu@schools.nyc.gov</p> <p>Contact: YChu@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p>	<p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p>
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. tcollins6@schools.nyc.gov</p> <p>Contact: tcollins6@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p>	<p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p> <p>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, interventions and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p>
<p>Network: N105 The Urban Assembly</p> <p>Brand: The Urban Assembly</p> <p>Leader: Jonathan Green JGreen27@schools.nyc.gov</p> <p>Contact: JGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p>	<p>JH//MS: 5 Secondary: 5 High School: 11</p> <p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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Information	Current Schools	Future Schools	Vision Statement
<p>Network: N105 Brand: Network For Collaborative Innovation Leader: Cyndi Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Secondary: 2 High School: 24</p>	<p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more. <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several IZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p>
<p>Network: N107 Brand: A Network of Dynamic Learning Communities Leader: Nancy Scala Contact: nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH/JMS: 4 High School: 26</p>	<p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N108</p> <p>Leader: Lisa H. Pilaski LPilask@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Mission/Philosophy: CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students.</p> <p>Organizational Structure: The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a liaison structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year.</p> <p>Special Expertise: CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.</p> <p>Mission/Philosophy: CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>Organizational Structure: Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives.</p> <p>Special Expertise: The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
<p>Network: N109</p> <p>Brand: Building a Community of Collaborative Learners and Leaders</p> <p>Leader: Maria Quail mquail@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH/J/MS: 4 K-8: 5</p>

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Network Information		Current school population	Vision Statement
Network: N111 Leader: Lucile Lewis Contact: llewis2@schools.nyc.gov		Brooklyn: 17 Queens: 4	<p>Mission/Philosophy: Our network strives to improve the quality of classroom instruction and school leadership with the goal of positively impacting student achievement. We embrace the belief that all students are entitled to a quality, standards-driven education. We aim to provide guidance to all school communities who share this vision.</p> <p>Organizational Structure: Our network provides differentiated support to school leaders and their communities based upon their expressed needs and their school's accountability status. We carefully match network staff with schools to maximize our effectiveness and the potential for each school to succeed.</p> <p>Special Expertise: We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.</p>
Network: N112 Brand: B.E.S.T. Network Leader: Kathy Pellas Contact: kpellas@schools.nyc.gov		Brooklyn: 19 Manhattan: 7 Queens: 1	<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>
Network: N201 Leader: Joseph Zaza Contact: jzaza@schools.nyc.gov		Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	<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 ndimagg@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 1 Manhattan: 1 Queens: 26 Bronx: 2</p>	<p>Mission/Philosophy: CFN 202 is a dynamic professional learning community of 30 schools spanning Pre-K to 12. Our schools range in size from large comprehensive high schools with over 4,000 students to small elementary schools with just over 200 students. Our network schools serve diverse student populations, including SWDs, ELLs and G&T. The network leader is an experienced and highly-ranked professional with extensive K-12 organizational and instructional expertise, with an emphasis in the field of Students with Disabilities.</p> <p>Organizational Structure: We offer a variety of training and coaching supports for all school staff that includes implementing the CCLS and the CIE, meeting compliance demands, assisting with effective budgeting, and using data and technology for instructional improvement. What sets our network apart is the 360 degree, customized support we provide onsite to meet the unique needs of each school. Every team member maintains on-going, personal communication with each school providing individualized attention. This support ensures positive student outcomes.</p> <p>Special Expertise: Our dedicated network team consists of a cadre of professionals with expertise in leadership, instruction and operations, including 2 Achievement Coaches who are former principals. Our Director of Operations has expertise in all areas of budgeting and administration. Our team members have experience in all grades Pre-K to 12.</p>
<p>Network: N203</p> <p>Leader: Dan Feigelson Dfeigel@schools.nyc.gov</p> <p>Contact:</p>	<p>Manhattan: 25 Bronx: 4</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 5</p> <p>Mission/Philosophy: CFN 203 serves a diverse network of elementary and K-8 schools that believes in the power of inquiry based workshop teaching wedded to strong youth development. Our guiding philosophy is that all kinds of students from all kinds of schools deserve equal opportunities for meaningful academic and socio-emotional learning. We pride ourselves on the individual relationships we establish with our schools, and offer high quality, long term professional development as well as being responsive to day-to-day concerns and crises.</p> <p>Organizational Structure: Each of our schools has a network point person who works closely with schools on instructional, operational, and any unique needs, alerting appropriate people and following through until the task is completed. Our instructional and youth development specialists coordinate their work closely and often visit schools together to devise 360-degree support. Operational staff provide targeted business and administrative support, making regular school visits to assist principals and school staff with a variety of work streams.</p> <p>Special Expertise: We pride ourselves on our ability to help schools make instructional decisions based on both qualitative and quantitative data. Network staff members include an instructional technology specialist, a former district math director, and a former member of the Teachers College Reading and Writing Project.</p>

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

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

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Network Information	Current Schools	Current Students	Current Staff	Mission Statement
Network: N208 Leader: Daniel Purus Contact: dpurus@schools.nyc.gov	Brooklyn: 3 Queens: 16	Elem: 3 JH//MS: 15 K-8: 1		<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>
Network: N209 Leader: Marlene D. Wilks Contact: mwilks@schools.nyc.gov	Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3	ECE: 1 Elem: 20 JH//MS: 1		

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N210</p> <p>Brand: RISE - Reaching Individual Schools Effectively</p> <p>Leader: Joanne Brucella</p> <p>Contact: jbrucel@schools.nyc.gov</p>	<p>Brooklyn: 12</p> <p>Queens: 16</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>Network: N211</p> <p>Brand: Your Source For Success</p> <p>Leader: Jean McKeon</p> <p>Contact: jmckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18</p> <p>Queens: 6</p> <p>Staten Island: 3</p> <p>Bronx: 3</p>	<p>Elem: 12</p> <p>JH//MS: 10</p> <p>K-8: 3</p> <p>Secondary: 1</p> <p>High School: 4</p> <p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>

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Network Information	Current Schools	Schools by District	Mission Statement
<p>Network: NA01 Brand: Mobilizing Collective Capacity Leader: Roxan Marks Contact: marks@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>Elem: 13 JH//MS: 2 K-8: 7</p>	<p>Mission/Philosophy: The mission of Network 401 is Mobilizing Collective Capacity. We aim for excellence and provide high quality differentiated supports for schools in order to improve learning outcomes for all students. We aim to develop the expertise and effectiveness of staff as we mobilize and build capacity in our community to ensure that our support impacts student achievement and enhances teacher pedagogy. Our goal is to empower school leaders, teachers and staff to prepare and lead our students towards college and career readiness.</p> <p>Organizational Structure: An assigned "instructional point" provides direct support for the school. Professional development is not a folder of materials or an isolated event - it is a process. That process is part of being a reflective practitioner, of asking, "How can I make a difference to promote student achievement?" The question is, "How do I put wheels on this and get it on the road to mobilize capacity?"</p> <p>Special Expertise: We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (teaching the goal, applying learning to meet real-world challenges).</p> <p>Mission/Philosophy: We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning.</p> <p>Organizational Structure: The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations.</p> <p>Special Expertise: Being responsive, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>
<p>Network: NA02 Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>JH//MS: 1 Secondary: 5 High School: 13</p>	<p>Mission/Philosophy: We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning.</p> <p>Organizational Structure: The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations.</p> <p>Special Expertise: Being responsive, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>

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

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Network Information	Current School(s) Name, Location, and Size	Mission Statement
<p>Network: N405</p> <p>Leader: Sandra Litrico slitric@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7</p> <p>ECE: 3 Elem: 21 JH//MS: 4 K-8: 5</p>	<p>Mission/Philosophy: CFN 405 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning.</p> <p>Organizational Structure: We are partners with our schools and, as a network, we are fully committed to becoming the leading network in the city. We will provide our schools with courteous, reliable, and professional instructional and operational support.</p> <p>Special Expertise: We have a dynamic operational team, as well as knowledgeable instructional leaders, which includes experts in common core standards, universal design for learning, and other in-house school support systems.</p> <p>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>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>
<p>Network: N407</p> <p>Brand: Maverick Education Partnership</p> <p>Leader: Debra Lamb dlamb@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</p> <p>Elem: 13 JH//MS: 4</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>
<p>Network: N408</p> <p>Leader: Lucius Young lyoung22@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1</p> <p>ECE: 1 Elem: 13 JH//MS: 1 K-8: 7 High School: 1</p>	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N409</p> <p>Leader: Neal Opromalla noproma@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 26 Staten Island: 9</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 CLEs.</p>
<p>Network: N410</p> <p>Brand: The ROCKS</p> <p>Leader: Attagracia Santana Asantian2@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p>	<p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p> <p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p> <p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>

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Network Information	Current Schools in Network	Network Levels	Vision Statement
<p>Network: N411</p> <p>Leader: Michael Alcoff</p> <p>Contact: malcoff@schools.nyc.gov</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>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>
<p>Network: N412</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Conception</p> <p>Contact: DConcep@schools.nyc.gov</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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Network Information	Current schools per borough/level	Vision Statement
<p>Network: NS11 FH1360</p> <p>Brand: FH1360</p> <p>Leader: Jorge Izquierdo, I.A. jizquierdo@fh1360.org</p> <p>Contact: jizquierdo@fh1360.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: FH1360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: NS21 CUNY</p> <p>Brand: CUNY</p> <p>Leader: Dennis Sanchez DSanchez@schools.nyc.gov</p> <p>Contact: DSanchez@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH//MS: 3 Secondary: 6 High School: 9</p>

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

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

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information	Current schools participating	Current schools participating	Vision Statement
<p>Network: N606 Brand: Making a Difference</p> <p>Leader: Petrina Palazzo Contact: ppalazz@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>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 606 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations. <p>Mission/Philosophy: We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs, and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>Special Expertise: Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.</p>
<p>Network: N607</p> <p>Leader: Elmer Myers 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 Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: 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 Chernigoff scherni@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>

Spring 2012 - 2013 Network Directory

	Current Schools	Current Schools	Mission Statement
<p>Network: NS11</p> <p>Leader: Roberto Hernandez</p> <p>Contact: rbernandez@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 CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p>
<p>Network: NS12</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Nell</p> <p>Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 32 K-8: 1</p>	<p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

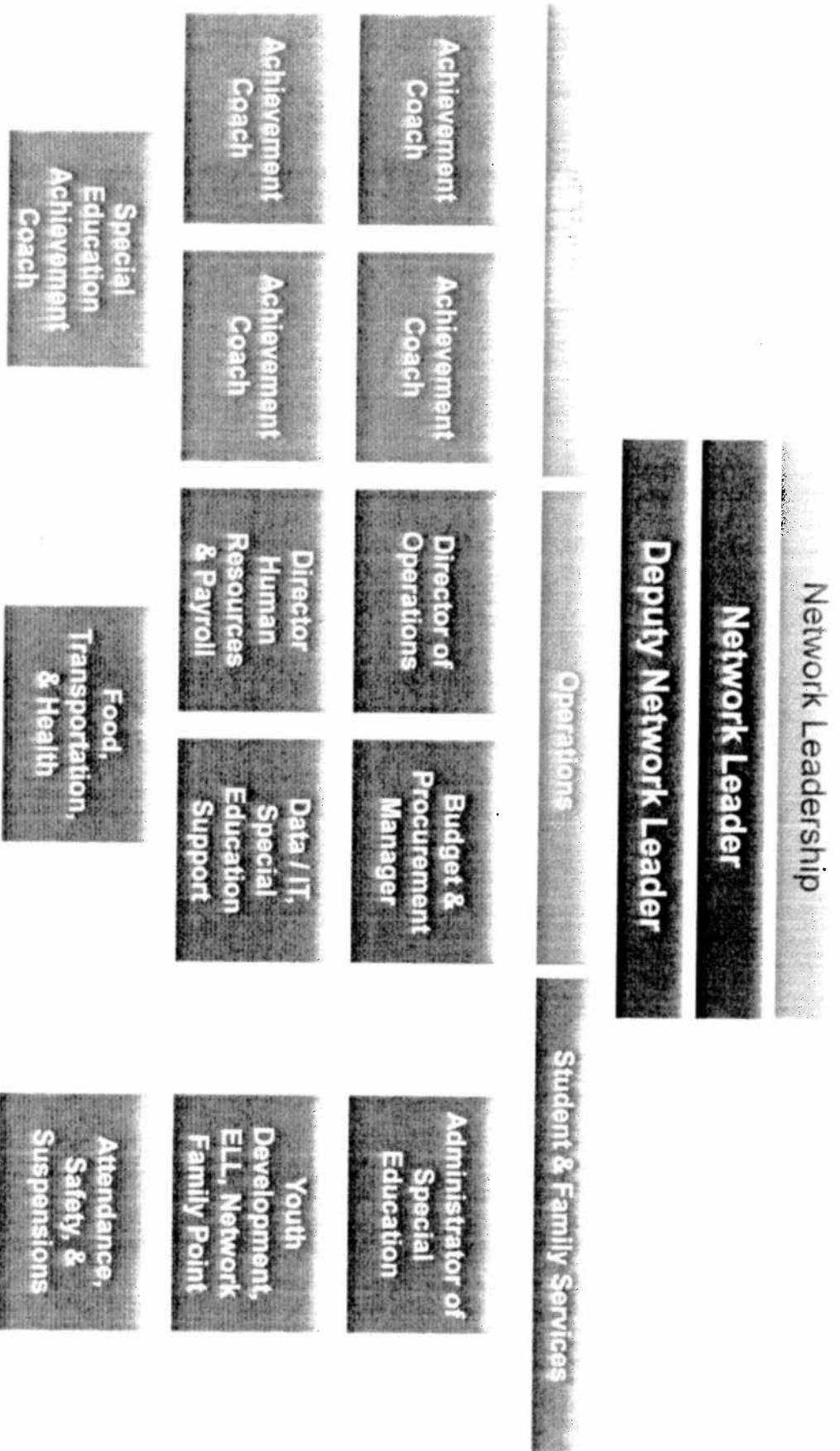
Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Diploma Plus</p> <p>Brand: Diploma Plus</p> <p>Leader: Crystal Joye</p> <p>Contact: csimmons-joye@diplomaplus.net</p>	<p>N/A</p>	<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 school's areas of need and continued enhancement. The team will also monitor growth and adjust support services as needed.</p> <p>Special Expertise: While we specialize in providing Competency-based professional development to those educators serving off-track youth, the Diploma Plus model benefits students at all levels. Competency-based services include: curriculum development, instruction, grading, portfolio development, and college and career readiness. Diploma Plus services support staff to codify the current systems to improve student outcomes.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Teaching Matters PSO</p> <p>Brand:</p> <p>Leader: Lynette Guastaferrro</p> <p>Contact: lguastaferrro@teachingmatters.org</p>	N/A	<p>Mission/Philosophy: The Teaching Matters PSO is an innovative support organization focused on measurably improving teacher effectiveness and student learning aligned to the new demands of Common Core Standards. Our service model is informed by a distinguished group of advisors including Linda Darling-Hammond, Kim Marshall, Alan Lesgold, Paul Vallas, and Sandy Kase. They provide guidance in school leadership, management, instruction and teacher development. Our network will build leadership at teacher and principal levels, and organize through small principal-led learning communities that will inform PSO decisions.</p> <p>Organizational Structure: For 20 years, Teaching Matters has offered differentiated services to hundreds of NYC schools as their primary educational support partner. Our model offers 35 days of direct instructional support, and additional operational and accountability supports. Our network will develop and support the implementation of rigorous curricula, common assessments, Common Core-specific coaching, and teacher teams. In each school, the exact formulation will vary, but the result will be student's 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

Sample Network Structure

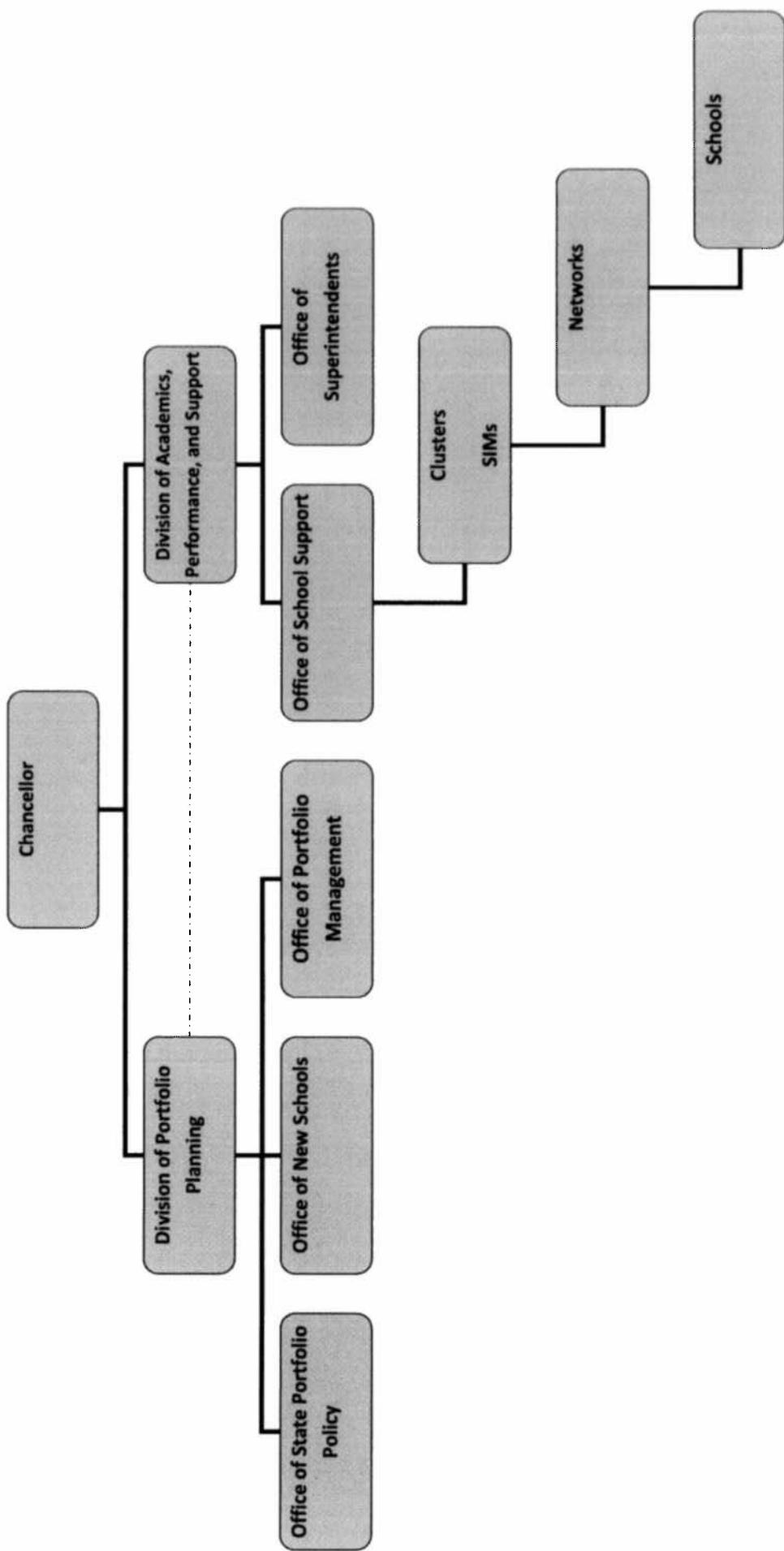


Department of Education

Charles M. Walker, Chancellor

Note: not all networks are configured the same way.

NYCDOE Management Structure for Turnaround Efforts



Section Cii

iii. Timeframe and persons responsible

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

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

Section D

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

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

A. School Overview

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 09X230 P.S. 230 Dr. Roland N. Patterson, which is phasing out, and the new school, 09X274 The New American Academy at Roberto Clemente State Park, which is phasing in to replace the Priority School under the Turnaround model.

P.S. 230 Dr. Roland N. Patterson:

The priority school's Vision is that all children can and should become lifelong learners. Children learn differently, and if they do not learn through the initial approach then methods must be adjusted to fit their learning style. Through an integrated curriculum, P.S. 230 aims for all students to master the Common Core State Standards in all content areas.

The mission of the leadership of P.S. 230 Dr. Roland Ns. Patterson is the future success of all of its students. The school seeks to instill high expectations in all students and staff. P.S. 230 is committed to on-going staff development, best teaching practices, and meaningful parental involvement. The school's culture expects every student and staff member to be dedicated, hardworking, and caring. These elements, along with a safe, orderly and nurturing environment, will serve as the linchpin to a strong educational foundation for children.

As the school begins to phase down, it will aim to achieve the following goals:

1. To improve teacher effectiveness through meaningful, formative feedback and next steps. This will be achieved through short, frequent cycles of formative classroom observations and the formal observation process.
2. Improve Reading and Math Instruction by implementing a rigorous standard based reading/writing, and math curriculum that aligns to the new Common Core State Standards and results in an improvement in student performance on the New York State ELA and Math exams.
3. To develop expertise in the instructional shifts in reading, writing, and math across horizontal and vertical teacher teams.

P.S. 274 The New American Academy Roberto Clemente State Park:

The Mission of The New American Academy at Roberto Clemente State Park (TNAA) is to empower learners and inspire leaders to make this a better world. Through collaborative teacher-teams, the mastery-based career ladder, and looping cycles, TNAA will offer personalized rigorous instruction that enables students to succeed in high school, college, and their future lives.

The vision of TNAA is a school that prepares children to good citizens as positively contributing members of the republic who can innovate and who look out for number two instead of number one.

As the school begins to phase up, it will aim to achieve the following goals:

4. To create a supportive relationship-based learning environment that will accelerate student learning far beyond what is expected within their socioeconomic bracket.

5. To ensure high quality of instruction aimed at improved student achievement through the use of professional development focused on the developing and mentoring teachers.
6. To ensure that students are developing and applying skills in critical thinking, communication and collaboration in STEAM content – Science, Technology, Engineering, Art, and Math (STEAM).

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

P.S. 230 Dr. Roland N. Patterson:

Key Elements:

- The Treasures Reading Program (Treasures), which is the school’s core reading program, will be used for reading instruction. Treasures, is a research-based literacy program that addresses all five areas of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency, as well as writing and grammar. Built into the literacy block is a daily guided reading block, where every classroom teacher receives the support of a second teacher for 25 minutes of intensive, and targeted, small group instruction.
- School-wide implementation of the “enVision” program for mathematics. The enVision math program is the school’s core math program. EnVision is a problem-based interactive math learning program that incorporates visual learning strategies that deepen conceptual understanding. EnVision helps students make meaningful connections through delivery of strong, sequential visual/verbal prompts within the Visual Learning Bridge in every lesson. Ongoing diagnosis, intervention, and daily data-driven differentiation will ensure that enVision gives every student the opportunity to succeed.

Key Strategies:

- Departmentalization of instruction for Literacy and Math
- Small group instruction during the literacy block
- Team Teaching approach with the support of the Lead Teacher

Key Partnership organizations:

- Metamorphosis Teaching and Learning Communities
- Teachers and Writers Collaborative
- Ramapo for Children
- SCAN New York

P.S. 274 The New American Academy Roberto Clemente State Park:

Key Elements:

- In order to leverage the unique structure of the TNAA model, particularly its team based approach to instruction, mental health professionals (social workers, school psychologists, guidance counselors)—a vastly needed resource in the community, will be hired and become embedded in each teaching team.

- In order to enhance data driven instructional practices of the TNAA staff, laptop computers and printers will be purchased. Similarly, laptop computers, and science specific materials will be purchased for students to enhance STEAM studies.
- To support at risk students and build capacity for targeted intervention, Master Teachers will be trained in the Wilson Reading System.
- An additional partner teacher will be hired in year two to provide support to the current Master Teachers and teaching teams. This partner teacher will be mentored by the existing Master Teachers with the goal of the partner assuming the next Master Teacher position.

Key Strategies:

Five Person Teaching Teams: (Goals 1 & 2), Embedded Master Teacher: (Goal 2), Looping Cycles: (Goals 1 & 3), Mastery-based Career Ladder: (Goal 2), Multi-dimensional Teacher Evaluation System: (Goal 2), Lower Teacher/Student Ratio: (Goal 1 & 3), Five Week Summer Training Program: (Goal 1, 2 & 3), Six-Step Hiring Process for Master Teachers: (18-D for other teachers) (Goal 1), STEAM Interdisciplinary, project-based learning (Goal 3).

Key Partnerships:

TNAA at Roberto Clemente State Park will institute a comprehensive after school program in partnership with, The Leadership Program and Community works. *The Leadership Program* will provide a safe place for students to cultivate their creativity and develop personal and social responsibility through a variety of programs linked to the Common Core Standards and STEAM principles. *Community Works* will offer students enrichment through the arts. The program components will include theater, visual art, dance and chorus. TNAA will also partner with *Ramapo for Children* to provide adventure-based retreats that promote leadership, collaboration, and conflict resolution skills.

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

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

See Attachment B for each school.

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

P.S. 230 Dr. Roland N. Patterson:

Presently, student enrollment at P.S. 230 is approximately 446 students, serving kindergarten through 5th grades. The student population is 2% White, Asian or Native American; 42% Black; and 55% Hispanic. Additionally, 16 % of the student population has an Individualized Education Plan, 18% of students are entitled to English Language Learner (ELL) services, and 94% qualify for Free or Reduced Priced Lunch.¹ In the 2011-2012 school year, only 16% of students who took the state ELA exam at P.S. 230 were proficient in state ELA standards and only 23% were proficient.²

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

¹ Enrollment and demographic data cited here are based on the 2012 audited register.

² ELA and Math proficiency percentages are based on the 2011-2012 New York City Progress Report.

The latest School Quality Review conducted by the NYCDOE during the 2010-2011 school year indicated that P.S. 230 was a developing school. Areas of improvement for the school included:

- The need for teachers to develop their understanding and use of data.
- Aligning assessments to the curriculum effectively to improve instructional planning.
- To support the coherence of school wide practices to improve student learning.
- To utilize a common observational tool to provide consistent and targeted feedback.
- Improve strategic monitoring by setting interim benchmarks to periodically evaluate students' progress towards goals.

Additionally, P.S. 230 was identified by the New York State Education Department (NYSED) as a Priority school, defined by NYSED as one of the bottom 5% of schools in the state.

iv. Results from systematic school review

The performance summary prepared by the NYCDOE as part of the fact sheet for phase out of P.S. 230 Dr. Roland N. Patterson (09X230) included the following information:

- The overwhelming majority of P.S. 230 students remain below grade level in English Language Arts and Math.
- P.S. 230 earned an F grade on its 2011-2012 annual Progress Report, including F grades for Student Progress Student Performance and School Environment.
- P.S. 230 was rated "Developing" on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.
- The school's attendance rate remains below most other elementary schools.

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

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

P.S. 230 Dr. Roland N. Patterson:

As the school begins to phase down, the school will focus on improving the school's instructional core. The first priority will be to increase the knowledge and skills of the teachers to improve student outcomes. At the center of this priority is the mentoring and professional development of teachers to raise the quality of lesson delivery, data analysis, differentiation, and student engagement.

P.S. 274 The New American Academy Roberto Clemente State Park:

The new school that is replacing the Priority school will prioritize needs of the P.S. 230 population in the following ways:

- Increase coherence in school wide practices to improve student learning by including 90-minute morning meetings embedded in the instructional day.
- A common observational tool will be used; Danielson's Rubric for Teaching.
- Improve instruction by videotaping informal lessons and sharing them within teaching teams.
- Curriculum planning will be standardized through the use of 5 days of interdisciplinary planning.
- Provide summer training that includes a week long focus on the CCLS and alignment of TNAA curriculum and ensures horizontal and vertical alignment across grades and schools.

- The embedded Master Teacher in each team will be responsible for AIS services.

C. School Model and Rationale

i. Model rationale and key school design elements.

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out the P.S. 230 Dr. Roland N. Patterson and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2016. At the same time, as the change agent for the school site, P.S. 273 The New American Academy at Roberto Clemente State Park will phase-in one grade at a time, prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty.

P.S. 230 Dr. Roland N. Patterson:

As the school begins to phase down, the school will focus on the following key design elements:

1. To implement a 120 minute Literacy Block (which will include Vocabulary, Oral Language, Reading Comprehension, Word Study, Guided Reading, Writing and Grammar), a 75 minute Math Block, and a 45 minute block of science or social studies daily.
2. Use of the "writing process" (pre-writing, drafting, revising, editing, proofreading, and publishing) throughout the school to improve student writing. Students will create writing portfolios. Teachers will use these portfolios to analyze student work protocols, determine areas of improvement, and create instructional plans that ensure the needs of all students are met.
3. To increase the number of school-wide opportunities for observing classroom "Best Practices". This will be developed through the setup of lab sites with lead teachers.
4. To continue establishing Clear Expectations in classrooms that feature:
 - a) Standards that include models of student work available to be discussed with students.
 - b) Students who judge their own work with respect to the standards.
 - c) Families and the community who are informed about the standards and student expectations for achieving them.
5. Goal Achievement Indicators:
 - a) Rubrics, criteria, and process charts displayed in classrooms and discussed with students. To be assessed during "collegial walk-throughs" where expectations are made clear and normed. These walkthroughs will also serve to evaluate use of technology, (e.g., computers, Smart boards, and Elmos) in all instructional areas.
 - b) Regular common assessments will inform instruction in the classroom, e.g. Acuity, DIBELS Next, enVisions Math unit, and F&P Benchmark assessments.
 - c) Students' ability to show examples of their work and to describe the criteria they used to achieve those results.
 - d) Students will be able to describe verbally and in writing the substance of what they are learning.

6. The school-based Lead Teacher will support teachers in analyzing assessment data so that they can inform their instruction and facilitate planning sessions with the teachers to support them in differentiating instruction.
7. Professional development will be job-embedded, building instructional expertise in reading, writing, math, social studies and science through informal classroom observations by administrators, coaches, and peers. This will be followed by specific and relevant opportunities for feedback and reflection with the observer(s), peer visitations, visiting other schools, and support of lab sites throughout the school.
8. Weekly common planning meetings and 45 minute Faculty Conference Mondays will be used as opportunities to have staff plan together, examine student work, and discuss instructional strategies. Each grade team will create monthly instructional plans, present those plans to the administration for feedback, and discuss their progress as a team towards school and team goals.
9. Since the school has been identified for failing to meet the needs of ELL's, a portion of this professional development will focus on effective ESL strategies that every classroom teacher can use to support these students. Teachers will be allotted time to visit high-performing schools in order to see best practices in action. After these inter-visitations, teachers will be allotted time to reflect and plan.

P.S. 274 The New American Academy Roberto Clemente State Park:

As the Turnaround for the school, TNAA's model is predicated upon the idea that student achievement is directly tied to the quality of teacher instruction. It is only by attracting, developing, and retaining skilled and talent teachers that significant educational progress can be made. Each of the components from TNAA model listed below was chosen with ideal in mind.

Key Design Elements:

1. Five Person Teaching Team: This leads to a lower student to teacher ratio, enables targeted and AIS services for at risk students, particularly low performing subgroups
2. Looping Cycles: The looping cycles enable strong relationships between all stakeholders. Additionally since teachers stay with the same students, targeted instruction begins on day one, effectively providing greater instructional time.
3. Mastery-based Career Ladder: This career ladder improves the quality of instruction and incentivizes teacher performance.
4. Multi-dimensional Teacher Evaluation System: The use of a multi-dimensional teacher evaluation system based on the Charlotte Danielson's rubric for teaching, ensures the highest quality pedagogues to ensure quality instruction for all students.
5. Lower Teacher/Student Ratio: A lower student/teacher ratio ensures targeted assessment driven instruction for all students.
6. Embedded Master Teacher: The master teacher ensures high quality instruction through the mentorship of their team. Additionally the Master Teacher provides AIS services for their student cohort.
7. Five Week Summer Training Program: This provides extensive training in team building, communication and curriculum and instruction aligned to the common core.
8. Six-Step Hiring Process: this rigorous process ensures the hiring of teachers who are well versed in curriculum, instruction, team-work, data analysis and interpersonal skills. (For Master Teachers)

ii. Process for model selection and stakeholder engagement.

At the district level, a dedicated cross-divisional work group is in place to recommend whole school reform models for NYCDOE's 122 Priority Schools. The work group met weekly beginning in September 2012 to review school data points and alignment to one of the three intervention options: the School Improvement Grant plan, School Innovation Fund plan, or School Comprehensive Education Plan (SCEP) crosswalk.

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

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

P.S. 230 Dr. Roland N. Patterson:

The principal who will preside over P.S. 230 as it phases out must be someone who is prepared to motivate staff to continually improve their practice through a transitional period, while keeping acute focus on improving student outcomes.

P.S. 274 The New American Academy Roberto Clemente State Park: For the new school that will replace the Priority School, the leader must be able to articulate a coherent school vision that a) builds and maintains a positive school culture, b) builds a solid instructional core across classrooms, and c) creates supports and structures for development and continual improvement, all rooted in a deep commitment to students. In addition, the leader must demonstrate the capacity to build relationships and effectively collaborate with others.

See attachment D for school leadership chart on quality and effectiveness.

ii. Principal's biography

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

P.S. 230 Dr. Roland N. Patterson:

Rowena Penn will oversee the school as it phases down.

Rowena Penn, current principal of P.S. 230, followed an experiential path to leadership; serving as a teacher, coach, and assistant principal before becoming a school leader. City College granted Ms. Penn a Master's Degree in Administration and Supervision and also recommended her for New York State Certification. She holds permanent certifications in School Administration and Supervision and School District Administration. In her more than seventeen years' experience, including eight as an active school administrator, she has facilitated all related responsibilities including professional staff development, management of course curriculum, providing student support, disciplinary protocol, and the professional performance review process. Ms. Penn has twice designed and implemented plans that resulted in PS 230 returning to Good Standing in the NYS accountability system. She has established and participates in inquiry teams and designed systems for monitoring student achievement and teacher practice. Ms. Penn has authored successful proposals resulting in almost one million dollars for the school's programs. She recognizes her students by name and has a deep understanding of their challenges and strengths.

The principal is committed to ensuring that students continue to have access to a full academic experience along with student support services.

P.S. 274 The New American Academy Roberto Clemente State Park:

The new principal who will lead the new school replacing the Priority School is Pepe E. Gutierrez.

Mr. Gutierrez has served at The New American Academy—07X770 as a partner teacher since school year 2010-2011. Pepe has worked closely with two teaching teams, encompassing grades Kindergarten through grade 3. He has taken a leadership role in supporting his Master Teacher, helping to lead team meetings, design curriculum and assessments aligned to the Common Core and work with class parents. Mr. Gutierrez has also been a member of the School Leadership Team, helping to set school goals and allocating budgetary resources. Mr. Gutierrez has also been a member of the Educational Leadership Team (ELT). This team is responsible for making all curriculum and policy decisions for P.S. 770, the flagship TNAA school. Along with the Head Master and Master Teachers Mr. Gutierrez was responsible for planning and implementation of the school's five-week summer training and the design and implementation a teacher self-evaluation system based on Danielson's Rubric for Teaching. In addition he served as the school's UFT Chapter Leader. Prior to his service at P.S. 770, Mr. Gutierrez was the bilingual special education mathematics and science teacher since school year 2005-2006 at M.S. 22 in Community School District 9, following a career change from the financial services sector.

Rationale for Selection:

In 2013 Mr. Gutierrez was identified for the position of principal for P.S. 274, The New American Academy at Roberto Clemente State Park. His selection was based on his experience with, and understanding of, the unique model of New American Academy schools. During his tenure at TNAA P.S. 770 Mr. Gutierrez demonstrated the leadership and pedagogical skill required to make him a strong school leader. He is talented driven and hardworking. Mr. Gutierrez's ability to work well with parents helped to create a strong positive culture at P.S. 770. In addition Mr. Gutierrez's experience at M.S. 22 provides him with the ability to handle academic, social, and emotional challenges faced by students in similar communities. Mr.

Gutierrez has shown the ability to make positive differences and yield positive results in schools. Mr. Gutierrez has proven himself to be a leader capable of implementing change. He will provide the kind of changes that are systemic in nature that alter assumptions, goals, structures, roles, and norms.

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

P.S. 230 Dr. Roland N. Patterson:

The Assistant Principal for P.S. 230 will monitor teacher goals, using the 3 Priority Competencies from the Danielson Framework for Teaching. This person will conduct classroom observations, informal observations, and formative classroom visits. They will provide support including co-planning, demo lessons, co-teaching, debriefing sessions, low inference observations, and analysis of student work product to inform instructional next steps. This administrator will work closely with the Lead Teachers to further support the professional development of all classroom teachers; assist teacher teams with vertical planning sessions; facilitate dialogue on grade level expectations; and facilitate the creation of curriculum maps that target the gaps in student learning to improve their proficiency levels.

P.S. 274 The New American Academy Roberto Clemente State Park:

The supporting leadership roles at TNAA are Headmaster and Master Teachers:

The Headmaster (school Principal) is the primary instructional leader of the school and serves as head of the Education Leadership Team. The Headmaster evaluates all administrative roles, and plays a primary role in teacher evaluations.

Each TNAA teaching team is led by a Master Teacher. The Master Teacher role replaces many positions in a traditional school. The role of the Master Teacher encompasses that of an assistant principal, coach AIS teacher data specialist. The Master Teacher has the ultimate responsibility for ensuring quality of instruction, ensuring appropriate division of teaching duties, monitoring student learning, developing curriculum, and actively participating as a member of the Education Leadership Team. The Master Teacher also mentors and develops the other members of their team and ensures ongoing parental involvement and communication.

For both Phase-In and Phase-Out:

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

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

P.S. 230 Dr. Roland N. Patterson:

The administration makes strategic resource decisions that support instructional goals and focus on the needs of the students. The principal places student needs at the center of her planning while strategically working within budgetary constraints. Classrooms are well supplied with trade books, technology, art supplies, and other needed resources. As a result, there is equity in access to resources which enables teachers to guide students in the production of meaningful and high-quality work products.

Administrators will articulate clear expectations for teachers and teacher leaders using the research-based Danielson Framework. P.S. 230 will support all staff members in order to improve as a professional learning community. The 2012-2013 Professional Work Calendar will guide achievement and effectiveness in administrative performance. The administration of P.S. 230 will foster greater collaboration between coaches, Academic Intervention Services, and the School Leadership team while reconciling issues concerning English language learners, students with disabilities, behavior, inquiry work, extended day instruction (in both math and literacy), and smooth implementation of the enVision program. Teachers who are working toward leadership certification will also provide additional sources of administrative support. Currently, teachers are not using the Danielson Framework consistently in order to elevate their practice as a tool for professional growth. To overcome this, the administration will gather school wide teacher feedback to better grasp the common challenges of teachers.

To ensure buy-in and support from the entire leadership team the administration at P.S. 230 will:

- Provide opportunities for self-directed and school wide professional growth using the Danielson Framework; through goal setting and targeted professional development.
- Ensure that the Parent Involvement Policy includes more opportunities for school staff work with parents to improve outreach, communication skills, and cultural competency in order to build stronger ties parents and other members of the school community.
- Develop staff's ability to prevent disciplinary problems and develop positive, collaborative classrooms and a school culture that is conducive to academic achievement.
- To allow teachers more input on decisions about curriculum, professional development, and certain educational initiatives to increase job satisfaction. With measurable improvement, P.S.230 aims to retain highly qualified teachers and staff who want to be part of a school that is moving in a positive direction.

P.S. 274 The New American Academy Roberto Clemente State Park:

See attachment D for chart on leadership quality, effectiveness, and appropriateness.

i. Current school staff overview and changes needed for model

With the opening of a new replacement school and the shift in grades to be served at the Priority School's by start of the model implementation in September 2013, there will be key changes in the staffing needs at this school site. Staff overview and changes at each school are as follows:

P.S. 230 Dr. Roland N. Patterson:

For the 2013-2014 school year, the school staffing will consist of those individuals who have the most seniority. Some of these individuals have been working at PS 230 for almost 20 years.

During this time, they have developed bonds with the community and families of the students. They know the students on very personal levels and are able to tap into their social-emotional needs in a way that most people cannot.

Instructing in all content areas can be daunting for even skilled teachers. P.S. 230 is working to departmentalize instruction so that teachers will only be responsible for ELA and social studies instruction or math and science instruction. Departmentalizing will support effective vertical planning. When teachers meet, they will be able to discuss how instruction in grade 3 will support instruction in the subsequent grades. The large scope planning materials in place should allow the school leaders will have the capacity to provide high quality professional development.

P.S. 274 The New American Academy Roberto Clemente State Park:

See attachment E for staff overview chart.

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

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

P.S. 230 Dr. Roland N. Patterson:

For the 2013-2014 school year, the school's key instructional staff will consist of the administrative team, a Lead Teacher in ELA and social studies, a Lead Teacher in math and science, an ESL teacher, and a SETSS teacher.

The administrators will work closely with teachers by conducting regular instructional walk throughs, informal and formal observations. Administration will provide timely feedback to teachers to help support teachers' professional growth. Administrators will also be responsible for meeting with teachers monthly to discuss students' academic progress, behavioral concerns and professional concerns. Administrators will support teachers as they come up with action plans that target their concerns including SMART goals, interim check points, and evidence of accomplishments.

Both lead teachers will support instruction in their area of focus. They will facilitate common planning sessions, provide peer coaching support, and their classrooms will serve as lab sites for their content area. They will work alongside teachers ensuring that every child in the school is receiving the highest quality instruction every day. They will also support teachers in collecting and analyzing all forms of student data to determine instructional next steps. Data sources include benchmark assessments, student work, as well as observational data. The lead teachers will serve as teacher mentors and provide professional development on the use of curriculum maps, development of pedagogical skills and strategies and the analysis of data to target students' needs.

The ESL and SETSS teacher will work with teachers in targeting the needs and providing support to the special population. The ESL teacher will work closely with instructional staff to provide ongoing professional development on research based best practices for teaching ELLs. The SETSS teacher will provide ongoing professional development in the areas of the RTI

process, developing quality student IEPs, accessing and using SESIS systems, and using Universal Design for Learning (UDL) strategies to address students' specific needs.

P.S. 274 The New American Academy Roberto Clemente State Park:

See attachment E for chart on characteristics and core competencies of instructional staff.

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

P.S. 230 Dr. Roland N. Patterson:

The new school is currently in the process of interviewing instructional staff (please see next question for more details). During this process, candidates are informed about the Turnaround model design where the new school is replacing the Priority School, and are invited by the new school to apply for available teaching and other staff positions.

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

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

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

P. Patterson:

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

P.S. 230 Dr. Roland N. Patterson:

P.S. 230 plans to partner with an organization called Teachers and Writers Collaborative (T&W). While working with them in the past, the school had found significant gains in student work as well as in writing content knowledge of teachers. T&W seeks to educate through innovative creative writing programs and by providing a variety of publications and resources to support learning through the literary arts.

P.S. 230 also aims to develop a partnership with *Metamorphosis* Teaching Learning Communities. This program provides teachers with coaching sessions that are customized and conducted on-line, one-on-one, in pairs, or in small groups (e.g., grade level meetings, PLCs). They focus on the instructional core: planning plus enacting and reflecting on lessons. They work side-by-side in the classroom modeling, co-teaching, and conferring with students to increase the instructional repertoire of teachers in their own class settings.

In addition, the school plans to continue their partnership with SCAN New York. SCAN has been a long standing provider of services to the PS 230 community. They have provided summer camp, out of school time (OST), and, more recently, extended learning time (ELT).

Finally, this school would pursue a partnership with RAMAPO for children. Ramapo Training bridges the gap between teachers' formal instructional training and the daily challenges of managing a classroom. They help teachers acquire a critical set of skills that are the prerequisites for engaging at-risk students.

P.S. 274 The New American Academy Roberto Clemente State Park:

The Leadership Program (TLP) will spearhead TNAA's after school program in order to extend the academic services and supports for students. TLP was selected as a partner based on its vast menu of services and its unique approach to tailor these services based on school needs and requests.

Community Works (CW) was selected in order to provide art enrichment services for students. CW will also assist in the development and execution of the interdisciplinary units of STEM by helping the school incorporate the artistic component to the process.

Ramapo for Children (RFC) was selected to provide experiential learning opportunities for students. Additionally, RFC will provide leadership and community building activities, which are essential tenets of TNAA.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C for each school.

iii. Partner accountability

P.S. 230 Dr. Roland N. Patterson:

The school plans to assess the effectiveness of the partnerships through examination of student work, analysis of classroom discourse, evaluation of benchmark test results, and progress on state assessments. Each external partnership will be required to create a draft of their goals, expected outcomes for their work, indicators of success, and tools for monitoring and revising in concert with the administration. Each partnership will provide written feedback on a weekly

basis describing their work and next steps to ensure that the goals of the partnership are being met.

P.S. 274 The New American Academy Roberto Clemente State Park:

TLP's academic program will mirror the TNAA curriculum, therefore it is expected that the periodic assessments in both ELA and mathematics will show steady growth as a result of the academic interventions provided by TLP. Additionally, TLP's own quantitative measures will be used to assist in determining the success of the program.

CW's progress and success will be measured by the quality of the integration of the art services into our daily interdisciplinary unit as evidenced by feedback from teacher teams and students.

The success of Ramapo's adventure retreats will be measured by feedback provided by participating students, faculty and parents.

i. Organizational chart

See Attachment G for each school.

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

P.S. 230 Dr. Roland N. Patterson:

Daily, there are several organizational issues to be addressed in order to successfully departmentalize. Identifying Lead Teachers in each content area will be the first issue addressed. Once determined, these instructional leaders will be the tasked with supporting and developing other staff members. All classroom and lead teachers will be working towards the same goals. The staff will work to prepare in-depth lessons to meet curriculum standards, assess student progress, address emotional needs or behavior issues, and engage parents. Subject area content will be covered thoroughly through departmentalized grade level meetings that integrate curriculum across all subject areas. The goal of integration is to enable children to make sense of what they are learning and to connect their experiences in ways that lead to conceptual understanding. If concepts are introduced in one subject area and reinforced in others, children will develop a deeper understanding of them. In order to successfully integrate the curriculum, teachers will need to have common planning time to discuss lesson plans.

During observations and periodic teacher meetings, administrators will utilize the "Danielson's Framework for Teaching and Learning" to assess teachers' pedagogical development and their understanding of the use of formal and informal assessments; teachers will be required to provide evidence of learning for student tasks. Administration will also assess the usefulness and relevance of teachers' actionable feedback to students: how feedback pinpoints what students can do to improve their work and deepen their understanding.

P.S. 274 The New American Academy Roberto Clemente State Park:

Daily Planning Meetings: Working as team members, all teachers will participate in constant peer observation and provide each other with critical feedback during daily planning meetings. As noted, the Master Teacher is responsible for developing other members of the team, and

provides targeted support tailored to the individual needs of each team member. Each team member will set individual professional development goals that will be regularly reviewed and revised. The school will use the Charlotte Danielson's Framework for Teaching to focus observation and feedback on critical aspects of instruction, including planning, delivery, classroom environment and professional responsibilities. In addition, each team includes a special education teacher and an ESL teacher who support their counterparts in developing their skills in working with students with special needs. While this professional development will occur throughout the day, formal meetings will take place in the morning for an hour and a half each day of the school year. These 90 minutes, over 183 school days, is intended to represent 274.5 hours of professional development time.

Reflective Practice: A weekly 90-minute reflective practice session for each team is vital to allow teachers to take a step back and reflect on their pedagogy and relationships. This reflective practice time will take place weekly after school (or on another day when school is not in session on a Thursday). These 90 minutes per week over 39 weeks of the school year are intended to represent 58.5-hours of professional development time.

Headmaster: Finally, the Headmaster will be a regular presence in the classroom, providing feedback to Master Teachers as well teachers under their charge. In addition, he will focus on the efficacy of teams as a whole to ensure the skills and strengths of their members are maximized. While there will be many structures in place designed to increase the strength and efficacy of individual teams and individual teachers, P.S. 274 recognizes the importance of teachers sharing resources and best practices across classrooms, and even schools. Master Teachers meet with the Headmaster in weekly Education Leadership Team meetings to provide updates on classroom progress and use this information to focus professional development on critical areas throughout the year.

iii. Annual professional performance review (APPR) process

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

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

observation report will be provided to the teacher and filed within 90 school days of the observation.

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

P.S. 230 Dr. Roland N. Patterson:

09X230 will use the SIG to provide hands-on support to help ensure that the leadership of PS 230 has a common understanding of the Framework for Teaching that aligns with competencies that are relevant to teacher developmental needs and that most support implementation of the Common Core Standards.

Informal Observations and Administrative Building Walk-throughs:

Each day the principal and assistant principal(s) will walk through hallways and classrooms to assess our progress towards our goals and to collect data to inform next steps. Informal observations of teachers will be a minimum of 15 minutes and rated on Domains 2 and 3 only. Feedback will be provided afterward in person, in writing, email or any other form of communication. The major purpose of these walk-throughs is to assess school-wide needs in addition to the needs of individual staff members.

Learning Walks:

Monthly, the Curriculum Team will conduct a Learning Walk. These Learning Walks will focus on very specific aspects of our work as a way to determine the effectiveness of our professional development. For instance, the team may be looking for academic rigor or simply the effective use of read alouds to build comprehension, or questioning techniques in order to determine if teachers need more support or if as a school we have mastered it. Teachers will be invited to participate in these Learning Walks, and the entire staff will hear the teams' findings and be provided with time to discuss or problem solve as a team around those findings.

P.S. 274 The New American Academy Roberto Clemente State Park:

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 provide training in the new system this summer. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

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

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

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

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment T. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year Conference will occur by June 27. Measures of Teacher Practice will occur between the Initial Planning Conference and the first Friday in June. Both schools will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to attachment T for further detail. As discussed in section iii, both schools will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. The schools may revise their plans for implementation as they better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

P.S. 230 Dr. Roland N. Patterson:

School 09X230's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment T. Final schedule will depend on teacher Initial Planning Conference.

P.S. 274 The New American Academy Roberto Clemente State Park:

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment T. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year Conference will occur by June 27. Measures of Teacher Practice will occur between the Initial Planning Conference and the first Friday in June. Our school will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to attachment T for further detail. As discussed in section iii, we will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's

determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

See attachment G the calendar of events for each school.

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

i. Curriculum

P.S. 230 Dr. Roland N. Patterson:

The literacy strategies P.S. 230 intends to implement to address the needs of the school will be executed through the Treasures Reading Program. Treasures, is the schools core reading program used for reading instruction. Treasures, is also a scientific research-based literacy program that addresses all five areas of reading; which are phonemic awareness, phonics, vocabulary, comprehension and fluency, as well as, writing and grammar.

The personnel and potential partners would allow the priority school to arrange professional development sessions with education consultants who would strengthen the reading instruction of its teachers through the use of the Treasures Reading Program. Teachers will be offered per session opportunities to plan literacy instruction as a team. This time will be spent using resources provided to plan strategic and effective literacy lessons that meet the needs of all students. Planning will include whole group and small group reading instruction, writing, grammar and phonics/spelling. Teachers will be expected to learn and share best practices with each other and to ensure that all classes are engaged in meaningful instruction.

Currently, P.S. 230 uses the Response to Intervention (RtI) model for identifying students who are struggling and providing them with interventions that will support the students in achieving proficiency by the end of the year. With the addition of Lead Teachers, staff will engage in coaching cycles with Lead Teachers and reading consultants to improve teaching practices and strategies. Literacy assessment data will be analyzed in order to differentiate instruction for all students. This work will be done during grade team meetings. Each child will engage in a daily uninterrupted instructional two hour Literacy block. Additionally, P.S. 230 currently has a guided reading block in place where every classroom teachers will receive the support of a second teacher for 25 minutes daily. This ensures that the teacher is providing small group instruction.

To address math needs, P.S. 230 will continue to use the enVision math block. Students will participate each day in 75 minutes of math instruction. During this math block, teachers will engage students in problem solving, math investigations/explorations, journal writing/learning , as well as cooperative learning discourse and discussion.

Target objectives and strategies for PS 230 with regard to math are:

1. Improve staff understanding of math instruction concepts and methods.
2. Build staff expertise in the enVision math program so that they can use it as an instructional tool.
3. Build staff capacity in the use of technology. The Envision math program is very interactive and has varying amounts of activities that are web and Smart board based. Having a consultant who will work with teachers around navigating these tools would be extremely useful.

The school will evaluate the progress, effectiveness, and impact of the strategy/activity through the following measures:

- An on-site staff developer from TW (one for grades 3-5). Each grade will have its own Lab Site, during which teachers will learn and apply new skills and strategies. Each Lab Site will be followed by a grade-specific debriefing and planning session so that teachers can take what they have learned back to their own classrooms.
- Teachers will attend several "Calendar Days" throughout the year with different consultant agencies. All classroom teachers will be encouraged to attend one or more "Calendar Days" and prepare a presentation for their grade (also across the grades if relevant).
- The network point person will work specifically with Special Education teachers to continue to help them modify the Treasures Reading and Writing Units to better suit the needs of its students.
- The Principal and Assistant Principal will attend separate monthly leadership groups with consultants. One teacher will participate in a specialty group, two teachers will participate in Lead Teacher groups, and Lead Teachers will participate in a Coaching group with the consultants during the year.
- Teachers will submit writing baseline levels, as measured by rubrics they have developed.
- Grade teams throughout the year will look at student writing to inform instruction and to monitor growth in writing
- By mid-June 2014, teachers will submit end line writing levels as measured by rubrics created by teams of teachers.
- Supervisor/data specialist will compare data to determine student growth.
- Low performing/at-risk students in grades 3-5 will receive support from Lead Teachers for literacy/math one period per day to support their needs both individually and in small group settings. Lead Teachers will work daily with identified students providing a variety of intervention strategies including Guided Reading, small group instruction, and conferencing. Instruction will be based on student assessment data and students will be reassessed informally at 4-6 week intervals as well as daily through informal methods.
- Weekly assessments for reading in grades 3-5.
- Weekly informal running records for all students not meeting benchmark levels based on Fall administration of F&P Running Record Assessments.
- DIBELS benchmark assessments for grades 3-5.
- 2014 NYS ELA/Math results for grades 3-5.
- Teacher observation of students.
- Administration observation of class instruction.

- Benchmark Writing/Math assessments embedded in reading program 6 times a year (Sept, Nov, Jan, Feb, May).
- All students, grades 3-5, will remain for extended day, Monday-Wednesday for 37 1/2 minutes three days per week-for small group instruction focusing on comprehension and testing strategies. Practice assessments are used to group students and identify instructional needs.
- Four times per year formal student assessment information- that includes running records to determine instructional and independent reading levels; spelling inventory, high frequency words, reading fluency rate, literal, and inferential comprehension questions, will be collected and electronically sent to Wireless Generation. Extensive evaluative reports will be generated for teachers and parents based on that information. The expectation is that each child will have steady progress to their next reading level within that time frame based on the Fountas and Pinnell leveling system and DIBELS benchmarks.
- All paraprofessionals will be trained and coached in small group reading instruction and will begin to conduct guided and strategy reading groups regularly in classrooms they are assigned to.
- Teachers will use Acuity assessment data to identify trends and needs of specific students and provide intervention in targeted areas. Teachers will also work in grade teams to dissect and discuss rigor of questioning, types of assessment problems and their implications on instruction.
- Teachers will administer ELA/Math performance tasks throughout the year that are aligned to the Common Core Learning Standards, according to the Citywide Instructional Expectations. These assessments include: 1 initial and 1 post task focused on informational writing, and 1 initial and post task focused on content area literacy. Teachers will assess together and examine student work in grade team meetings. All data will be entered into school-wide excel spreadsheets to track student progress. They will use this data to discuss trends across the grade and implications for instruction in their classes.
- Lead Teachers will work with teachers to improve instruction in literacy as well as model reading lessons and strategies to improve reading, writing and math skills.
- After school test-prep program will be offered three days a week, beginning in January, to provide intervention for low performing/ at-risk students and enrichment for students who are proficient in literacy and math.
- Some teachers will be involved in literacy-based professional learning communities, focused on the following topics: small group reading instruction, close reading strategies based on the Common Core Learning Standards, aligning language and foundational skills from the CCLS to student writing, and differentiated word work in early childhood grades.

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At the heart of a TNAA education is the concept that students, as future leaders in the world, need a comprehensive education in order to effectively participate and contribute in society. To achieve this end TNAA will have drawn extensively the leader's experience at P.S. 770 and from best practices worldwide.

It is critical that every child understand the world around them and communicate effectively with others. Students will be expected to achieve this goal through the use of the literacy instruction workshop model. It is also vital that students master the essential elements of math as well as how and when to apply this knowledge in real-world situations. Moreover, teaching skills, in

isolation, are simply not sufficient. For this reason, unique interdisciplinary science and social studies units will be taught through the lens of how and why things work.

Reading: The guided reading approach to literacy instruction has been selected because of its track record of success, particularly with the types of students such as those of the priority site. Guided reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the students' individual levels. Guided reading reinforces problem-solving, comprehension, and decoding. In addition, it provides opportunities for establishing good reading habits and strategies. The critical element, however, is the skillful teaching that helps young readers learn the effective strategies they need to become independent lifelong readers. During Reader's Workshop students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the reading of texts with increasing complexity and focus on nonfiction reading. This model of instruction facilitates the interaction between readers and text. In addition, students will learn to ask effective questions and to make connections with prior knowledge, previously read texts, and the world at large. This approach will lead to mastery of the higher order thinking skills students need to be effective readers and thinkers. Embedded in the model are peer conferences and teacher conferences with students that lead to assessment as well as students becoming facilitators of their own learning.

Writing: The writing workshop has been selected for TNAA because of its high rate of success and curriculum validity. The structure of the writing workshop provides students with the tools needed to be effective writers across a variety of genres and for a variety of purposes. In this model of instruction, students are taught the attributes of effective writers. During Writer's Workshop, students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the production of writing in three key areas: narrative, persuasive and informational. It also addresses the CCLS mandate of the production of texts with increasing complexity and increasing focus on nonfiction writing.

Mathematics: GO Math has been selected to use at TNAA. GO Math for Kindergarten–Grade 5, combines fresh, teaching approaches with never before seen components that offer everything needed to address the rigors of new standards and assessments. GO Math helps students interact with lessons in new ways as they record their strategies, explanations, solutions, practice, and test prep right in their books—and at every grade level. (source: hmeducation.com)Science and

Social Studies: Interdisciplinary units of study are not only aligned to state standards but embrace the concepts of STEAM (science, technology, engineering, art and mathematics) curriculum. This interdisciplinary project based model offers students the opportunity to make sense of the world holistically, rather than fragmentally.

TNAA will teach six distinct interdisciplinary units of study: engineering, agriculture/husbandry, energy, communication, transportation, and medicine. These units will have a STEM focus and be teacher designed with the facilitation of the Master Teacher. Having teacher teams design their own units is expected to yield higher level of rigor and targeted instruction as each lesson is tailor made to best meet the needs of the teams' students. These units will be aligned to New York State Science and Social studies Standards.

H.E.A.R.T.-Based Character Education: Character development will focus on three areas: self-awareness, efficacy and agency, and developing and maintaining healthy relationships with others. With both intellectual and social character, students will be empowered to serve as catalysts for change in the world. TNAA's H.E.A.R.T values of Humility, Empowerment, Aspiration, Responsibility and Teamwork will be at the center of this curriculum. As in P.S. 770 H.E.A.R.T will be taught through explicit instruction and informally during meals and structured play. Through character education and the H.E.A.R.T values students will develop to become positive citizens of the republic who can innovate, while being compassionate, and possessing a generous spirits.

ii. Instruction

P.S. 230 Dr. Roland N. Patterson:

The 6 instructional shifts in mathematics are focus, coherence, fluency, deep understanding, application, and dual intensity. The 6 instructional shifts in ELA are balancing informational and literary texts, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources, academic vocabulary. Included is a list of initiatives that P.S. 230 intends to implement for the 2013-2014 year:

- Increase teacher depth of understanding in the Common Core Learning Standards in ELA and Math.
- More effective teacher use of the Danielson Framework to identify professional goals for ELA and Mathematics pedagogy.
- Development of lessons that are underpinned by conceptual learning framework, e.g., Depth of Knowledge (DOK) that promote higher order thinking (8 Mathematical Practices) leading to improved conceptual understanding and retention of knowledge.
- Promote the introduction of the Common Core's 8 mathematical practices by embedding sharing activities into yearly team meetings. These meetings will cover one or more of these 8 practices.
- Develop greater levels of skill and understanding in teachers of lesson differentiation to ensure instruction is aligned to student ability. In addition to further understanding of the tiered lesson as a strategy for differentiation. Continue to reflect on explicit teaching time verses the student practice time with the aim of increasing student engagement and promoting a more collaborative and inquiry based approach to learning; which is required in the delivery of the Common Core Standards in ELA and Mathematics.

Increase the time provided for students to reflect on their learning through the introduction of a Math Diary supported by a focus on the classroom 'Word Wall in Mathematics.' In Year level teams examine student work to ensure consistency in scoring student assessment items. Identify a cross section of exemplars so that a variety of problem solving strategies are explored throughout the year and further support the development of the 6 instructional shifts in mathematics. Support the individual teachers in achieving their stated professional goals in the context of the 6 instructional shifts for ELA and the six instructional shifts for Mathematics.

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Curriculum Design

Teaching teams will work together to collaboratively design curriculum. All Master Teachers as part of the Educational Leadership Team will work together to address the instructional shifts in mathematics and ELA. In addition the Educational Leadership Team will design the process, the frameworks and design templates used in the planning process. This will ensure cohesiveness between the classes. Cross-grade design will be employed when appropriate. The standards for curriculum design at TNAA will be as follows:

- **Standards-Based Curriculum:** The CCLS for New York State in ELA and Mathematics as well as the NYS Standards for Science and Social Studies will be used as a foundation to design curriculum at TNAA.
- **Pacing Calendars:** These will reflect the units of study and their timeframes.
- **Curriculum Maps:** A curriculum map will be generated for each unit of study. They will include: Timeframe, essential questions, CCLS, Objectives and Skills, Instructional Strategies, Language Standards and Vocabulary, Resources and Materials, and Assessment
- **Unit Plans:** The unit plans will include the strings or lists of mini lessons to be taught for each learning objective.
- **Lesson Development and Analysis:** Lessons will be vetted by each teaching team, before and after they are taught, facilitated by the Master Teacher during morning meetings.

Instructional Strategies

The following instructional strategies will be utilized to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction:

- **Low student-to-teacher ratio:** this allows for unique structures that balance the flexibility of exploratory learning with standards-based instruction. TNAA will continue this trend, with a 90-student cohort supported by a five person teaching team.
- **Differentiation:** to ensure that every student will have his or her individual learning needs met.
- **Student/teacher ratio:** Student/teacher ratio decisions will be made while considering the needs of the learners and the objective of the lesson. The teacher/student permutations of instructional groups will be flexible in that multiple combinations will be used.
- **Flexible grouping:** Flexible grouping within the model makes it possible for one student to interact with all teachers on a regular basis. As such, the teacher will not necessarily be responsible for direct instruction at every point throughout the day. However, the assigned teacher will facilitate and track the learning of the students during the data-driven instructional cycle.
- **Hands on inquiry based learning:** This supports multiple intelligences and provides multiple entry points for learners.
- **Student to student learning:** This will be facilitated through collaborative projects and activities.

Instructional Planning

Instructional planning will ensure accelerated learning in academic subjects and make meaningful improvements to the quality and quantity of instruction to be facilitated through:

- **Summer Curriculum Planning:** Teaching teams participate in two weeks of summer training and in an annual school-wide curriculum planning weeks that take place at the end of each school year. This creates coherence throughout the grades.
- **Teaching Teams:** The centerpiece of instructional planning at TNAA is the teaching team. A teaching team will be in every classroom, led by a Master Teacher. Each team will be composed of teachers at different stages of the career ladder, including Apprentice, Associate and Partner Teachers. It will be the role of the Partner teacher to act as a support for the Master Teacher and a mentor for the Apprentice and Associate. Each team will also include members with Special Education and ELL certifications, who will ensure that students with special needs are serviced in the classroom on an ongoing daily basis and serve as an added resource to the entire team.
- **90 Minute Morning Meeting:** Each team has 90 minutes of planning time at the start of each instructional day. These 90 minute meetings are devoted to a variety of tasks, including lesson development, curriculum planning, analysis of student work, review of student performance data, determining effective instructional materials and strategies and professional development led by the Master Teacher.

TNAA at Roberto Clemente State Park will institute a comprehensive after school program in partnership with two organizations, *The Leadership Program* and *Community Works*. The after school program will serve students for three hours a day, five days a week during most school days.

iii. *Use of Time*

P.S. 230 Dr. Roland N. Patterson:

This year the school was designated a Priority school and, as such, received funding to increase the school day. With this increased time for instruction and enrichment, P.S. 230 was better able to support students socio-emotionally and academically. Currently, the school has a partnership with SCAN New York; a community based After School Program. SCAN emphasizes literacy and education through activities that stimulate and enhance self-esteem. The program helps each child discover an activity for which he or she can develop a real passion—be it basketball, chess, cheerleading, reading, dance, computers, creative writing, soccer or literacy. SCAN provides education through activities that stimulate and enhance self-esteem.

See attachment H for sample schedule.

P.S. 274 The New American Academy Roberto Clemente State Park:

See attachment H for sample schedule.

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

P.S. 230 Dr. Roland N. Patterson:

At PS 230, all staff members are required to maintain data binders. Thoughtful collection and analysis of data helps to:

- Develop sound educational practices at all levels

- Improve the quality of student achievement
- Set interim goals
- Quickly enable the school to make instructional decisions about teaching practices
- Makes data transparent to staff/students and public

P.S. 274 The New American Academy Roberto Clemente State Park:

A team-based teaching approach and daily 90-minute meetings will provide the time necessary to vet data and plan next steps. TNAA also plans to establish procedures for using these results to inform instructional planning, to evaluate programs, and as a means of accountability. The Master Teacher is in the classroom to support teachers in the application of instructional implications of the assessments.

Diagnostic/Benchmark Assessments:

- **Intake Assessment:** In August/September the school staff will meet with newly enrolled students and their families to interview them to get to know them, share school policies and procedures, and conduct informal diagnostic assessments.
- **Reading Inventory Grades K through 5:** In August/September the school staff will administer the Fountas and Pinnell Literacy Assessment. These assessments will provide a literacy benchmark and enable teachers to track student reading progress across time. These results will be analyzed in September during the 90-minute teacher meetings.
- **Reading Inventory Grades K through 5:** Fountas and Pinnell Running Record Reading
- **Formative Assessments:** Assessments will be administered three times per year to track student reading progress across time. Students reading progress will be evaluated utilizing the Reading Level Benchmarks. Teachers and students will use this data to set goals for increasing reading levels throughout the year. This data will also be used to provide information to parents of student progress.
- **Common Core Aligned Performance Assessments K through 5:** An on demand writing assessment will be administered at the beginning and end of each 6-week unit of study to provide a writing benchmark for students and to track writing progress across time. These assessments will be both narrative and informative. These assessments are aligned to CCLS.
- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through student observation, small group instruction, teacher to student interactions and student-to-student interactions.
- **Conferences:** Teachers will be expected to confer with students, both one-on-one and in small groups to determine strengths and needs as well as assisting students in goal setting and planning for next steps.
- **Benchmark Assessments:** Teachers will administer benchmark assessments to measure student progress towards goals. Teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific science, mathematics and social studies concepts.

Summative Assessments:

- **New York State Exams Grades 3 through 5:** Beginning in third grade all eligible students will take the state's English language arts and mathematics exams annually, as well as the state's science exam in fourth grade.
- **New York State English as a Second Language Achievement Test (NYSESLAT):** All limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- **New York State Alternate Assessment (NYSAA):** Students specified by their Individualized Education Program (IEP)
- **Common Core Aligned Performance Assessments:** These on demand literacy assessments will be administered after a reading/writing unit of study. These Performance Assessments are aligned to CCLS and are designed to engage students in authentic, high-level work that is aligned to curricular standards and enable teachers to assess if students have achieved mastery of the content in a particular unit of study.
- **Math Unit Tests Grades K - 5:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives.

v. **Student Support**

P.S. 230 Dr. Roland N. Patterson:

The Response to Intervention consultant that is provided to the school through the RTI grant, works with the school to ensure that within five years P.S. 230 has an effective system in place for meeting the needs of all learners. Response to intervention is a framework for providing instruction and services for students who are not meeting benchmark goals before referring students to special education. This consultant will ensure that the core curriculum is effective enough so that at least 80% of students at the priority school are meeting benchmark goals based on DIBELS assessment data. This has been the goal this year. The consultant will also work to ensure that the core literacy program (Treasures) is effective on all grade levels. Once this goal is accomplished, the next goal will be to create a system that ensures all students who fall below benchmark levels will receive additional and effective instruction in the areas of need.

Service and program coordination

Supporting students' social and emotional growth is paramount to a school's success. Through the services of Ramapo Training, it is expected that teachers will gain the skills they need to work with children in a range of abilities and learning challenges, and also keep them in their classrooms where they belong. Ramapo training gives teachers and schools a toolbox for managing frustrating behaviors and creating classroom environments conducive to learning. Ramapo Training bridges the gap between teachers' formal training in instruction and the daily challenges of managing a classroom. The training will help the teachers acquire a critical set of skills that are the prerequisites for engaging students in learning, particularly those who are at-risk.

Goals

Ramapo Training prepares teachers to demonstrate effective methods for handling discipline problems:

1. Prevent avoidable behavior from occurring.
2. Deal with disruptions that do occur with a range of efficient and effective behavior management tools.

Programs:

- **Workshops and PD:** Workshops, professional development sessions that introduce educators to the Ramapo approach and provide teachers with tools and techniques for building capacity in the areas of classroom and behavior management.
- **Training Manual:** The *Teachers As Leaders: Managing Difficult Behavior* manual is a supplemental tool that is given to teachers who have experienced Ramapo Training's professional development programming to continue their education. This four-color workbook gives teachers reminders on how to integrate their newly gained skills into their everyday work, as well as providing opportunities to reflect on ongoing practice both on an individual and team level.
- **Individualized Coaching:** Coaching is an integral part of the Ramapo Training program that helps teachers with their particular classroom and behavior management challenges. Ongoing coaching provides individuals and small groups of school staff with specific problem-solving techniques, objective feedback, and an opportunity to reflect on their current practice.
- **Behavior Management Support Teams:** To build school-wide capacity for addressing behavior management, Ramapo works with schools to identify teacher leaders, provides a series of intensive trainings, and creates professional learning communities within schools through peer-to-peer coaching focused on development of behavior management plans.

P.S. 274 The New American Academy Roberto Clemente State Park:

See attachment H for student support chart.

vi. School Climate and Discipline

P.S. 230 Dr. Roland N. Patterson:

The priority school's community will continue to be built around the five core values: **Respect, Enthusiasm, Achievement, Caring, and Hard work (**REACH**). These values set very high standards for both students and teachers. At the Roland N. Patterson Elementary School, it is not enough to simply stay out of trouble. REACH requires that students respect teachers, classmates, and property, that they participate in class, produce top quality work in all their classes, help one another, and that they come to school every day on time and ready to learn.**

Because it is important to teach social skills, just like you would teach reading or writing, the REACH values are reinforced throughout the day, beginning as soon as students walk in to the school building. Teachers and school administrators use the REACH values to set classroom and school-wide expectations for good behavior. In order to help students, teachers, and parents understand what each of the REACH values are, P.S. 230 has developed grade-specific REACH rubrics that outline the specific behaviors associated with each value for grades K-5. Teachers then teach children these behaviors.

1. Prevent avoidable behavior from occurring.
2. Deal with disruptions that do occur with a range of efficient and effective behavior management tools.

Programs:

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P.S. 274 The New American Academy Roberto Clemente State Park:

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- Open classroom policy- Parents are welcome to come in classrooms at any time of the day (class parents).
- All classes will elect class parents to act as liaisons and forge open communication between staff and parents.
- Weekly newsletters.
- Parent Meetings during 90 minute planning sessions- Parents can meet with teachers at their convenience to discuss their child.
- Looping from K-5- Looping provides a vehicle to create long-lasting and meaningful relationships with parents and students. Parents do not need to establish new relationships with teachers every year as in traditional schools.

I. Training, Support, and Professional Development

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

i. School leadership/staff involvement in SIG plan development

P.S. 230 Dr. Roland N. Patterson:

As soon as this grant opportunity was presented, administrators and school leaders met to review and discuss the overview, requirements and application. The administrators met with members of the network team to determine a timeline for the completion of the application. An assistant principal attended an orientation meeting with the new school principal and members of the network team. School stakeholders met to determine how best to use this funding opportunity to deepen instruction and make the instructional shifts required by the Common Core Learning Standards. Responsibility for sections of the application was delegated to school experts in that section. In addition to drafting major portions of the application, the principal met regularly with the application team to ensure that the writing was in alignment with the plan that was decided upon by the major school stakeholders. The application was shared with the parent coordinator and parent association and was presented to the school leadership team.

P.S. 274 The New American Academy Roberto Clemente State Park:

TNAA will use the daily Master Teacher-led morning meeting, the weekly parent forums, the School Leadership team meetings and the weekly Education Leadership Team meetings to keep the entire community abreast of all of the program components of SIG.

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

See attachment I for year one implementation periods for each school.

iii. Plan for training, support and professional development

P.S. 230 Dr. Roland N. Patterson:

The regular evaluation of professional development is crucial so that the administrative team can come up with priorities and next steps. Once staff participates in cycles of professional

development, it is critical that they are immediately asked to formulate next steps to turnkey training and inform the administration whether or not the professional development was helpful in improving their pedagogy. Staff is asked to do so demonstrate this knowledge in presentations during common planning sessions, written evaluations, and inter-visitation. During these times the administration is evaluating the quality of the work by the staff and thus deciding whether or not modifications need to be made.

P.S. 274 The New American Academy Roberto Clemente State Park:

The New American Academy model was designed to continually improve teacher practice in a professional climate. Key elements include an interdisciplinary curriculum mapping week, summer institute, daily planning meetings, reflective practice, professional development days, and headmaster support in classroom. Teachers will have 629 hours of “formal” professional development per year. Moreover, this means time spent solely on improving practice, with students not present. The informal professional development that teachers will receive on a daily basis in their classroom will be both organic and continuous, contributing to teacher growth.

Preparation of Teachers

Interdisciplinary Curriculum Mapping: Teacher preparation begins at the start of the summer, when for one-week teachers will work in their teams to create interdisciplinary curriculum maps that they will implement in the following year. This week represents 40 hours of PD.

Summer Institute: All New American Academy staff will participate in a five-week summer institute. The five-week program is designed to familiarize the teachers with the instructional model and provide them with tools to be successful. The first week of summer training is held in Cambridge, Massachusetts at the Harvard Graduate School of Education (HGSE) to allow for seminars from professors whose ideas and theories influenced the model, while the other four weeks will take place at the school. These five weeks represents 200-hours of professional development time.

Daily Planning Meetings: During the school year, by working as a team, all teachers participate in constant peer observation and provide each other with critical feedback during daily planning meetings.

Reflective Practice: As described in Section I, a weekly 90-minute reflective practice session for each team is vital to allow teachers to take a step back and reflect on their pedagogy and relationships. This reflective practice time will take place weekly on Thursday afternoons after school (or on another day when school is not in session on a Thursday). These 90 minutes per week over 39 weeks of the school year represent 58.5-hours of professional development time.

Professional Development Days: As described in Section I, during every fifth week, teachers will have a professional development day, in which half the day is devoted to unpacking the weekly reflective practice sessions and the other half is spent revising and updating curriculum mapping. There are seven of these professional development days throughout the year, which represent 56 hours of professional development.

Headmaster: Finally, the Headmaster will be a regular presence in the classroom, providing feedback to Master Teachers as well teachers under their charge. In addition, he will focus on the efficacy of teams as a whole to ensure the skills and strengths of their members are maximized.

J. Communication and Stakeholder Involvement/Engagement

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

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

Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status within 30 days of the State's designation. Principals were also invited to two different meetings with Senior Deputy Chancellors Shael Suransky and Marc Sternberg on August 31, 2012, to learn more about the school's Priority status, intervention model options, and next steps for the NYCDOE and school. Superintendents, clusters, networks school support staff, and principals participated in trainings on the ESEA waiver and Priority status to turn-key the information to stakeholders. NYCDOE staff also presented the information directly at information on state accountability designations and implications during Community Education Council meetings, a meeting of the Panel on Education Policy, and other community meetings.

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

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

P.S. 230 Dr. Roland N. Patterson:

P.S. 230 has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing, school staff as well as the networks outreach staff. The top

priority for family outreach will involve keeping families abreast of student progress and the systematic stages the school goes through as it rolls out the SIG plan.

The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities. The guidance staff (2 members) will also be part of the parent outreach program. The school will continue to partner with CBOs, namely SCAN New York, which includes a parent outreach component. The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

A parent/family room will be located on the first floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

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TNAA will use the parent coordinator, PTA, SLT and Faculty conferences which occur monthly to regularly update the parents, families, community, superintendent, and network leader on the implementation of the SIG grant. Other methods of communication for parents who may not be able to attend the meetings described above will be newsletters, email blasts, and when appropriate, telephone.

K. Project Plans and Timelines

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

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

See attachment K for each schools chart on year one goals and key strategies.

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

P.S. 230 Dr. Roland N. Patterson:

The priority school, PS 230, will establish and implement universal screenings for literacy first by conducting a Fountas & Pinnell Benchmark Assessment. This data will give the Rtl Design Team insight into how many students are reading below expected levels. Following, the DIBELS Assessment will be administered to identify which area of reading each child has mastered or is deficient in. In math students will use the baseline, unit, and benchmark assessments that come with the enVision math program.

The early wins that will serve as early indicators of a successful SIG plan implementation are as follows:

1. Teacher Teams collaborating to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Literacy and Mathematics.
2. Teachers and administrators participating in professional development with consultants tailoring instruction and implementing best practices.
3. Literacy and Math Lab Sites showcasing best practices.

P.S. 274 The New American Academy Roberto Clemente State Park:

TNAA's summer institute is an "early win" because it is specifically designed to prepare teacher teams to be ready before the school year begins. In order for a teacher to be ready to work in a team, they must first, learn more about themselves and their team members, learn how to listen and communicate effectively, and be well versed in conflict transformation techniques.

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

P.S. 230 Dr. Roland N. Patterson:

The Priority School will examine Fountas and Pinnell Reading Benchmark Assessment (Running Records), DIBELS, Acuity Assessments Literacy/Math, Envision Math Baseline, unit, and benchmark assessments. These assessments will be reviewed no less than once quarterly.

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Goal 1:

- Reflective Practice – reflective consultant meets with each team 5 times per year as a means of evaluating success communications and stability and effectiveness of teams. To be collected by Reflective Consultant and teacher teams, individual reflective reports will be reviewed and discussed 5 times annually during half-day professional development sessions by teacher teams and reflective consultant.
- Mentoring – 2:1 self-evaluation and subsequent goals are updated and evaluated quarterly for all teaching staff. To be collected by Headmaster and Master Teachers, self-evaluation reports, based on Danielson's rubric, are updated quarterly for each teacher. These reports are used as a discussion point for teacher growth including the ability to contribute to the community.
- To be collected by PTA Executive Board and shared at SLT & ELT meeting. Attendance is monitored at PTA meetings (monthly), Parent Forum (weekly) Curriculum Celebrations (6 times a year), Town Hall (weekly)

Goal 2:

- 6 informal observation videos for each teacher. To be collected by the Master Teacher using the informal observation report reflecting Charlotte Danielson's rubric.
- Reflective Practice – reflective consultant meets with each team 5 times per year as a means of assessing systems within classroom and the impact on student learning. To be collected by Reflective Consultant and teacher teams. Individual reflective reports will be reviewed and discussed 5 times annually during half-day professional development sessions by teacher teams and reflective consultant.

- Afterschool program will measure student academic growth. Educational Leadership Team will collect and analyze student data quarterly to assess the impact of the afterschool program on student achievement in their program.

Goal 3:

- Pre and post assessments of students for interdisciplinary STEAM units of study – six times annually. To be collected by Master Teachers and will be analyzed every 6 weeks by the teacher teams during 90 minute planning meetings.
- Questioning techniques used by student and teachers analyzed six times annually using Danielson rubric during informal observation videos.
- To be collected by the Master Teacher using the informal observation report reflecting Charlotte Danielson’s rubric.

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

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See attachment K.

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The New American Academy is structure to distribute leadership and build capacity in the school. In this way, Year 2 and Year 3 will work to deepen the goals as defined above in the 1st. Consistency in goals creates continuity, allowing for self-sustaining systems and staff members.

Attachment B
 School-level Baseline Data and Target-Setting Chart
P.S. 230 Dr Roland N. Patterson

School-level Baseline Data and Target-Setting Chart							
I. Leading Indicators							
a. Number of minutes in the school year	min	54591	54600	54600	66600	66600	66600
b. Student participation in State ELA assessment	%	99.20%	97%	100%	100%	100%	100%
c. Student participation in State Math assessment	%	99.20%	100%	100%	100%	100%	100%
d. Drop-out rate	%	n/a	n/a	n/a	n/a	n/a	
e. Student average daily attendance	%	93.0%	89%	90.0%	91%	92%	93%
f. Student completion of advanced coursework		n/a	n/a	n/a	n/a	n/a	
g. Suspension rate	%	1.9%	1.9%	1%	0.9%	0.8%	0.7%
h. Number of discipline referrals	num	66	16	16	15	14	13
i. Truancy rate	%	1.0%	1.7%	NA	NA	NA	NA
j. Teacher attendance rate	%	95.2%	95.3%	0.1% - 0.3%	96.8%	96.9%	97%
k. Teachers rated as "effective" and "highly effective"	%	Please see memo					
l. Hours of professional development to improve teacher performance	num			40	40	45	50
m. Hours of professional development to improve leadership and governance	num			30	30	35	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			15	20	25	30
II. Academic Indicators							
o. ELA performance index	PI	Please see memo	96	86	Please see memo	Please see memo	Please see memo
p. Math performance index	PI	Please see memo	106	108	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%	44%	25.0%	16%	25%	35%	45%
r. Students scoring "proficient" or higher on Math assessment	%	57%	29.9%	23%	30%	40%	50%
s. Average SAT score	score	n/a	n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num	0	n/a	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%	n/a	n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	%	n/a	n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	%	n/a	n/a	n/a	n/a	n/a	n/a

Attachment B
 School-level Baseline Data and Target-Setting Chart
P.S. 274 The New American Academy Roberto Clemente State Park

I. Learning Indicators							
a. Number of minutes in the school year	min	54591	54591	n/a	87350	87350	87350
b. Student participation in State ELA assessment	%	99.20%	98.9%	n/a	See note A	See note A	See note A
c. Student participation in State Math assessment	%	99.20%	99.20%	n/a	See note A	See note A	See note A
d. Drop-out rate	%	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%	93.0%	93.0%	n/a	93.0%	94.0%	95.0%
f. Student completion of advanced coursework		n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%	1.9%	1.9%	n/a	1.5%	1.5%	1.5%
h. Number of discipline referrals	num	66	66	n/a	5	5	5
i. Truancy rate	%	1.0%	1.0%	n/a	3.0%	3.0%	3.0%
j. Teacher attendance rate	%	95.2%	95.2%	n/a	97%	97%	97%
k. Teachers rated as "effective" and "highly effective"	%	Please see memo					
l. Hours of professional development to improve teacher performance	num			n/a	200	200	200
m. Hours of professional development to improve leadership and governance	num			n/a	200	200	200
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	700	700	700
II. Academic Indicators							
o. ELA performance index	PI	Please see memo	Please see memo	n/a	Please see memo	Please see memo	Please see memo
p. Math performance index	PI	Please see memo	Please see memo	n/a	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%	44%	44%	n/a	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on Math assessment	%	57%	57%	n/a	Please see memo	Please see memo	Please see memo
s. Average SAT score	score	n/a	n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num	0	0	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%	n/a	n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	%	n/a	n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	%	n/a	n/a	n/a	n/a	n/a	n/a

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. **Tuancy 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

P.S. 230 Dr Roland N. Patterson

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><i>Memorphosis</i> ^{INC} collaborative hands-on approach gives them the skill and confidence to make lasting improvements in the lives of their students. Our <i>Master Coaches</i> co-create learning environments where educators of all levels and experience are engaged to share and learn together to incorporate innovative approaches that improve academic performance.</p> <p>Address 165 Park Row 181 New York, NY 10038</p> <p>Phone Work: 212-766-2120 212-233-0119 Fax: 212-608-0714 http://www.lucy.wospd.com</p>	<ol style="list-style-type: none"> 1. P.S. 503, Brooklyn 2. P.S. 321, Brooklyn 3. CFN 407 4. CFN 206 5. P.S. 1 6. P.S. 29 7. CFN 207 8. P.S. 230, Brooklyn 9. CFN 203 10. P.S. 343, Manhattan 	<ol style="list-style-type: none"> 1. Bernadette Fitzgerald (Principal) <BFitzge2@schools.nyc.gov> 2. Liz Phillips (Principal) <lphilli@schools.nyc.gov> 3. Debra Lamb <DLamb@schools.nyc.gov>, John Didrichsen <jdidrichsen@schools.nyc.gov> 4. Ada Cordova <acordov@schools.nyc.gov> 5. Amy Hom (Principal) <AHom@schools.nyc.gov> 6. Jennifer Jones (Principal) <jjones48@schools.nyc.gov> 7. Liz Fisher <efisher12@schools.nyc.gov> 8. Sharon Fiden (Principal) <sfiden@schools.nyc.gov> 9. Carol Mosesson-Tieg <cmosess@schools.nyc.gov> 10. Maggie Siena (Principal) <msiena@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)
Teachers & Writers Collaborative Sarah Dohrmann, Education Director Teachers & Writers Collaborative 520 Eighth Avenue, Suite 2020 New York, NY 10018 Phone: 212-691-6590 Fax: 212-675-0171 www.twc.org	<ul style="list-style-type: none"> • X215 KAPPA • IS 392K The School for the Gifted and Talented • PS 111M Adolph S. Ochs • PS 122Q Mamie Fay • R721 Richard H. Hungerford School • Children's First Network #534 • • • 	<ol style="list-style-type: none"> 1. Sheri Warren, Principai; swarren@schools.nyc.gov 2. Shirley Wheeler Massey, Principal; swheel@schools.nyc.gov 3. Stephanie Saunders, AP; ssaunde2@schools.nyc.gov 4. Pamela Sabel, Principal; psabel@schools.nyc.gov 5. Linsey Miller, AP; LMiller16@schools.nyc.gov 6. Ben Waxman, Network Leader; waxman@schools.nyc.gov 7. 8. 9.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

Attachment C
Evidence of Partner Effectiveness Chart
P.S. 274 The New American Academy Roberto Clemente State Park

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>The Leadership Program Blonka Winkfield Vice President Of Marketing and Development The Leadership Program www.tlprnyc.com 212.625.8001 t 212.625.8020 f</p>	<p>21. School For Enterprise, Business and Technology 22. Roads Charter Schools I and II 23. Johnathan Lewin HS for Media and Comm. 24. HS for Medical Science 25. Bronx HS for Business 26. Hillside Arts & Letters 27. PS 1 28. MS 301 29. HS of Computers and Technology 30. JHS 52</p>	<p>20. Dr. William Jusino-Principal 917-697-9087 21. Dr. Giselle Shorter-917-447-8868 22. Mr. Nasib Hoxha-Principal-718-992-3709 23. Mr. William Quintana-Principal-718-410-4040 24. Mr. Vincent Rodriguez-Principal-718-410-4060 25. Ms. Raquel Nolasco-AP-718-658-1249 26. Mr. Jorge Perdomo-Principal-718-292-9191 27. Mr. Ben Bassiella-Principal-718-585-2950 28. Mr. Bruce Abramowitz-Principal-718-696-3930 29. Mr. Salvador Fernandez-212-567-9162</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>Community Works. Linda Muller, Program Director: 212-459-1854. lm@communityworksny.org, 1. ceramics, photography, violin, and steel pan (full-yr programs)</p>	<p>31. PS 156/IS 392 Waverly (K) • PS 69 Journey Prep (X) • PS 242 Young Diplomats Magnet Academy (M)</p>	<p>30. Ingrid Joseph, AP: ljoseph2@schools.nyc.gov, 718-498-2491 10. Shelia Durant, Principal: SDurant@schools.nyc.gov, 718-378-4736 11. Victoria Najera, Coordinator: vnajera242@gmail.com, 212-</p>

Ramapo For Children

Lisa Tazartes

Director, Ramapo Training

ltazartes@ramapoforchildren.org

212-754-7003

49 West 38th St. Fl 5

New York, NY 10018

Ramapo:

- *Enhanced Teachers' Classroom Management Skills*
- *Increased Teachers' Ability to Manage Disruptive Youth*
- *Decreased Teacher Burnout:*

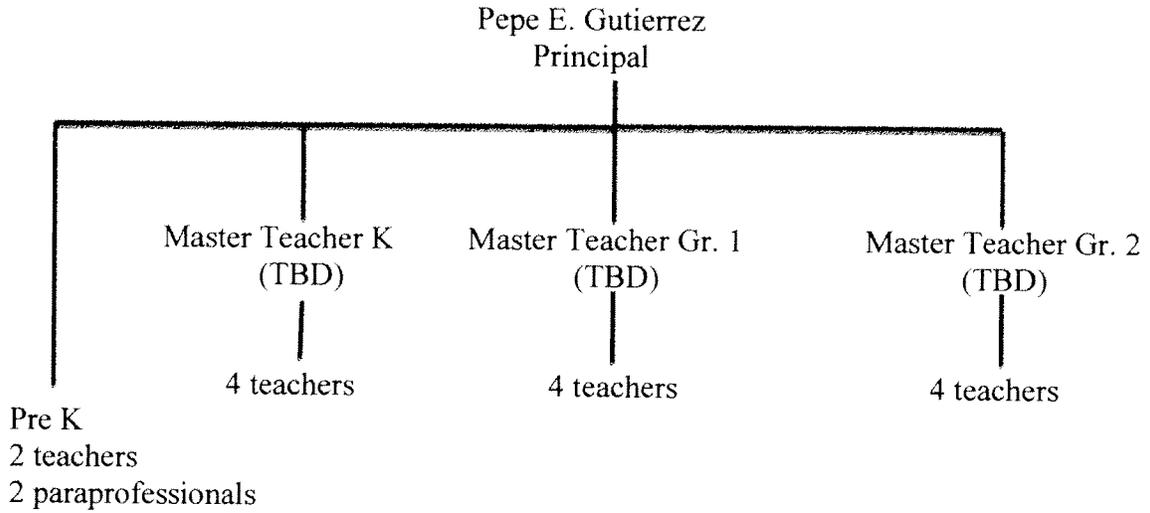
11. M108 (PS108 Ed. Complex)	Assemblyman Angelo DellToro	11. Machicote, Grysselle: gmachic@schoools.nyc.gov
12. CFN 203 - Children's First Network 203		12. Shamon, mshamen@schoools.nyc.gov
13. K174 (IS 174K Dumont)		13. Mason, lmason@schoools.nyc.gov
14. X042 (PS 42X)		14. Matos, imatos2@schoools.nyc.gov
15. M206 (PS 206 Jose Celso Barbosa)		15. Forbes, cforbes2@schoools.nyc.gov
16. X333 (PS 333X)		16. Brown, abrown26@schoools.nyc.gov
17. X001 (PS 1X)		17. Perdomo, jperdomo@schoools.nyc.gov
18. M015 (The Roberto Clemente School)		18. Sanchez, lsanchez11@schoools.nyc.gov
19. M137 (PS 137M)		19. Rodriguez, MRodrig19@schoools.nyc.gov
20. M363 (The Neighborhood School)		10. Novelo, Millo: MNOVELO@schoools.nyc.gov

<p>2. bookmaking, Peru exchange, performances & PD (connected to 5th-gr social studies)</p> <p>3. 6 curric-connected dance programs, 1st-gr literature-based theatre, performances, community event, PD</p> <p>4. 3 arts & community-learning programs: digital sound, digital graphic novels, hip-hop dance, theatre, PD & performances</p> <p>5. arts & community-learning program: African crafts & percussion, Peru exchange, performance</p> <p>6. arts & community-learning program: puppetmaking & chorus, performance</p> <p>7. docent program: theatre & social media</p> <p>8. dance workshops: pre-K & 5th gr</p> <p>9. arts & community-learning program: digital sound & graphic novels, anti-bullying unit, performance</p> <p>10. support/host school exchange project, prepare students to lead community history tours</p>	<ul style="list-style-type: none"> • PS 129 John Finley (M) • PS 149 Sojourner Truth (M) • PS 160 Walt Disney (X) • M692: High School for Math, Science & Engineering • PS 52 Sheephead Bay (K) • PS 241: STEM Institute of Manhattan • M406: Global Tech Prep 	<p>678-2908</p> <p>12. Krista Wozniak, Music Teacher: krista@wozniak.org, 212-690-5932</p> <p>13. Marie Jones, AP: mjones7@schools.nyc.gov, 646-672-9020</p> <p>14. Laverne Burrowes, AP: LBurrow2@schools.nyc.gov, 718-379-5951</p> <p>15. Wylie Burgan, AP: wburgan2@schools.nyc.org, 212-281-6490</p> <p>16. Pat Radigan, Art Teacher: pradiga@schools.nyc.gov, 718-648-0882</p> <p>17. Eve Navarro, AP: enavarra@schools.nyc.gov, 212-678-2898</p> <p>18. Becky Rotelli, 7th-gr teacher: msrotelli@globaltechprep.com, 212-722-1395.</p>
<p>Partner Organization Name and Contact Information</p> <p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years</p> <p>(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</p> <p>(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>Ramapo For Children</p> <p>Lisa Tazartes</p> <p>Director, Ramapo Training</p> <p>ltazartes@ramapoforchildren.org</p> <p>212-754-7003</p> <p>49 West 38th St. Fl 5</p> <p>New York, NY 10018</p>	<p>32. M108 (PS108 Assemblyman Angelo DeToro Ed.Complex)</p> <p>1. CFN 203 - Children's First Network 203</p> <p>2. K174 (IS 174K Dumont)</p> <p>3. X042 (PS 42X)</p> <p>4. M206 (PS 206 Jose Celso Barbosa)</p> <p>5. X333 (PS 333X)</p>	<p>1. Machicote, Grysssele: gmachic@schools.nyc.gov</p> <p>1. Shamon, Mary: mshamen@schools.nyc.gov</p> <p>2. Mason, Ingrid: Imason@schools.nyc.gov</p> <p>3. Matos, Ivette: imatoss2@schools.nyc.gov</p> <p>4. Forbes, Camille: cforbes2@schools.nyc.gov</p> <p>5. Brown, Arthur: abrown26@schools.nyc.gov</p>

Ramapo: <ul style="list-style-type: none"> • <i>Enhanced Teachers' Classroom Management Skills</i> • <i>Increased Teachers' Ability to Manage Disruptive Youth</i> • <i>Decreased Teacher Burnout:</i> 	6. X001 (PS IX)	6. Perdamo, Jorge: jperdomo@schools.nyc.gov
	7.	7.
	8.	8.
	9.	9.

P.S. 274 The New American Academy Roberto Clemente State Park:

Organizational Chart. Pre-K to Grade 2 * 2013-14



*To expand by one grade each year

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

P.S. 230 Dr Roland N. Patterson:

Formal observations for all tenured Staff	October	January	May		
Formal observations for non-tenured staff	October	December	February	April	June
Informal cycles will vary depending on where staff fall on the Danielson Framework for Teaching	All staff members will receive an informal observation once weekly by either the principal or assistant principals.				

P.S. 274 The New American Academy Roberto Clemente State Park:

Weekly Coaching Observation Schedule (September-June)	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-9:00	Team meeting (Master Teacher led) Meet with K-team	Team meeting (Master Teacher led) Meet with 1-team	Team meeting (Master Teacher led) Meet with 2-team	Team meeting (Master Teacher led) Meet with Pre-k team	Team meeting (Master Teacher led)
9:00-10:00		K-Team observation	1-Team observation	2-Team observation	Pre-k team observation
1:00-1:30		Pre-k Interdisciplinary observation	2-team Interdisciplinary observation	1-team Interdisciplinary observation	k-team Interdisciplinary observation

Formal Observation	School year 2013 - 2014
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Schedule	
September/October (and throughout the year)	All teams: Informal videotaped Observations and collaborative feedback.
November	Pre Observations, Observations and post-Observations: Pre-k and k-teams
December/January	Pre Observations, Observations and post-Observations: 1 and 2 teams
February	Pre Observations, Observations and post-Observations: Teachers (non-tenured) 2-on-1 (principal, master teacher, teacher)
April/May	Pre Observations, Observations and post-Observations: All teams
June	Year-end 1-on-1 (principal-teacher) All teams

Attachment I:
Section I.

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

P.S. 230 Dr Roland N. Patterson:

Professional Development events for 2013-2014

PD Activity	Target Audience	Organization/Agent Delivering PD	Measurable outcomes	Method of analysis
<i>Immersion in core literacy curriculum</i>		<i>ELA Lead Teacher , Teachers and Writers group</i>	<i>Professional Development Workshops will be centered around the following outcomes: Classroom teachers will engage students in at least 4 ELA Common Core-aligned units of study; Classroom teachers will infuse content-area knowledge within the Literacy Block to promote interdisciplinary learning; By end of year, teachers will be well-versed in Common Core Learning Standards; Classroom teachers will be able to access external resources in addition to the Core Program (Treasures) to make Literacy instruction more cohesive.</i>	<i>Informal and formal observations by Administrators and/or ELA Lead Teacher, analysis of student work in Department team meetings, student performance on two Common Core-aligned tasks embedded in ELA units of study, and writing of units and lessons that aligned with Grade-specific Common Core Learning Standards.</i>
<i>Immersion in core math program</i>		<i>Math Lead Teacher, Metamorphosis group</i>	<i>Professional Development Workshops will be centered around the following outcomes: Classroom teachers will engage students in at least 4 Math Common Core-aligned units of study; Classroom teachers will infuse content-area knowledge within the Math Block to promote interdisciplinary learning; By end of year, teachers will be well-versed in Common Core Learning Standards; Classroom teachers will be able to access external resources in addition to the Core Program (Envisions) to make Math instruction more cohesive.</i>	<i>Informal and formal observations by Administrators and/or Math Lead Teacher, analysis of student work in Department team meetings, student performance on two Common Core-aligned tasks embedded in Math units of study, and writing of units and lessons that aligned with Grade-specific Common Core Learning Standards.</i>

Differentiate instruction		ELA and Math Lead Teachers, Administration, Teachers and Writers, Metamorphosis	Professional Development Workshops will be centered around the following desired outcomes: Classroom teachers will be able to effectively differentiate the content, process, and product based on individual student needs, student data, and learning styles.	Informal and formal observations by Administrators and/or ELA and Math Lead Teachers, analyses of student work and curriculum in Department team meetings.
Guided Reading		ELA Lead Teacher	Professional Development Workshops will be centered around the following desired outcomes: Classroom teachers will be able to target students' reading needs by effectively grouping students based on student data (Core Program assessments, Reading Levels, Acuity Data, DIBELS) and interests; small group instruction will be conducted daily within the Literacy Block; Literature Circles will be implemented in each classroom starting in the beginning of the year in order to engage students in discussion and analysis of literary and informational text.	Informal and formal observations by Administrators and/or ELA Lead Teacher, analyses of student work and curriculum in Department team meetings.
Running Records administration		ELA Lead Teacher	Professional Development Workshops will be centered around the following desired outcomes: Classroom teachers will assess students' reading levels using Running Records four times during the year.	Support will be given by ELA Lead Teacher; workshops will be held before each administration period.

<i>Acuity Data Analysis</i>		<i>ELA and Math Lead Teachers, Administration</i>	<p><i>Professional Development Workshops will be centered around the following desired outcomes:</i></p> <p><i>Classroom teachers will analyze student Acuity Data together in Department Team meetings after each administration of Acuity Exams in order to effectively group students, plan instruction for areas of need, and to support small group instruction in both Literacy and Math.</i></p>	<p><i>Support will be given by the ELA and Math Lead Teachers and Administration during Department Team meetings and curriculum planning times.</i></p>
<i>Lab site Development</i>		<i>ELA and Math Lead Teachers, Administration</i>	<p><i>Lab Sites will be conducted several times during the school year to focus on small group instruction; differentiation of content, process, and product; effective integration of multiple disciplines; classroom management; learning environment; use of external resources; alignment of classroom instruction with Common Core Learning Standards; immersion in core ELA and Math programs.</i></p>	<p><i>Classroom teachers will observe Lead Teachers in Lab Site visits, then will meet in Department Team meetings to reflect on the strategies they saw and how they can promote more effective instruction, plan for use of the strategies observed, and discuss what could be improved upon.</i></p>
<i>Danielson PD</i>		<i>Lead Teachers, Administration</i>	<p><i>Professional Development Workshops will be centered around the following desired outcomes:</i></p> <p><i>Classroom teachers will be well-versed in the Charlotte Danielson Framework; teachers will be able use the Danielson Framework as a tool with which to self-assess, reflect upon, and revise their instructional practice; teachers will be clear on the rubric with which Administration is conducting informal and formal assessments and use that information to promote best classroom practices.</i></p>	<p><i>Lead Teachers and Administrators will use the Danielson framework during informal and formal observations to assess the instructional practice of Classroom Teachers throughout the year.</i></p>

Running Record Fidelity Check		Lead Teachers, Administration	During the administration of Running Record assessments, ELA Lead Teacher and Administration will randomly assess students throughout the school to check the fidelity of the assessments; refresher Professional Development will be provided before each administration window.	Support will be given by ELA Lead Teacher; refresher workshops will be held before each administration period.
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P.S. 274 The New American Academy Roberto Clemente State Park:

	Days	Minutes per day	Total hours	Dates	Outcomes and method	Evaluation
Curriculum mapping by Master Teachers	5	480	40	June 2014	Instructional plans/Charlotte Danielson rubric/informal observations	Aligned to common core/each unit – 6 times annually
Summer Training by Harvard and Master Teachers	25	480	200	July August 2014	Improved communication skills/videotaping	Likert Scale
Daily Planning by Master Teachers	183	90	274.5	School year	Improved pedagogy, deepening content knowledge and practice/ Charlotte Danielson rubric and videotaped informal observations	2:1 – Annually Teacher meets with Headmaster and Master Teacher 1:1 – Teachers meet with Master Teacher/ongoing
Reflective Practice by Team and Karin Goldmark	195	18	58.5	School year	More self aware and improved team dynamics /reflective practice consultant	6 times annually/reflective practice analysis

ATTACHMENT D

P.S. 274 The New American Academy Roberto Clemente State Park:

Section D. School Leadership

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

Leadership	Quality	Effectiveness and Appropriateness
Head Master (Principal of the school)	<p>Extensive experience in the TNAA model.</p> <p>Strong, positive interpersonal skills.</p> <p>Ability to implement a career ladder that promotes the professional growth of the staff.</p> <p>Extensive knowledge of curriculum and instruction, including the CCLS.</p> <p>Extensive knowledge of Danielson's Rubric for Teaching as an evaluation tool for teachers.</p> <p>Ability to manage operations and resources effectively to improve student learning</p>	<p>Evaluates pedagogues using both formal and informal observations around Danielson's Rubric that leads to improved pedagogy and instruction.</p> <p>In order to maximize the budget and allocate funds effectively the school leader utilizes the role of the Master Teacher to replace a multitude of jobs within the school, including assistant principal, coach, AIS teacher and data specialist.</p> <p>Uses the Educational Leadership meetings to analyze school-wide data looking for patterns and trends and insure clear and consistent usage of data to ensure student achievement and meaningful professional development</p>
Master Teacher	<p>Hired through a rigorous multi-step process</p> <p>Strong experience in pedagogy, supporting teachers, curriculum and instruction and data analysis</p> <p>Demonstrated leadership ability</p>	<p>Provides academic intervention to students.</p> <p>Provides strong leadership in development and insures the implementation of curriculum aligned to the Common Core.</p> <p>Provides mentoring and professional development to their team.</p> <p>Focuses the team in data analysis that leads to effective, data driven, differentiated instruction.</p> <p>Member of the school's Educational Leadership Team, working with the Head Master to make school wide decisions around budget, personnel and curriculum.</p> <p>Provides a 2-way communication between the Educational Leadership Team and the teachers.</p>

ATTACHMENT E .

Section E. Instructional Staff

i. Current school staff overview and changes needed for model

Staff	Quality	Effectiveness and Appropriateness
Master Teacher	Hired through a rigorous multi-step process. Required experience in pedagogy, supporting teachers, curriculum and instruction and data analysis. Demonstrated leadership ability	Leads a five-person teaching team responsible for a 90 student cohort. Responsible to mentor and develop the teachers on their team. Ensure ongoing parental involvement and communication. Embodies and maintains the school's mission, purpose, and core values. Carries the highest burdens of responsibility for student, teacher, and school success
Partner Teacher	Demonstrates a high level of instructional competence and history of student growth.	Provides a high level of instructional, curricular, and classroom management expertise to their teaching team. Embodies the school's mission, purpose, and core values.
Associate Teacher	Demonstrate that they embody and support the school's mission, purpose, and core values. Have a history of successful pedagogical practice. Commitment to professional development.	Responsible for daily instruction and student support. Under the mentorship of the Master Teacher, they meet the range and diversity of student learning needs. Coaching of small subsets of students and one-on-one direct instruction.
Apprentice Teacher	Demonstrate that they embody and support the school's mission, purpose, and core values. A commitment to professional development.	A first or second year teacher who will be supported and developed by the other three teachers of the teaching team. Responsible for daily instruction and student support and for meeting the range of student needs

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

Instructional Staff	Expectations	Competencies
Headmaster	Responsible for Formal Observations of all teaching staff based on Danielson's Rubric. Instructional Expertise. Professional Development. Leadership Skills. Budget. Parent Outreach.	Deep knowledge of Danielson's Rubric for Teaching. Well developed relationship and communication skills. Financial understanding. Understands cultural diversity and the importance of parent involvement.
Master Teacher	Informal Observations. Coaching. Mentoring. Modeling. Curriculum Development. Academic Intervention. Parent outreach. Data systems.	Deep pedagogical knowledge. Adult development. Child development. Communication Skills. Writing Units of Study. Differentiation. Understand cultural diversity. Data analysis and usage. Leadership skills. AIS.
Partner Teacher	Some of the Master Teacher skill set and knowledge and developing others.	Pedagogical knowledge Classroom management Beginning leadership skills Data analysis
Associate/Apprentice Teacher	Developing pedagogical skill set	Classroom management Content knowledge

Attachment H

Section H. Education Plan

iii. Use of Time

P.S. 230 Dr Roland N. Patterson:

Sample Daily Schedule – Grade 3

7:30-8:00 am Breakfast	8:00 am Morning Line up	
Extended Time (37 min.)	8:00-8:37	Robust Vocabulary/Extended Time
Period 0	8:37-8:40	Morning Routines
Period 1 (30 min.)	8-40-9:10	(Oral Language/Reading) Guided Reading
Period 2 (45 min.)	9:15-10:00	(Reading Comprehension) Guided Reading
Period 3 (45 min.)	10:00-10:45	(Writing and Grammar)
Period 4 (50 min.)	10:50-11:40	Math
Period 5 (50 min.)	11:40-12:30	LUNCH
Period 6 (30 min.)	12:30—1:00	Math
Period 7 (45 min.)	1:05-1:50	Social Studies or Science
Period 8 (45 min.)	1:55-2:45	Technology
ELT	2:45-2:57	Homework Dismissal Routines
ELT	3:00-3:20	Supper
ELT	3:20-4:30	Academic support
ELT	4:30-5:30	Activities

P.S. 274 The New American Academy Roberto Clemente State Park:

Sample Daily Schedule

	Days	Minutes per day	Total hours	Dates	Outcomes and method	Evaluation
Curriculum mapping by Master Teachers	5	480	40	June 2014	Instructional plans/Charlotte Danielson rubric/informal observations	Aligned to common core/each unit – 6 times annually
Summer Training by Harvard and Master Teachers	25	480	200	July August 2014	Improved communication skills/videotaping	Likert Scale
Daily Planning by Master Teachers	183	90	274.5	School year	Improved pedagogy, deepening content knowledge and practice/ Charlotte Danielson rubric and videotaped informal observations	2:1 – Annually Teacher meets with Headmaster and Master Teacher 1:1 – Teachers meet with Master Teacher/ongoing
Reflective Practice by Team and Karin Goldmark	195	18	58.5	School year	More self aware and improved team dynamics /reflective practice consultant	6 times annually/reflective practice analysis

vi. School climate and discipline

P.S. 274 The New American Academy Roberto Clemente State Park:

School Climate

School-wide Systems at The New American Academy	Academic Support	Social Emotional	Student Support
H.E.A.R.T Value System Humility Empowerment Aspiration Responsibility Teamwork		x	Classroom management system HEART classroom units of study Weekly Parent Forum Weekly Town Hall for students, parents, and faculty

H.E.A.R.T. Value System Tenets

	Tenets of H.E.A.R.T
Humility	<ul style="list-style-type: none"> • I ask for help when I don't know something. • I am willing to try new things. • I think before I speak. • I listen to others to understand them when they speak. • I am equally comfortable with being a leader and allowing others to lead.
Empowerment	<ul style="list-style-type: none"> • I always give my best effort. • If I work hard, I will get smarter. • I learn from my mistakes. • Instead of pointing a finger, I give a hand. • I help others by encouraging rather than giving the answer.
Aspiration	<ul style="list-style-type: none"> I have a purpose in life. • There are no limits to what I can accomplish. • I am driven to realize my dreams. • I stay focused and balanced.
Responsibility	<ul style="list-style-type: none"> I achieve the goals I set out for myself. • I take care of myself. • I care about the people around me. • I protect our school environment and the world around me.
Teamwork	<ul style="list-style-type: none"> I am responsible for helping others reach their goals. • I allow others within my team to have the opportunity to shine. • I celebrate the success of other teams and learn from them. • I do not leave others behind. • Together with others, I will make this world a better place.

Dress Code

Code	Definition
1	Students are to wear the INAA uniform every day
2	All shirts are to be tucked in and worn appropriately.
3	All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4	Students may not wear hats, caps, do-rags, or other head coverings in the school (Except in the case of religious observance).
5	For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings.
6	Girls may wear earrings smaller than a dime.
7	Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
8	Students cannot wear shoes that show their toes or heels
9	Students may not use nail polish or fake fingernail tips.

Brief Summary of Code of Conduct and Disciplinary Plan

<p>Code of Conduct: While we believe that a positive school culture and engaging academic program help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or harm one's self or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will "fit the crime" and be developmentally appropriate.</p>		
Tiers of Disciplinary Action	Examples of negative behavior	Consequences
<p>1) Teacher directed. Each teacher-team creates as part of the summer training a classroom management system. While open for adjustment, this system will be used throughout the 5 year looping cycle to ensure consistency. While they may differ from team to team each system will include a series of consequences a teacher may employ is a student misbehaves.</p>	<ul style="list-style-type: none"> • Chewing gum • Being out of uniform • Unexcused lateness • Poor posture • Making inappropriate noise • Not listening • Moving a students pin down to a lower color on the pin chart. 	<ul style="list-style-type: none"> • Verbal warning • Removal from group activities • Silent meal
<p>2) Master Teacher directed. If a more sever consequence is needed the matter can be referred to the Master Teacher.</p>	<ul style="list-style-type: none"> • Fighting • Disrespecting a teacher or faculty member • Deliberately disrupting class • Chronic lateness 	<ul style="list-style-type: none"> • Detention • Communication with parent/guardian • Removal from class • Parent/guardian conferences • Verbal or written apology to community
<p>3) Headmaster directed. For the most severe cases the matter can be referred to the Headmaster.</p>	<ul style="list-style-type: none"> • Chronic Fighting • Chronic Disrespecting a teacher or faculty member • Chronic Deliberately disrupting class • Consistent lateness 	<ul style="list-style-type: none"> • Parent/guardian conferences • Suspension • Expulsion

Attachment K:

Section K. Project Plan and Timeline

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

P.S. 230 Dr Roland N. Patterson:

Year 1 Goal	Month	Key Strategies
In year 1 of the SIG, the first priority is for everyone to gain a common understanding for the guidelines and implications of the three goals set forth for participating in the grant.	Sept- August	<ol style="list-style-type: none">1. Professional development around core instructional curriculum.2. All classroom teachers will analyze classroom data and assessment results to make grade-level and classroom level curricular and instructional decisions.3. Focus on progress monitoring, lesson differentiation, and small group instruction4. Leader teacher set up of Lab sites5. Time for vertical and horizontal planning6. Effective collaboration with partner organizations to align supports w identified staff members7. Provide support in using data to create safe and orderly environments and a climate and culture position to support achievement8. Make sure proper scheduling staffing decision are made so as to support the work as outlined in the grant

P.S. 274 The New American Academy Roberto Clemente State Park:

Goal	Time	Actions	Outcomes
#1 Relationships	*Summer	Harvard Training	Team building and communication skills*
	*Summer and ongoing	Reflective Practice	Self awareness, communication skills
	Ongoing	90 Team Meeting	Mentoring, academic intervention, pedagogical practice improvement, curriculum writing, data analysis
	Monthly Sept-June	Educational Leadership team meeting	School-wide coherence, data monitoring, student monitoring
	Ongoing	Parent outreach	Vibrant PTA, parent volunteers, parent participation
	Ongoing	6 year Looping	Improved academic achievement, deep parent and student relationship, shared consistent school culture
	Sept-June	After-school program which provides support services	Academic and social emotional support, physical and art education

#2 Professional Development	*Summer *Summer and ongoing	Harvard Training Reflective Practice	Team building and communication skills*
	Ongoing	90 Team Meeting	Self awareness, team building, communication skills
	Monthly Sept-June	Educational Leadership team meeting	Mentoring, academic intervention, pedagogical practice improvement, curriculum writing, data analysis, informal observation videos of lessons
	Ongoing	6 year Looping	School-wide coherence, data monitoring, student monitoring
	Sept-June	After-school program which provides support services	Vibrant PTA, parent volunteers, parent participation Academic and social emotional support, physical and art education
	Ongoing	Parent outreach	Improved academic achievement, deep parent and student relationship, shared consistent school culture
#3 Student Achievement	Summer*	Curriculum Planning Weeks	6 interdisciplinary units of study per grade
	Ongoing	90 Minute Planning Meetings	Mentoring, academic intervention, pedagogical practice improvement, curriculum writing, data analysis
	Summer * Ongoing	Interdisciplinary Science Units	Well-designed units of study reflecting rigorous lessons inquiry based investigations.
	Summer*	Wilson Training	Intervention services beginning year-2 of SIG.

Professional Experience

2010 to Present

The New American Academy/P.S. 770/Brooklyn NY

Partner Teacher

- Member of a four-person teaching team
- Developed curriculum, designed assessments and facilitated differentiated instruction
- Aligned curriculum and assessments to the CCLS
- Mentored apprentice teachers
- Member of the Educational Leadership Team with the Head master and master teachers that make educational, curricular, policy and hiring decisions
- Member of the SLT

2005 to 2010

Middle School 22 Jordan L. Mott/Bronx NY

Teacher

- Bilingual Special Education Teacher for Mathematics and Science
- Mini School Team Leader responsible for scheduling, budget, discipline, curriculum mapping and development

2002 to 2005

Prudential Financial/Uniondale NY

Financial services Associate

- Financial Services Sales
- Built strong one to one client relationships
- NASD Series 7,63,66 NYS Life, Property and Casualty Licenses

Education

2009 to 2010

Bank Street College of Education/New York, NY

Master Of Science

- Bank Street Principal's Institute
- Majored in Leadership for Educational Change

2008 to 2009

Bank Street College of Education

New York, NY

Professional Certificate

- BETLA (Bilingual, ESL Teacher Leadership Academy) professional Leadership program

2005 to 2007

Mercy College/Bronx, NY

Master Of Science in Urban Education

- Graduated with Honors

1996 to 2001

The City College of New York/Queens College

BA Psychology, Minor in Student Services and Counseling

Additional Professional Activities

- Harvard Graduate School of Education *Closing the Achievement Gap Conference*
- Harvard Graduate School of Education *Learning Differences Conference*

ROWENA PENN

OBJECTIVE

To secure a full-time, challenging position in the field of School Administration, utilizing my extensive, hands on work experience, with the opportunity for career advancement.

WORK EXPERIENCE

DR. ROLAND M. PATTERSON SCHOOL, Bronx, NY
Principal – Public School 230

9/94 to present

8/07 to present

- *Implement educational and administrative programs for 460 students of diverse population comprised of general education, special education and at risk, grades K to five*
- *Supervise the daily work performance of 45 staff members including assistant principals, teachers, paraprofessionals and office support personnel*
- *Provide overall administration on a daily basis, developing a collaborative working environment, fundamental to the achievement of educational goals*
- *Utilize various resources for the achievement of goals including human resource management, networking, information technology, etc.*
- *Interview and hire prospective staff members and delegate various work responsibilities*
- *Conduct teacher evaluations according to the Charlotte Danielson Framework on a continuous basis*
- *Perform classroom observations and evaluate educators' performance levels based on curriculum compliance, classroom management, conflict resolution, de-escalation abilities, etc.*
- *Provide continuous training related to the Community Core Learning Standards (CCLS), facilitating academic achievement in adherence to curriculum compliance principles*
- *Implement special education services and assist with the compilation of individual educational plans providing a specialized environment, integrating instructional and supportive services based on individualized needs*
- *Compile mandated reports delineating testing performance levels, additional training requirements, educational program facilitation, etc.*
- *Develop various programs such as remediation, intervention, after-school tutoring and enrichment to facilitate academic achievement*
- *Continuously improve school's overall performance levels as per the school superintendent's annual quality review standards*
- *Successfully authored a New York State wide written grant proposal, resulting in a \$500,000 monetary award for the Response to Intervention Program, designed for the improvement of services for special education students*
- *Develop and effectuate various community based organization programs, providing comprehensive access to social services agencies for students and family members including Support Children Advocacy Network (SCAN)*
- *Institute school based enrichment programs including parenting classes, housing assistance, family counseling, preventative services, etc.*
- *Conduct parental meetings and respond to various inquiries, requests and complaints*
- *Intercede in cases of student misconduct, assist students with behavior modification techniques, and implement disciplinary action accordingly*
- *Interface with social service agencies, Child Protective Services, parents, foster parents, interim guardians, interdisciplinary team members, school administrators, etc.*
- *Implement school policies and safety procedures and interface with security officers and local law enforcement agencies*
- *Attend supervisory and staff development workshops on a monthly basis*
- *Demonstrate a professional level of confidentiality in regard to facility/teacher/student affairs*
- *Display a professional, versatile demeanor in a diverse body of circumstances, effectively contributing to educational achievement, elevated performance levels and teacher/student/parent challenges*

Assistant Principal

8/05 to 8/07

- *Supervised the daily work performance of teachers, paraprofessionals and office support personnel*
- *Implemented various student programs according to principal's guidelines*
- *Conducted one to one meetings with parents, foster parents and guardians*
- *Effectuated disciplinary protocol guidelines and attended suspension and office hearings*
- *Ensured compliance of all school safety guidelines*
- *Attended staff development workshops on a monthly basis*
- *Assisted school principal with responsibilities outlined above*

Math Coach

8/04 to 8/05

- *Provided mathematics coaching directives to a diverse population of elementary teachers, grades K – four*
- *Instituted modeling lessons, identified specialized needs and assisted teachers with curriculum modification and additional training in classroom instruction*
- *Executed the development of appropriate classroom environments and incorporated educational methodologies and accompanying materials to achieve outlined goals*
- *Observed classroom activities and evaluated teachers' performance levels on a weekly basis*
- *Identified specialized needs and assisted teachers with curriculum modification and additional training in classroom instruction*
- *Developed and implemented a system of buddy teachers, pairing experienced/inexperienced teachers, significantly accelerating performance levels*
- *Prepared and outlined curriculum goals in compliance with the NYC chancellor and superintendent guidelines*
- *Utilized New York City assessment examinations to identify achievement levels*
- *Assisted teachers with the development of student portfolios and updated folders on a weekly basis*

Mentor

8/03 to 8/04

- *Provided mentoring strategies, developing an interactive, collaborative working environment with teaching professionals, pending certifications, within the subject areas of Literacy and Mathematics*
- *Additional coaching and mentoring responsibilities included those outlined above*

Teacher

9/94 to 8/03

- *Instructed a diverse population of fourth grade, general population students in all subject areas*
- *Created learning centers and bulletin boards and utilized structured areas of the curriculum such as audio/visual aides and computer technology*
- *Implemented learning strategies consistent with varying levels of educational ability*
- *Identified specialized needs and effectuated curriculum modification to accelerate progress*
- *Designed and implemented project-based, interdisciplinary curriculum*
- *Integrated the New York State Standards and provided intensive preparation for the New York State examinations*
- *Provided a specialized environment with an intensive management system to integrate instructional and supportive services*
- *Evaluated students' progress and implemented necessary changes to facilitate emotional and scholastic progression*
- *Developed and administered written examinations, maintained a written log of students' progress and compiled academic progress reports*
- *Successfully authored a New York City wide written grant proposal, resulting in a \$500,000 monetary award for the research based "Success for All" (SFA) reading program*
- *Achieved vast literacy success throughout the student body via the SFA program, resulting in the removal of 'school under registration review' status*
- *Attended teaching seminars and workshops*

EDUCATION

City University of New York, New York, NY
Master of Science
Major: Administration and Supervision

City University of New York, New York, NY
Master of Science
Major: Elementary Education

North Carolina State University, Raleigh, NC
Bachelor of Science
Major: Political Science
Minor: Criminal Justice

CERTIFICATES

University of the State of New York – State Education Department
School Administration and Supervision
School Building Leader
Teacher – Pre-K to 6

American Heart Association
CPR/BLS/First Aid

MEMBERSHIP

Association for Supervision and Curriculum Development
National Association of Elementary School Principals

SPECIAL SKILLS

Administration and supervision; organizational/interpersonal skills
Staff development; student advocacy, mediation and problem solving
Leadership, mentoring, counseling; peer/student development; computer friendly

BILINGUAL

English/Spanish (working knowledge)

REFERENCES

Available upon request

2013-14 Teacher Evaluation and Development Timeline

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



Department of Education
 Dennis M. Walcott, Chancellor

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

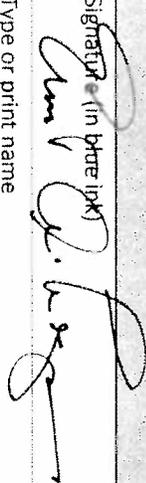
39X230 PS. 230 Mr. Roland N. Patten

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  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.

06X230 PS. 230 Dr. Roland N. Patterson

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Signature (in blue ink)	Type or print name	

09X230 - P.S. 230 Dr. Roland N. Peterson

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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)	0/0/13	
Type or print name	sane reff	

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Consultation and Collaboration Documentation Form

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

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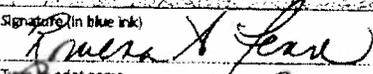
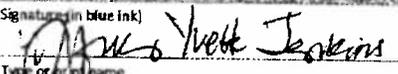
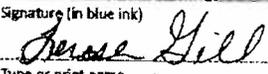
Principal's Union President/Lead	Date	Signature (in blue ink)	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name PERE E. GUTIERREZ		[Signature]	
Signature (in blue ink) [Signature]		Type or print name CAROL DAVIS	
Parent Group President/Lead [Signature]		Type or print name ARIEL HARRIS	
Signature (in blue ink)		Type or print name	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.

09x274

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Consultation and Collaboration Documentation Form

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

Principal's Name (Print Name / Label)	Date	Supporting Documentation (If signature is Unobtainable) If the signature of the representative is unobtainable, provide a summary and description of the supporting documentation maintained by the LEA of consultation and collaboration efforts in the SIG application.
Signature (in blue ink) 		
Type or print name Rowena A. PENN 5/13/13		
Signature (in blue ink) 		
Type or print name Vicki Kirkland-Jenkins		
Signature (in blue ink) 		
Type or print name TERESA GILL 5/14/13		



BASIC PROJECT INFORMATION		
N.Y.C. GRANT # <input type="text"/>	N.Y.C. DOCUMENT # <input type="text"/>	PROJECT # <input type="text"/>
AGENCY CODE	<input type="text" value="305100010051"/>	
Federal /State Program	<u>SCHOOL IMPROVEMENT GRANT 1003 (g)</u> <u>PS 230 Dr Roland N Patterson</u>	
Contact Person	<u>EDUARDO CONTRERAS</u>	
Agency Name	<u>New York City Department of Education</u>	
Mailing Address	<u>52 Chambers Street</u> <u>New York, N.Y. 10007</u>	
Telephone #	<u>212-374-0520</u>	<u>Manhattan</u> County
Project Operation Dates From <u>SEP</u> <u>1</u> <u>2013</u> To <u>AUG</u> <u>31</u> <u>2014</u>		

BUDGET TOTAL

\$1,392,796

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	2.00	70,940	141,880
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	3.00	72,667	218,000
Teacher Per Session (rate per hour)	1,290	41.98	54,141
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	340	43.93	14,932
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	119	154.97	18,404
CENTRAL - School Implementation Manager	0.40	119,344	48,046
CENTRAL - Talent Coach	0.14	114,000	15,968
CENTRAL - Policy and Operations, New Schools	0.19	95,000	17,832
Subtotal - Code 15			529,203

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

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

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Community Works, Teachers and Writers, Ramapo, Wingspan	522,000
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Metamorphosis, Literacy Support Systems,	110,000
Subtotal - Code 40		632,000

SUPPLIES AND MATERIALS: Code 45

Include computer software, library books and equipment items under \$1000 per unit cost

Object Code and Description of Item	Proposed Expenditure
Computer and Printers under \$5,000 per unit	90,000
Educational Software	0
General and Instructional Supplies	10,022
Library Books	0
Supplemental Textbooks	5,000
Subtotal - Code 45	105,022

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	102,017
ARRA FRINGE - CENTRAL	24,554
Subtotal - Code 80	126,571

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)	\$1,392,796
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

N.Y.C. GRANT #

0	0	0	0	0	0	0	0
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EQUIPMENT : Code 20

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

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

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	\$ 529,203
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 632,000
Supplies and Materials	45	\$ 105,022
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 126,571
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,392,796

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 576,088
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 561,140
Supplies and Materials	45	\$ 102,015
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 149,313
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,388,556

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 389,733
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 465,000
Supplies and Materials	45	\$ 6,728
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 103,754
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 965,216

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 1,495,025
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 1,658,140
Supplies and Materials	45	\$ 213,765
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 379,638
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 3,746,568

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Curriculum	Professional Purchased Services (Code 40)	Years 1 through 3 Metamorphosis provides content focused coaching helps to develop communities of practice and engages participants in the principles of learning. Through content-focused coaching Metamorphosis will cultivate the skills our teachers need to empower students' to engage in intellectual habits of reasoning, discourse and mastery of important, relevant content in the academic domain being taught. The goals are to design units and/or lessons focused on "big ideas" or "essential questions" and connect these ideas to standards, curriculum materials, pacing calendars, and other resources in use. Help teachers design and implement content-rich lessons which help every student learn to high standards. Discuss and create strategies, plans and methods to teach specific subject material in ways that give all students access to complex ideas. Foster professional habits of mind and discourse based on a core theory of learning and teaching. Enrich and refine teacher's pedagogical content knowledge. They will be mindful of the Danielson Framework as a tool to improve teacher practice.	50,000	20,000	17,000	\$87,000	School will phase-out.
Curriculum	Professional Purchased Services (Code 40)	2013-14 and 14-15 Curriculum/instruction arts integration partner (Wingspan) will provide staff development and direct instruction. At \$5230, every student will receive Wingspan Arts programming throughout the year as part of a larger performing arts curriculum with cultural connections to the community. Students will explore music, movement, drama, story theater and ballroom dance in 8 week residencies linked to the Common Core Standards. Each residency involves parents in the design and presentation of a showcase. Year 1, every child in grades 3, 4 and five will participate in two cycles (\$25,000). Year 2, 4 the graders will participate in one residency and fifth graders will elect a second residency.	25,000	12,000		\$37,000	School will phase-out.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14: 15 teachers will work in groups of 5 in intense cycles of curriculum adaption and professional learning. During this intense planning and adult learning, teachers will develop plans and strategies for making instructional shifts. 15 teachers x 3 hours per week x 7 weeks. Discrete cycles will focus on literacy/social studies and other cycles on math/science/STEM. 2014-15: 10 teachers will participate in five weeks of intense planning, curriculum development around instructional shifts in literacy/social studies and 10 teachers will participate in intense planning to make instructional shifts in mathematics for grades four and five. 2015-16: 8 teachers will be engaged in 2 ten week cycles of profession learning/curriculum planning in cycle 1. Literacy/social studies with a focus on argument and cycle 2 Math/science STEM with a focus on argument.	16,398	4,700	4,198	\$25,296	As this goal is steeped in capacity building, the responsibility for using the new teaching methods will be gradually released to participants so that by year three the lead/coach's role will be to observe and help tweak the newly acquired skills so that the practitioner can be independent. In this way the knowledge gained will be self-sustaining and spearheaded by the school administrator.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session: Year one supervisor per session, for participation in and supervision of extended day professional development and curriculum development 175 hours.	8,796			\$8,796	School will phase-out.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Per Diem: Year one: 20 per diem days will allow teachers to participate in full day professional learning/site visits. Year two: 20 per diem days will allow teachers to participate in full day professional learning/site visits. Year 3: 8 per diem days for full day professional learning.	3,099	3,099	1,099	\$7,297	School will phase-out.
Curriculum	Professional Staff (Code 15)	1.0 FTE - A lead teacher/coach will be responsible for the implementation of professional learning in the area of literacy. S/he will interface with partners and manage accelerated professional learning. This role will not supplant the support provided by the school administrators, rather it will break new ground. Administrators will deepen existing initiatives. Lead/coach will brake new ground.	70,940	70,940	70,940	\$212,820	As this goal is steeped in capacity building, the responsibility for using the new teaching methods will be gradually released to participants so that by year three the lead/coach's role will be to observe and help tweak the newly acquired skills so that the practitioner can be independent. In this way the knowledge gained will be self-sustaining and spearheaded by the school administrator.

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Curriculum	Professional Staff (Code 15)	1.0 FTE - A lead teacher/coach will be responsible for the implementation of professional learning in the area of mathematics. S/he will interface with partners and manage accelerated professional learning. This role will not supplant the support provided by the school administrators rather it will break new ground. Administrators will deepen existing initiatives. Lead/coach will break new ground.	70,940	70,940		\$141,880	As this goal is steeped in capacity building, the responsibility for using the new teaching methods will be gradually released to participants so that by year three the lead/coach's role will be to observe and help tweak the newly acquired skills so that the practitioner can be independent. In this way the knowledge gained will be self-sustaining and spearheaded by the school administrator.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Professional books - Craft Lessons and Van de walle on Mathematics as touchstone texts for school wide inquiry and Content Focused Coaching.	2,000	515	1,080	\$3,595	Supplies and materials will be passed on to phase-in school once school phases-out.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services (Code 40)	Literacy Support Systems and Metamorphosis will guide teachers in inquiry.	20,000	10,000		\$30,000	School will phase-out.
Data Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14 per session for extended inquiry on using student work as a data point to improve instruction. 10 teachers in two groups of five (math/literacy) for 10 two hour sessions = 200 hours. 2014-15 continuation of inquiry using student work and performance task assessment to revise instruction/planning. 10 teachers for 10 two hour sessions = 200 hours 2015-16 inquiry concentrating on grade five 5 teachers x 10 one hour sessions = 50 hours.	4,198	4,198	2,299	\$10,695	School will phase-out.
Data Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14 supervisor per session. 2 supervisors x 24 hours to participate in extended day inquiry groups. 2014-15 2 supervisors x 17 hours. 34 hours to engage with teachers in inquiry around using student work and performance tasks as data points.	2,500	1,759	2,000	\$6,259	School will phase-out.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	Purchase 30 copies of Looking Together at Student Work.	900			\$900	Supplies and materials will be passed on to phase-in school once school phases-out.
Instruction	Professional Purchased Services (Code 40)	2013-14 Literacy Support Systems Consultants for on-site in classroom work in Writing, Reading, Math, Science, and Social Studies with Use of Data aligned to Core Standards \$20,000. T&W provides professional development workshops on teaching writing in the genres with a concentration on opinion, with specific student populations (e.g., bilingual, special needs, etc.), and/or in a cross-curricular context. For example, strategies to increase students' writing stamina to helping students develop essays. Focus on working creatively to help students achieve the Common Core Learning Standards. \$20,000 for 2014-15 to continue work with partners to support fourth and fifth grade. 2014-15 partners will continue work concentration on grade four. \$10,000 for Literacy support. \$7,000 for teachers and writers.	40,000	17,000		\$57,000	School will phase-out.

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14 Per session for pedagogical professional development. 30 hours after school and/or Saturday x 10 teachers = 300 hours. 2014-15 per session hours for pedagogical/instructional practice professional development. 8 teachers x 10 hours = 80 hours. 2015-16.	10,395	4,198		\$14,593	School will phase-out.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14 Twenty per diem days for teachers to spend a full day observing exemplary instructional practice. 2014-15 Twenty per diem days for teachers to participate in off site professional development and/or observe excellent practice.	3,099	3,099		\$6,198	School will phase-out.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Supplies to support professional learning: journals, flash drives.	900			\$900	Supplies and Materials will be passed on to phase-in school once school phases-out.
Parent and Community Engagement	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14 per session for teachers to lead parent workshops: math, science, literacy. 3 teachers x 3 hours per month x 5 months = 45 hours. Years 2 and 3: 2 teachers x 4 hours per month x 3 months = 24 hours.	2,259	1,259	1,259	\$4,777	School will phase-out.
Parent and Community Engagement	Supplies, materials Supplemental books and Software (Code 45)	Supplies to support parent and community engagement: Curriculum Handbooks for parents.	1,071	500	500	\$2,071	Supplies and Materials will be passed on to phase-in school once school phases-out.
School Climate and Discipline	Professional Purchased Services (Code 40)	2013-14 and 2014-15 Ramapo will provide professional development sessions to provide tools and techniques for building teacher capacity in the areas of classroom and behavior management and assist teachers to integrate their newly gained skills into their everyday work, as well as to reflect on ongoing practice both on an individual and team level. Provide support to school leaders to build school-wide capacity for addressing behavior management, and creating professional learning communities.	30,000	15,000		\$45,000	School will phase-out.
School Climate and Discipline	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Per diem coverage for teachers to be trained in therapeutic crisis intervention in partnership with district. Year 1: 30 days for ten teachers to receive 3 days of training. Year 2: 21 days for 7 teachers to receive 3 days of training.	4,649	3,099		\$7,748	School will phase-out.
Student Support	Professional Purchased Services (Code 40)	Teachers and Writers and Ramapo will work directly with students to develop the habits of persistence and effort.	30,000	15,000		\$45,000	School will phase-out.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	45 per diem days for teachers to participate in off site professional development provided by Ramapo and STOPP.	7,556			\$7,556	School will phase-out.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	70 hours for supervisors to work with partners to design professional activities and student activities that will be aligned with the grant goals.	3,636			\$3,636	School will phase-out.
Student Support	Supplies, materials Supplemental books and Software (Code 45)	Purchase of Ramapo Handbook and materials to support Therapeutic Crisis Intervention	1,500			\$1,500	Supplies and materials will be passed on to phase-in school once school phases-out.

Primary SIC activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	2013-14 Extended day and week, small group instruction for students. 10 groups of 12 to 15 students for two hours twice each week x 12 weeks. 10 teachers x 4 hours x 12 weeks = 440 hours 2014-15. 5 groups of 12-15 students for four hours each week x 10 weeks or 5 teachers x 4 hours per week x 10 weeks = 200 hours.	20,891	9,445		\$30,336	School will phase-out.
Use of Time	Supplies, materials Supplemental books and Software (Code 45)	Textbooks to be used during extended learning time that will supplement but not duplicate those used during the regular school program. Strategies for Writing and Reading for Real as well as VanDeWalle math series for students.	5,000	1,000		\$6,000	Supplies and materials will be passed on to phase-in school once school phases-out.
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.	44,269	40,248	19,621	\$104,139	
		Subtotal Phase-out	479,997	308,000	119,996	907,993	
Curriculum	Professional Purchased Services (Code 40)	Supplemental Professional Development in reading intervention for Master Teachers. It will provide systematic targeted intervention and build capacity for the future.		24,140		\$24,140	Capacity will be built. Master teachers will continue to benefit from PD.
Curriculum	Professional Staff (Code 15)	1.0 FTE. An additional partner teacher will be hired during the second year of SIC to build capacity. This partner teacher will support all teams and will be slated to become the new Master Teacher the following academic year.		80,000		\$80,000	Teacher will be hired through school based line funds.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	Supplemental Apple Computer laptops and printers to aid in the development of DDI.	30,000	30,000		\$60,000	Equipment will stay at the school.
Instruction	Professional Purchased Services (Code 40)	3 hours per day, five days a week for most school days after school program. The Leadership Program will institute a program containing academics, leadership, and athletics.	300,000	300,000	300,000	\$900,000	As the school reaches full capacity, the school intends to continue funding the after school funding, through school funds (both tax levy and title I), and fundraising commitments from the organization.
Instruction	Professional Purchased Services (Code 40)	3-hour per day, five days a week for most school days after school program. Community Works will provide the artistic component of the after school program (visual art, theater, chorus, dance)	115,000	115,000	115,000	\$345,000	As the school reaches full capacity, the school intends to continue funding the after school funding, through school funds (both tax levy and title I), and fund-raising commitments from the organization.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Lenovo laptops and printers to be used by students as part of STEAM and after school.	60,000	60,000		\$120,000	Equipment will stay at the school.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	School Specialty Science (STEAM) supplies	3,651	10,000	5,148	\$18,799	All equipment and instructional materials will stay at the school.
Student Support	Professional Purchased Services (Code 40)	Ramapo for Children Day Trip. Students will be involved in day adventure retreats to promote leadership, collaboration, and conflict resolution skills. (Year 1 1st and 2nd grade students = 200 students, year 2, 1st, 2nd, and 3rd grade students = 300 students year 3	22,000	33,000	33,000	\$88,000	TNAI intends to fund experiential learning activities for our students at any cost, including, school funds, grants and parental support.

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Student Support	Professional Staff (Code 15)	1.0 FTE. Mental Health professional to be embedded in a teaching team. Students will be provided the mental health support needed daily.	82,000	83,000	86,000	\$251,000	As the school reaches full capacity and once it receives at-scale allocations per student, the school intends to continue funding a mental health professional, a vastly needed resource in the community. The school will begin plans of a "community building strategy" towards the establishment of a comprehensive mental health service program in the Morris Heights Community.
Student Support	Professional Staff (Code 15)	1.0 FTE. Mental Health professional to be embedded in a teaching team. Students will be provided the mental health support needed daily.	70,000	76,000	78,000	\$224,000	As the school reaches full capacity and once it receives at-scale allocations per student, the school intends to continue funding a mental health professional, a vastly needed resource in the community. The school will begin plans of a "community building strategy" towards the establishment of a comprehensive mental health service program in the Morris Heights Community.
Student Support	Professional Staff (Code 15)	1.0 FTE. Mental health professional to be embedded in a teaching team. Students will be provided the mental health support needed daily.	66,000	67,000	71,000	\$204,000	As the school reaches full capacity and once it receives at-scale allocations per student, the school intends to continue funding a mental health professional, a vastly needed resource in the community. The school will begin plans of a "community building strategy" towards the establishment of a comprehensive mental health service program in the Morris Heights Community.
All	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	57,748	81,059	62,252	201,059	
		Subtotal Phase-in	806,399	959,199	750,400	2,515,998	
		Subtotal Phase out + Phase in	1,286,396	1,267,199	870,396	3,423,991	
District-level expenses for Phase out and Phase in: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.42, 0.47, 0.47.	48,046	54,085	41,760	143,891	
District-level expenses for Phase out and Phase in: Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high quality developmental feedback. FTE (Y1, Y2, Y3): 0.14, 0.16, 0.16.	15,966	17,975	13,879	47,822	

Primary SIC activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 - 3 TOTAL	Sustainability
District-level expenses for Phase out and Phase in: Director of Policy and Operations, New Schools	Professional Staff (Code 15)	The Director acts as a liaison between the DOE's Networks, Offices of Superintendents, Enrollment, Portfolio and Space Planning. Provides guidance and support to turnaround school leaders regarding enrollment and operational issues around school opening. Director also works to develop New School Development policy regarding funding, community engagement and enrollment, as it pertains to students moving from phase-outs to phase-ins. FTE (Y1, Y2, Y3): 0.19, 0.22, 0.22	17,832	21,292	17,300	56,424	
Fringes central positions (Phase out and Phase In)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	24,554	28,005	21,881	74,441	
		Subtotal Central Positions	106,400	121,357	94,820	322,577	
		TOTAL SIC	1,392,796	1,388,556	965,216	3,746,568	
		Non-Core Instruction Tax Levy	387,334	366,792	323,524	1,077,650	
		Title I for Priority and Focus Schools	99,598	69,719	29,879	199,196	
		Other Title I allocations	625,880	547,902	425,706	1,599,487	
		TOTAL	2,505,608	2,372,969	1,744,325	6,622,902	