ORIGINAL

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

District (LEA)			LEA Beds Code:
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Alfred E Smith Career-Tech High School			320700011600
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
9 - 12			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
471			333 EAST 151 STREET, BRONX NY 10451

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

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
Dennis M. Walcott	June 7, 2013
Type or print the name and title of the Chief Administrative Officer	
Dennis M. Walcott	
DO NOT WRITE IN THIS SPACE	RECEIVED JUN 7 2013

CONTRACT ADMINISTRATION

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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

Budgeting: School-based budget for the Priority School is based on the FSF formula. The Priority School also receives additional funding through Title I allocations to support its goals as a struggling school. Funding follows each student to the Priority School that he or she attends

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

Principal Evan Schwartz has been an educator in New York City schools since 1992. Prior to his new role as principal of Alfred E. Smith Career and Technical High School, Evan Schwartz served as principal of the Bronx School of Law and Finance, a small school he founded in 2003 as part of a New York City reform movement to create small schools. Under his leadership there, the Bronx School of Law and Finance consistently earned grades of A or B on the NYCDOE Progress Reports.

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 Teachers College and National Academy Foundation.

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 Alfred E. Smith Career and Technical Education High School, students with disabilities comprise 25% of the school's population, 9% points higher than the citywide high school average. English Language Learners comprise 10% of the school's population, 3% points lower than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.42, which is 0.33 lower than the citywide high school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

Results of the 2013 High School Admissions process reflect that students with disabilities, ELLs, and students performing below proficiency[1] were matched to one of their top 5 choices at a higher rate than their non-disabled, English proficient, and proficient scoring peers.

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

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

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

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

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.

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

On June 5, the NYCDOE and CSA held a SIG consultation and collaboration meeting. Prior to the meeting, multiple phone calls and emails took place to discuss SIG and address specific

school questions. The NYCDOE responded to CSA requests for information about the SIG applications.

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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, excessees, 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.

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

Department of Education
Dennis M. Walcott, Chancellor

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:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:
Schools can provide supplemental compensation to support:

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

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

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

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

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

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

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

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

Click here to download a copy of the School Allocation Memorandum.

Attachment(s):

Table 1 – Priority and Focus School Allocation Summary (click here for a downloadable Excel file)
Table 2 – Priority and Focus School Allocation Detail (click here for a downloadable Excel file)

MT:bf

Section B ii Network Directory

Department of Education

Spring 2012 - 2013 Network Directory

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

Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N101 Bridges for Learning Marina Cofield mcofield@schools.nyc.gov	Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6	JH/I/MS: 22 Secondary: 3 High School: 5	**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. **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. **Special Expertise:** Our team has deep expertise in the following areas: - 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
Network: Leader: Contact:	N102 Alison Sheehan asheehan3@schools.nyc.gov	Brooklyn: 16 Manhattan: 16 Bronx: 1	Elem: 19 JH/I/MS: 3 K-8: 1 Secondary: 2 High School: 8	**Mission/Philosophy:** What we stand for: - Access for all - Continuous learning for children and adults - Community and inclusiveness - Assessment for genuine accountability and improvement - A "bottom-up" structure that provides schools the resources to accomplish their missions

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N103 Network for Sustainable Excellence Yuet M. Chu YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH/I/MS: 8 K-8: 2 Secondary: 1 High School: 4	**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. **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. **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.
Network: **Leader:** **Contact:**	N104 Tracey Collins, I.A. tcollins6@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH/I/MS: 7 K-8: 6 Secondary: 2	**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. **Organizational Structure:** We are a large cross-functional network that offers tiered professional development, intervisitations and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy. **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.
Network: **Brand:** **Leader:** **Contact:**	N105 The Urban Assembly Jonathan Green JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH/I/MS: 5 Secondary: 5 High School: 11	**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: 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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Network: Brand: Leader: Contact:	N106 Network For Collaborative Innovation Cyndi Kerr ckerr@schools.nyc.gov	Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11	Secondary: 2 High School: 24	**Mission/Philosophy:** Our philosophy is collaborative innovation, which is fostered: 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. **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. **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.
Network: Brand: Leader: Contact:	N107 A Network of Dynamic Learning Communities Nancy Scala nscala@schools.nyc.gov	Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5	JH/I/MS: 4 High School: 26	**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. **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. **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.

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Network: **Leader:** **Contact:**	N108 Lisa H. Pilaski LPilask@schools.nyc.gov	Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5	Elem: 6 Secondary: 1 High School: 20	**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. **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. **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.
Network: **Brand:** **Leader:** **Contact:**	N109 Building a Community of Collaborative Learners and Leaders Maria Quail mquail@schools.nyc.gov	Brooklyn: 2 Bronx: 31	ECE: 1 Elem: 23 JH/I/MS: 4 K-8: 5	**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. CFN 109's Shared Vision: - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability **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. **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.

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Network: Leader: Contact:	N111 Lucile Lewis LLewis2@schools.nyc.gov	Brooklyn: 17 Queens: 4	Elem: 11 JH/I/MS: 8 K-8: 2	**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. **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. **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.
Network: Brand: Leader: Contact:	N112 B.E.S.T. Network Kathy Pelles kpelles@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH/I/MS: 9 K-12: 1 Secondary: 7 High School: 10	**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 Intervisitation Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals. **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. **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.
Network: Leader: Contact:	N201 Joseph Zaza jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	**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. **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. **Special Expertise:** We provide expert support to high schools.

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Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N202 Nancy Di Maggio ndimagg@schools.nyc.gov	Brooklyn: 1 Manhattan: 1 Queens: 26 Bronx: 2	Elem: 15 K-8: 2 High School: 13	**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. **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. **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.
Network: **Leader:** **Contact:**	N203 Dan Feigelson DFeigel@schools.nyc.gov	Manhattan: 25 Bronx: 4	ECE: 2 Elem: 21 JH/I/MS: 1 K-8: 5	**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. **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. **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.

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Network: Leader: Contact:	N204 Diane Foley DFoley@schools.nyc.gov	Brooklyn: 1 Queens: 27 Bronx: 1	ECE: 1 Elem: 20 JH/I/MS: 5 K-8: 3	**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. **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. **Special Expertise:** In addition to our experienced operations and instruction staff, we also have a designated instructional Data Specialist and SATIF who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.
Network: Brand: Leader: Contact:	N205 LEARN 205 (Learning Enrichment and Responsive Network) Joanne Joyner-Wells/Mary Jo Pisacano jjoyner@schools.nyc.gov mpisaca@schools.nyc.gov	Queens: 28	Elem: 19 JH/I/MS: 1 K-8: 8	**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. **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. **Special Expertise:** CFN 205 is led by administrators with expertise in literacy, mathematics, school leadership and special education. Staff includes certified Thinking Maps, Wilson and Fundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCLS lab sites for ELLs.

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Network: **Leader:** **Contact:**	N206 Ada Cordova acordov@schools.nyc.gov	Brooklyn: 2 Manhattan: 14 Bronx: 3	Elem: 11 K-8: 1 Secondary: 1 High School: 6	**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. **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. **Special Expertise:** Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.
Network: **Leader:** **Contact:**	N207 Danielle Giunta dgiunta4@schools.nyc.gov	Queens: 25	ECE: 2 Elem: 20 JH/I/MS: 1 K-8: 2	**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. **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. **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.

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Network: Leader: Contact:	N208 Daniel Purus dpurus@schools.nyc.gov	Brooklyn: 3 Queens: 16	Elem: 3 JH/I/MS: 15 K-8: 1	**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. **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. **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.
Network: Leader: Contact:	N209 Marlene D. Wilks Mwilks@schools.nyc.gov	Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3	ECE: 1 Elem: 20 JH/I/MS: 1	**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. **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. **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.

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Network: **Brand:** **Leader:** **Contact:**	N210 RISE - Reaching Individual Schools Effectively Joanne Brucella jbrucel@schools.nyc.gov	Brooklyn: 12 Queens: 16	ECE: 1 Elem: 10 JH/I/MS: 8 K-8: 9	**Mission/Philosophy:** CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs. **Organizational Structure:** Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth. **Special Expertise:** In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.
Network: **Brand:** **Leader:** **Contact:**	N211 Your Source For Success Jean McKeon jmckeon3@schools.nyc.gov	Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3	Elem: 12 JH/I/MS: 10 K-8: 3 Secondary: 1 High School: 4	**Mission/Philosophy:** CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve. **Organizational Structure:** The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs. **Special Expertise:** Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.

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Network: Brand: Leader: Contact:	N401 Mobilizing Collective Capacity Roxan Marks rmarks@schools.nyc.gov	Brooklyn: 11 Manhattan: 1 Bronx: 10	Elem: 13 JH/I/MS: 2 K-8: 7	**Mission/Philosophy:** The mission of Network 401 is Mobilizing Collective Capacity. We aim for excellence and provide high quality differentiated supports for schools in order to improve learning outcomes for all students. We aim to develop the expertise and effectiveness of staff as we mobilize and build capacity in our community to ensure that our support impacts student achievement and enhances teacher pedagogy. Our goal is to empower school leaders, teachers and staff to prepare and lead our students towards college and career readiness. **Organizational Structure:** An assigned "instructional point" provides direct support for the school. Professional development is not a folder of materials or an isolated event - it is a process. That process is part of being a reflective practitioner, of asking, "How can I make a difference to promote student achievement?" The question is, "How do I put wheels on this and get it on the road to mobilize capacity." **Special Expertise:** We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (reaching the goal, applying learning to meet real-world challenges).
Network: Leader: Contact:	N402 Cristina Jimenez mjimenez5@schools.nyc.gov	Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10	JH/I/MS: 1 Secondary: 5 High School: 13	**Mission/Philosophy:** We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning. **Organizational Structure:** The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations. **Special Expertise:** Being responsive, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.

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Network: **Brand:** **Leader:** **Contact:**	N403 The Good Network Joshua Good jgood2@schools.nyc.gov	Brooklyn: 10 Manhattan: 8 Queens: 4 Staten Island: 1 Bronx: 4	JH/I/MS: 2 Secondary: 1 High School: 24	**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. **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. **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.
Network: **Leader:** **Contact:**	N404 Malika Bibbs mbibbs@schools.nyc.gov	Brooklyn: 16 Manhattan: 4 Queens: 7 Bronx: 3	Secondary: 1 High School: 29	**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. **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. **Special Expertise:** We provide our schools tailored support in the areas of Special Education, Galaxy, and School Quality Review.
Network: **Leader:** **Contact:**	N405 William Bonner WBonner@schools.nyc.gov	Brooklyn: 12 Manhattan: 8 Staten Island: 4	JH/I/MS: 3 K-8: 1 Secondary: 2 High School: 18	**Mission/Philosophy:** We are a diverse network of high schools and middle schools that recognizes and responds to the needs of all constituencies within our school communities. Over the past seven years, our team has developed a culture that respects individuality while enabling schools and leaders to work collaboratively through the sharing of best practices, intervisitations, and professional learning communities in support of citywide initiatives. **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. **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.

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Network: Leader: Contact:	N406 Sandra Litrico SLitric@schools.nyc.gov	Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7	ECE: 3 Elem: 21 JH/I/MS: 4 K-8: 5	**Mission/Philosophy:** CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning. **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. **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.
Network: Brand: Leader: Contact:	N407 Maverick Education Partnership Debra Lamb dlamb@schools.nyc.gov	Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11	Elem: 13 JH/I/MS: 4	**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. **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. **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.
Network: Leader: Contact:	N408 Lucius Young lyoung22@schools.nyc.gov	Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH/I/MS: 1 K-8: 7 High School: 1	**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. **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. **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.

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Network: **Leader:** **Contact:**	N409 Neal Opromalla noproma@schools.nyc.gov	Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 26 JH/I/MS: 2 K-8: 5 K-12: 1	**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. **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. **Special Expertise:** CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and Institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.
Network: **Brand:** **Leader:** **Contact:**	N410 The ROCKS Altagracia Santana Asantan2@schools.nyc.gov	Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH/i/MS: 2 K-8: 3	**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. **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. **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.

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Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N411 Michael Alcoff malcoff@schools.nyc.gov	Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15	JH/I/MS: 12 K-8: 1 Secondary: 3 High School: 12	**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. **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. **Special Expertise:** - 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.
Network: Brand: Leader: Contact:	N412 Making It Happen Daisy Concepcion DConcep@schools.nyc.gov	Brooklyn: 19 Manhattan: 1 Queens: 1	ECE: 1 Elem: 16 JH/I/MS: 2 K-8: 2	**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. **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. **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.

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Network: **Brand:** **Leader:** **Contact:**	N511 FHI360 Jorge Izquierdo, I.A. jizquierdo@fhi360.org	Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	Elem: 6 JH/I/MS: 11 K-8: 2 Secondary: 1 High School: 2	**Mission/Philosophy:** FHI360 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. **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. **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.
Network: **Brand:** **Leader:** **Contact:**	N521 CUNY Dennis Sanchez DSanche@schols.nyc.gov	Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	JH/I/MS: 3 Secondary: 6 High School: 9	**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. Our schools: - 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. **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. **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.

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Network: Brand: Leader: Contact:	N531 CEI-PEA Joseph Blaize jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	**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. **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. **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.
Network: Brand: Leader: Contact:	N532 CEI-PEA Ben Soccodato BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH/I/MS: 10 K-8: 9	
Network: Brand: Leader: Contact:	N533 CEI-PEA Nancy Ramos NRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH/I/MS: 8 K-8: 2	
Network: Brand: Leader: Contact:	N534 CEI-PEA Ben Waxman BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH/I/MS: 12 K-8: 2	
Network: Brand: Leader: Contact:	N535 CEI-PEA Ellen Padva EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH/I/MS: 11 K-8: 2	
Network: Brand: Leader: Contact:	N536 CEI-PEA Bill Colavito / Gerard Beirne WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH/I/MS: 9 K-8: 1 Secondary: 5 High School: 10	

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Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N551 Fordham University Dr. Anita Batisti/Marge Struk abatisti@fordham.edu struk@fordham.edu	Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16	Elem: 20 JH/I/MS: 5 K-8: 2 Secondary: 2 High School: 6	**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. **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. **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.
Network: **Brand:** **Leader:** **Contact:**	N561 New Visions 561 Derek Jones djones@newvisions.org	Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1	K-8: 2 Secondary: 8 High School: 15	**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. **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. **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.
Network: **Brand:** **Leader:** **Contact:**	N562 New Visions 562 Barbara Gambino bgambino@newvisions.org	Manhattan: 3 Bronx: 22	Elem: 1 JH/I/MS: 1 Secondary: 4 High School: 19	
Network: **Brand:** **Leader:** **Contact:**	N563 New Visions 563 Alexis Penzell apenzell@newvisions.org	Brooklyn: 20 Queens: 1 Staten Island: 2	Elem: 1 JH/I/MS: 1 Secondary: 1 High School: 20	

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Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N602 Julia Bove JBove@schools.nyc.gov	Brooklyn: 32 Staten Island: 2	ECE: 1 Elem: 16 JH/I/MS: 14 K-8: 3	**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. **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. **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.
Network: Leader: Contact:	N603 Lawrence Pendergast LPender@schools.nyc.gov	Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17	JH/I/MS: 3 Secondary: 5 High School: 16	**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. **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. **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.

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Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N604 Richard J. Gallo rgallo@schools.nyc.gov	Brooklyn: 3 Staten Island: 23	Elem: 19 JH/I/MS: 5 K-8: 2	**Mission/Philosophy:** CFN 604 is committed to its enduring mission: - 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. **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. **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.
Network: **Leader:** **Contact:**	N605 Wendy Karp wkarp@schools.nyc.gov	Brooklyn: 26	ECE: 1 Elem: 15 JH/I/MS: 3 K-8: 6 High School: 1	**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. **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. **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.

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Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N606 Making a Difference Petrina Palazzo ppalazz@schools.nyc.gov	Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17	ECE: 2 Elem: 21 JH/I/MS: 1 K-8: 1	**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. **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. **Special Expertise:** - 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.
Network: Leader: Contact:	N607 Elmer Myers emyers@schools.nyc.gov	Manhattan: 4 Queens: 1 Bronx: 24	ECE: 1 Elem: 22 JH/I/MS: 4 K-8: 2	**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. **Organizational Structure:** We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school. **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.

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Network: **Leader:** **Contact:**	N608 Rudolph Rupnarain rrupnar@schools.nyc.gov	Bronx: 27	ECE: 1 Elem: 2 JH/I/MS: 22 K-8: 2	**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. **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. **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.
Network: **Leader:** **Contact:**	N609 Debra VanNostrand dvanno@schools.nyc.gov	Brooklyn: 11 Queens: 4 Staten Island: 6	Elem: 13 JH/I/MS: 8	**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). **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. **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.
Network: **Brand:** **Leader:** **Contact:**	N610 Transition Support Network Steven Chernigoff scherni@schools.nyc.gov	Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15	Elem: 8 JH/I/MS: 7 Secondary: 2 High School: 21	**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. **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. **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.

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Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N611 Roberto Hernandez Rhernandez@schools.nyc.gov	Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1	Elem: 2 K-8: 5 Secondary: 6 High School: 14	**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. **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. **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.
Network: Brand: Leader: Contact:	N612 The Grapevine Network Margarita Nell mnell@schools.nyc.gov	Brooklyn: 32 Queens: 1	Elem: 32 K-8: 1	**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. **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. **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.

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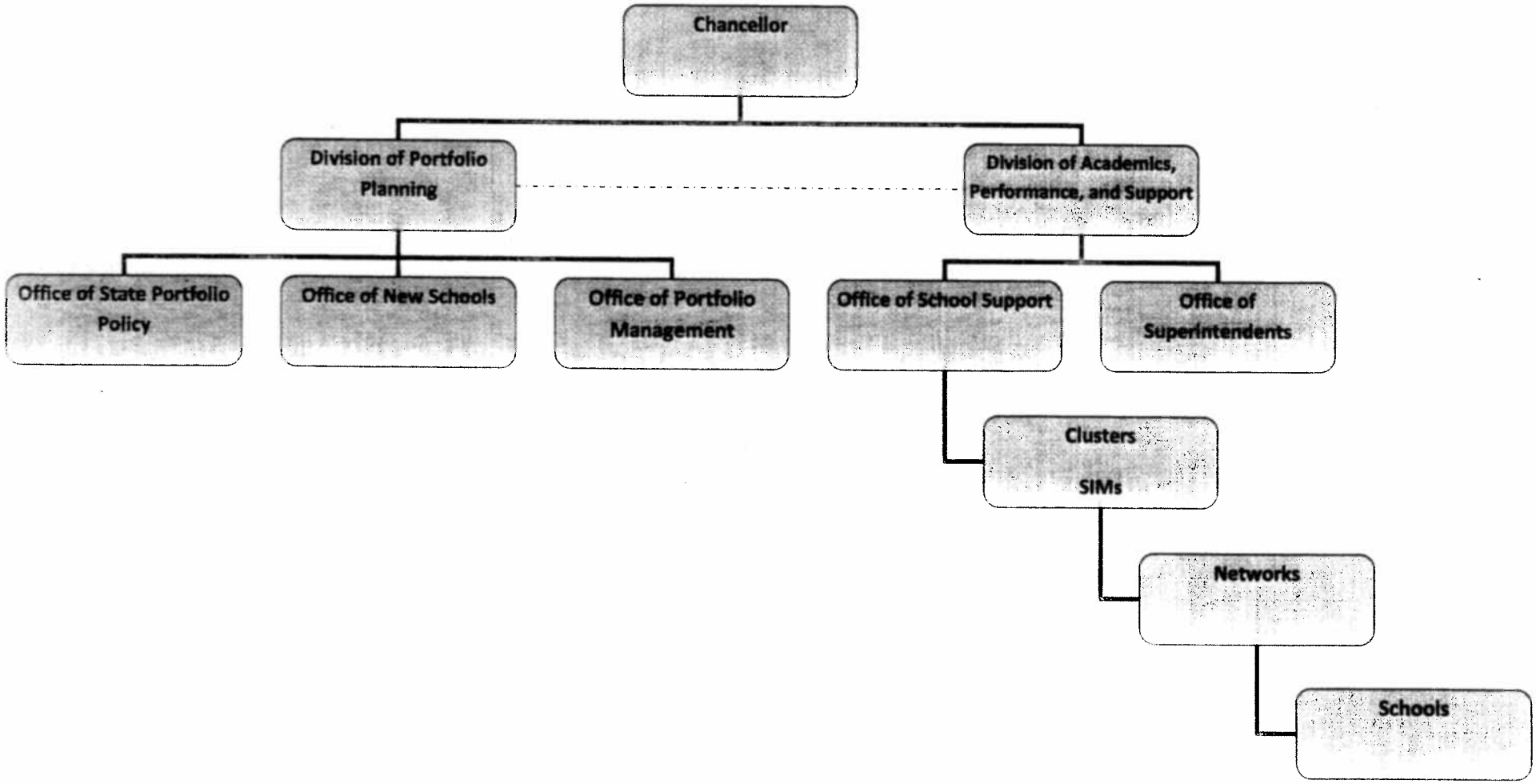
Network: **Brand:** **Leader:** **Contact:**	Cluster 5 Diploma Plus Crystal Joye csimmons-joye@diplomaplus.net	N/A		**Mission/Philosophy:** It is our belief that the Diploma Plus model successfully transforms students' learning experiences through the implementation of our Four Essentials for Success: - Performance-based Systems - Supportive School Culture - Future Focus - Effective Supports. 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. **Organizational Structure:** Diploma Plus implements its staff development program through a series of professional development (PD) modules, which builds the school's capacity to improve teaching and student outcomes. Our team will work with each school site to self-assess current programmatic needs. Our team will use this information to identify the PD modules needed to address the schools' areas of need and continued enhancement. The team will also monitor growth and adjust support services as needed. **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.

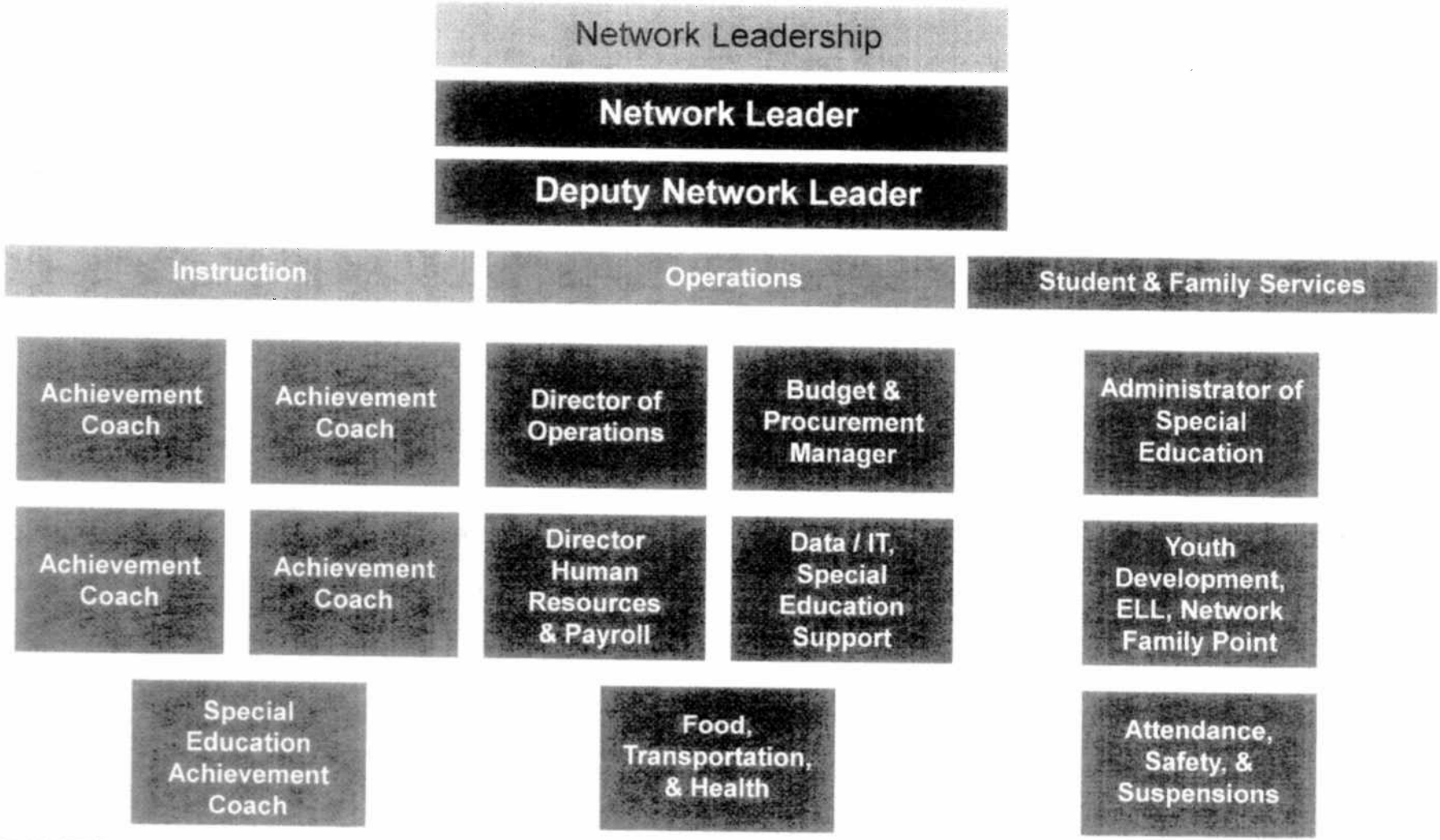
Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	Cluster 5 Teaching Matters PSO Lynette Guastaferro lguastaferro@teachingmatters.org	N/A		**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. **Organizational Structure:** For 20 years, Teaching Matters has offered differentiated services to hundreds of NYC schools as their primary educational support partner. Our model offers 35 days of direct instructional support, and additional operations and accountability supports. Our network will develop and support the implementation of rigorous curricula, common assessments, Common Core-specific coaching, and teacher teams. In each school, the exact formulation will vary, but the result will be students meeting Common Core challenges. **Special Expertise:** In addition to Operations, Budget, and Compliance support, we offer access to 60 experts in the following areas: - Leadership Coaching - Common Core Curriculum and Assessment Support - Danielson Observation/Feedback - QR Support - Coaching Teacher Leaders/Teacher Teams - Content Coaching in Math/ELA Common Core - Humanities/Science Coaching - ELLs/Special Education - Student Interventions (RTI) - Assessment/Data Systems Support - Technology - Hotline support - Grant writing

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



Note: not all networks are configured the same way.

Section iii

iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Quality Review	Schools that meet at least one of the following criteria will have a formal Quality Review during the 2012-13 school year: • 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.	Chief Academic Officer and Senior Deputy Chancellor, Shael Suransky Division of Academics, Performance, and Support; Academics; Office of School Quality
Progress Report	Fall, For each school annually	Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support; Office of Performance
Principal Performance Review	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. Mid-Year Summary: On January 31, 2013, the school leader's mid-year summary is due to his/her superintendent. End-of-Year Summary: On June 28, 2013, the school leader's final summary is due to his/her superintendent. Final Rating: The annual PPR will be completed immediately after issuance of the previous year's Progress Report results. We are currently in arbitration regarding our annual performance process for school leaders.	Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support; Office of Superintendents

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

* 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)**

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 mission of Alfred E. Smith CTE High School is to provide our students with the necessary skills and abilities to successfully pursue post-secondary opportunities through the introduction of careers in Automotive Technology. Students will acquire the tools and certification needed to compete in an innovative and technical industry.

Our first goal encompasses building a strong academic foundation to prepare our students to become leaders in the technical field. To obtain this goal, we will improve classroom practice aligned to the citywide instructional shifts, and informed by the Danielson *Framework for Teaching* and Common Core Learning Standards (CCLS). Through these supports, we will positively impact student learning; improve the overall school climate by providing academic, socio-emotional supports to students; improve attendance; and promote College and Career Readiness (CCR) by August 2016.

Our second goal focuses on increasing our Progress to Graduation rates by making data public and promoting collective ownership across cohorts. By August 2016, we will increase credit accumulation rates across cohorts that would ultimately result in overall improved graduation rates through transparent calendaring of assessments and data analyses outcomes to monitor student progress and inform subsequent action steps.

Our third goal encompasses changing the culture of the school. By August 2016, improve school climate by providing academic, socio-emotional supports to students to improve attendance and promote CCR.

With that said, our long-term vision for this school is to become an "A" by NYC measures and to be a model CTE school for the nation

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

The start of the school year often brings a fresh start along with new challenges. On September 3, 2013, we will host a staff retreat off-site. Our goal is to have our staff step back from their opening day demands and spend a day reflecting on our vision, mission, and challenges of the new school year. During the retreat, we will spend the day engaged in strategic planning, plotting curriculum maps around CCLS, anti-bullying workshops, team building activities, developing annual goals and objectives, and the Danielson *Framework for Teaching*.

Throughout the three years of the SIG Grant, this retreat will be held annually. Each year will provide an opportunity to reflect on our goals and prioritize issues that we are facing, as well as finalize goal setting and objectives for the subsequent year.

Beginning in September 2013, we will restructure the school day to ensure that teachers have common planning time to conduct case conferencing meetings and discuss student progress with their colleagues. In addition, we will establish an Advisory period across cohorts to ensure that every young person has a relationship with at least one caring and nurturing adult in the building. Studies have shown that students are more successful when someone takes a genuine interest in their academic and personal growth. Through our restructured schedule, teachers will meet with

their Advisory five times a week. We see Advisory as the key to addressing many of the academic and personal problems facing our students. Advisors will teach life skills, decision-making and goal setting, conflict resolution, violence prevention and coping skills, CCR, and study skills. Advisory will include curriculum from NAF such as ethics and financial planning and for the seniors, the advisory will have one ELA teacher devoted to essay writing for college entrance applications and for honing their resume/cover letter writing skills.

The ultimate goal our school is to foster a nurturing environment that ensures all cohorts will graduate in four years and be prepared for their transition into technical and career training. In an effort to ensure that we address the needs of our students, academic data for all students will be evaluated to determine accurate programming. Baseline and formative assessments will be administered to students to determine areas of deficiency. These assessments will also assist us in future professional development planning.

Our school community will hold case-conferencing meetings for all parents to consistently keep them informed of the progress of their child and the resources that are available for families. In addition, teachers and support staff will continuously communicate with parents through *Skedula*, our online reporting system that provides daily attendance data and academic updates on each student.

Furthermore, rising ninth graders will share the same lunch to ensure that teachers have a common prep period so that they can collaborate on curriculum, discuss students' academic progress, and be available to meet with parents and other constituents during the school day. All classes will be annualized making it essential that teachers have common meeting time weekly. Both academic and technical teachers will coordinate interdisciplinary activities that will reinforce CCLS. This will provide opportunities to continuously evaluate the curriculum, develop innovative interdisciplinary activities, plan uniform exams, and discuss instructional strategies.

It is our goal that our school community will foster supportive relationships that will help us know each student as an "individual". With increased instructional time as well as weekly meetings with administrators, guidance counselors, teachers, and other support staff, we will promote more interaction within our school community.

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

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

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

Alfred E. Smith CTE High School is comprised of 471 students as of April 2013. There are 445 male and 26 female students, 94.48% and 5.52% respectively. The ethnicity is as follows:

Hispanic	296	62.85%
Asian	4	0.85%
Black	167	35.46%
White	3	0.64%
Not reported	1	0.64%

English Language Learners (ELL)	56	11.89%
Special Education	112	23.87%
Least Restrictive Environment	77	16.35%
Most Restrictive Environment	35	7.43%

Students from households that are eligible for free lunch comprise 75% with an additional 8% of students eligible for reduced lunch. After surveying our students, we determined that approximately 15% of our graduating seniors are first-generation college-goers with 15% traditionally under-represented in college.

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

Recommendations for improvement from the NYC Quality Review conducted in February 2013 revealed the school was "developing" in all categories as a result of supports from the recently appointed principal. There was one category considered "under developed" (1.2). Within this section, the school continues to need to focus on the following:

- Further develop curriculum to include rigorous CCLS aligned units and performance tasks that consistently challenge and cognitively engage all learners.
- Ensure that lessons and tasks consistently require all learners to think critically through instruction that provides multiple entry points and results in meaningful work products.
- Strengthen the organizational decisions to ensure that structures are in place to support the school's instructional goals that will lead to improved student outcomes.

A Joint Intervention Team Report (JIT) was conducted on site February 2011. The performance indicators revealed negative results in the following areas:

- Negative trend data for one or more identified subject/areas and subgroups for the past 2 consecutive years as indicated by a decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.
- School is 10 or more points away from meeting Effective Annual Measurable Objective (EMAO) for one or more identified subgroups in subject/area(s) of identification.
- Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past 2 consecutive years indicate an increase in the achievement gap between identified subgroups and the All Students subgroup in one or more identified subject/area(s).
- For 2010-11, the school was identified as a Persistently Lowest Achieving school.

The recommendations included the following key points:

- Quality Curriculum aligned with CCLS in ELA and Math should also be aligned with Professional Development focused on how to plan and implement with rigor aimed toward student-centered delivery.
- Develop a protocol for accurate assessments with frequent and consistent observations providing meaningful, targeted feedback to all teachers
- Provide teachers with specific lesson plan rubrics, training and guidelines for textbooks and supplementary materials aligned with standards and research-based. Additionally, provide training in differentiated instruction, collection and analysis of data, co-teaching models, literary resource and integration of technology along with common planning time.
- Provide training in effective questioning techniques that require critical thinking, problem solving, judgment and application to promote higher order thinking.
- Development of a grading policy that is consistent across departments.

- The school needs to improve graduation rate and set ambitious goals to meet 80%, improve and/or create career and college counseling, along with ongoing in-depth data analysis.

Moreover, in 2012, the school was one of 24 schools named to the school closure list by the New York City Department of Education. Through arbitration proceedings between unions and the DOE, it was ruled to be in violation of contractual agreements. New administration was able to demonstrate changes and the DOE chose not to close this school, however, it does remain on the priority list. Beginning with the previous year, graduation rate did increase for cohort 2011-2012. It is anticipated that as we approach graduation in June 2013, our rate will increase by 3% for the current cohort.

iv. Results from systematic school review

School leadership Practices and Decisions: The school needs to improve in three key areas as stated in the NYC Quality Review: develop CCLS-aligned curriculum and rigorous performance tasks that challenge and engage all learners, improve classroom practices to promote student thinking while ensure students have multiple entry points resulting in meaningful work products, and strengthen organizational decisions to ensure structures are in place to support the instructional goals leading to improved student outcomes. The leadership team will guide the shifts of instructional practices in both ELA and Math in alignment with the Citywide Instructional Expectations. During year one in English Language Arts, students will read a true balance of informational and literary text, engage in rich and rigorous evidence based conversations about text, and constantly build the transferable vocabulary to access grade level complex texts. To start year two, all of the shifts in year one will continue with the addition of centering instruction around grade appropriate text, using evidence from various sources to inform or make a written argument. Finally, for year three, continue with all of the former shifts and include: students building knowledge about the world through text, to include Social Studies and science.

During year one in math, teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom in order to focus deeply on concepts prioritized in the CCLS, connecting the learning within and across grades to build new understanding onto foundations built in previous years, and eventually_develop a balance between practice and understanding with intensity. To begin year two, continue the work with year one and incorporate_student fluency and accuracy with simple calculations and teachers structuring class time and/or homework for students to memorize, through repetition, core functions, and in addition, student begin to use math by choosing the appropriate concept even when they are not prompted to do so. For year three continue with all of the former shifts and include_students learning to deeply understand and operate easily within a math concept before moving on.

It is important to provide and align professional development with identified needs based on staff evaluation and student performance. This includes:

- structuring targeted professional development opportunities;
- providing adequate time to support sustained /embedded practices for the instructional shifts;
- aligning professional development to classroom observations to promote skills and knowledge; and

- promoting a school culture where professional collaboration is emphasized and valued.

Development of a series of observation cycles following the Danielson *Framework for Teaching* for instructional supports across all disciplines was implemented in September 2012. A GoogleDocs template was developed to follow each teacher's progress, to review instructional area of focus, and to examine outcomes as an administrative team. For the upcoming school year, the Danielson *Framework* will be expanded, coupled with increases in the number of observation cycles, (formal/informal), to provide actionable feedback, coaching and professional development.

By providing common planning time for 37.5 minutes two times per week, teachers will collaborate on curriculum development and instructional best practices, guided by lead teachers and content coaches. The leadership team will promote distributed leadership, encouraging multiple roles for teacher leaders and tackling organizational change where needed. The administrative team will continue to meet weekly to examine data and outcomes from observation cycles, and to collaborate on program decisions in order to monitor student progress and attendance. Teacher retention decisions will continue to impact student outcomes and overall performance. Hiring decisions will be made collaboratively to meet the needs of the students and to provide highly qualified teachers in all areas of instruction. The leadership team will support the difficult process of cultural changes as roles, responsibilities, relationships and patterns of engagement evolve. Through professional development with the Danielson Group and Teachers College coaches, the leadership team will continue to grow and develop as the changes take root.

Curriculum Development & Support: In SY12-13, six-week cycles of support were implemented with a focus on aligning objectives and tasks using pre-selected lesson plan templates. Teacher teams were formed horizontally and vertically. Results from this structure did not meet anticipated outcomes.

To address areas of support, coaches in Science and Social Studies will be hired from Teachers College to address a three-pronged approach to improvement:

- **Instructional coaching:** classroom visits, teacher mentoring, co-planning and building classroom culture
- **Assessment coaching:** designing CCLS aligned assessments, preparing for high stakes tests
- **Curriculum coaching:** supporting teachers to design, adopt and adapt CCLS aligned maps and to develop unit plans and lesson plans

As part of our mission, we are developing a new technology lab that will provide graphic design certification at the end of four years. Using state of the art industry standard computers with classes taught by a certified teacher, our mission to further enhance learning will include rigorous instruction in technology-based learning. This ensures our students graduate to thrive in emerging economic, civic, and community contexts. As a CTE school, we plan to incorporate multiple research-based instructional strategies to include scaffolding, differentiation of instruction, multiple entry points, tiered instruction and thematic project based learning. Instruction will address academic and workplace literacy skills providing students with knowledge to a variety of career pathways. In Summer 2014 and thereafter, we will implement a

"Summer Bridge" program for rising Grade 9 students to support their transition into high school through targeted courses of study including English Language Arts, Math and Technology.

Teacher practices and decisions: Teachers will develop the research-based characteristics of a strong instructional focus to directly impact classroom practice. This will be evident across classrooms, in teacher feedback, and in the school's yearlong professional development plan. The plan will be developed collaboratively based on multiple data points, rooted in the needs of the school, alongside on-going surveys for adjustments. These practices will be studied and assessed repeatedly over time and in alignment with six-to-eight week observation cycles. In all grades and content areas, teachers will plan and teach lessons and units that integrate the literacy and math CCLS instructional shifts. Instructional focus examples include evidence to support arguments in discussion, transferring to stronger writing in literacy and math while developing the communication and collaboration skills that support college and career readiness.

Through intentional grouping, students develop the ability to learn and get along with others through small-group activities with their peers. Within the classroom, students will engage in activities that are both cognitively challenging and accessible allowing students to grapple with new learning experiences. Rather than relying only on printed materials and whole-class lecture notes, teachers will incorporate multiple formats to represent information and enhance student engagement, e.g. multiple versions of a story or of a math or scientific process; multimedia collections, including images, sounds, text, video, concept maps, Web links, or animation.

Math disciplines will identify various solution pathways and anticipated challenges to plan questions, deepening students' understanding of challenging instructional tasks using assessing and advancing questions. English Language Arts and Social Studies disciplines will identify possible interpretations of text and anticipated challenges by planning carefully sequenced text-dependent questions deepening students' understanding of new content/text. Targeted professional development will increase the abilities of and opportunities for teachers to work together to improve classroom practice and help all students connect information across disciplines and programs, such as Title I, Special Education and services for English Language Learners.

Student Social and Emotional Development, Health: All students need guidance and support that address the whole child, including physical and socio-emotional needs, through positive conditions for learning that incorporate formal and informal guidance programs. The school's guidance staff has access to professional development support through New Visions for Public Schools. Counseling is available to our students via a community-based organization offering on site services. We utilize an attendance monitoring/support system employing our school staff with phone calls and home visits to provide wrap-around services, beyond the classroom. Our students have access to physical education classes at the beginning and end of the school day. Sports teams are being re-energized with a campaign to promote sports and student participation. For subsequent years of planning, a "Summer Bridge" program will support rising Grade 9 students as they transition into high school. Our college and career counselor will ensure students smoothly transition out of high school as they move into their post secondary plans and goals. We are developing student leadership through student government, ARISTA Honor Society, Skills USA, internships and job shadowing opportunities for our students as they prepare for life

beyond high school. Students are learning to cultivate their voices through our new video club and the plan to develop additional clubs for students in extended learning opportunities.

A key component providing support to our students socially and emotionally is our advisory class. For the upcoming school year, we are planning 30 minute blocks of time each day that will allow students to connect deeply with their advisor, looping throughout their high school careers. Each student will have an opportunity to develop a relationship with an adult providing support for his or her high school tenure. In addition, we will implement courses in ethics and financial planning within the advisory period provided by curriculum from *National Academy Foundation.*

Family and Community Engagement: With the support of the school's bilingual parent coordinator, supports for students and their families include family-focused activities and services to welcome and engage parents and family members. Future events will be planned to engage the interests, needs, skills, and resources of our parents, students and family members, CBO's and business partners. During our recruitment fairs, we will foster relationships among middle and elementary schools and our postsecondary partners. We are currently aligned with Hostos College and the *College Now* initiative. Only one graduating senior has completed the *College Now* courses, while four juniors are in the middle of their spring term of *College Now* coursework. Our goal is to increase the number of students participating in the *College Now* courses with Hostos College. To achieve this goal, we will incorporate the requirements in our student orientation program, our student handbook, and reiterate them during our "Town Hall" meetings comprised of grade level assemblies with Principal Schwartz and guidance personnel. UTI, Lincoln Tech, and Bronx Community College are also partner post secondary institutions with a strong presence of support for our students in our College Office.

NAF has guided us through our year of planning with an advisory board of various stakeholders meeting monthly for critical planning and decision-making. Having the multiple partners at the table to inform decisions will ensure our growth will continue in a positive manner. Our goal is to promote a school culture, in which professional collaboration is valued, emphasized and realized with our valuable partners. Alongside our partners we will foster a school culture of continuous learning.

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

The first priority will be to meet instructional expectations for Year 1 and to follow the path for subsequent years 2 and 3. The first year begins with the preparation in order to meet higher standards of learning:

- Ensure curricula and assessments are aligned to CCLS in all content areas.
- Implement a new system of teacher evaluation and development following the Danielson *Framework* and working with the Danielson Group on the administrative level as well as with all teaching staff.
- Establish the instructional focus while ensuring school time is used strategically and plan for both short-term and sustained professional learning experiences

The overarching priority is to move students toward meeting higher standards as we implement our strategies and ensuring students experience rigorous instruction. By aligning CCLS units of study within content areas across grade levels, teachers will begin addressing instructional shifts in ELA and Math as the administrative team actively supports teacher growth.

By creating and implementing assessments to review evidence of students meeting higher standards we will establish systems to look for evidence of growth and identify gaps,
and make adjustments where needed. Assessments begin with baseline testing and follow throughout the year to include mid-terms, performance based projects/portfolios, end of term summative assessments and Regents exams. Coaches and lead teachers within content areas will consistently examine assessment data and support teachers as they develop formative assessments and performance tasks throughout units of study.
We will be accessing units of study for Social Studies that are aligned with CCLS and providing professional development and support for teachers attending our summer institute. Participation will begin the process of defining units and supplement with additional text and resources. A second round of training will be provided to our ELA teachers to reinforce CCLS aligned curriculum purchased during spring semester of 2013, *(Pearson's Success.net)* Teachers plan across grade levels and enhance instruction with workbooks for general education grade levels, adapted workbooks for students with disabilities and curriculum aligned for our English Language Learners. A summer institute for Math teachers will focus on examining performance tasks in algebra and geometry units of study derived from engageNY.org website.

The priority to know students as individuals will be at the forefront of our opening day as we come together to build a new culture and set a positive tone for our community of learners. This collaborative day of learning will include our partner organizations in order to address the soft skills required in the workplace and help shape the understanding that as educators, we are responsible for modeling those very same skills each and every day. Training will be provided during an all-day off-site retreat. Guest Facilitators include speakers from New York University's Metropolitan Center for Urban Education Center on Disproportionality. We will be examining our school's policies and practices as they relate to disproportionality, develop an understanding of our roles individually and collectively as we interact with our students and one another in the school. We will examine how changing the culture changes the outcomes for our students and impacts their families as they move toward their post secondary goals.

C. School Model and Rationale

i. Model rationale and key school design elements.

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

According to the February 2011 JIT Report, the school was to set goals that meet or exceed the state's current graduation rate and develop long range goals to demonstrate the increase in student progress over the next four years. In our 2012-2013 SCEP report, our annual goal was to increase the graduation rate at least 4% by August 2013. In an effort to meet this goal, we have developed the following characteristics of the school's improvement design:

- Tutoring opportunities offered to all cohort students with particular emphasis for classes terminating in Regents exams in Global History and US History Regents exams
- PM school classes will be continually offered to increase credit accumulation for all cohorts.

- All students who have received a proficiency level score of 64 or below on state assessments will be placed in a Regents prep course. Students will work daily with a highly qualified instructor on content enrichment and targeted test-taking skills in preparation for these state assessments.
- Through our professional development, we are implementing rigorous training programs for all teachers to ensure that the co-teaching model is fully implemented.

The JIT review strongly encouraged a reevaluation of our professional development plan to reflect the need of the current student population or our school's goals to enhance pedagogy. In year 1 of the SIG Grant, teachers and support staff engage in more than 60 hours of professional development on the Danielson *Framework*, Teachers College coaching for curriculum mapping and unit alignment and with New Vision coaches and Pearson success.net support for ELA.

All teachers and support staff will review mid-year and end of year evaluations of classroom observation trends, alongside student scholarship, performance outcomes, as a means to uniform instruction. Teachers, who have participated in the SMART board-training program, will turnkey this information to their departments to ensure teachers gain familiarity with the system and our new internal server, Safari Montage, for video usage in the classroom to engage students in the subject matter and improve the level of instruction.

An analysis of our OORS Reporting system has inspired us to re-evaluate our climate and establish a code of behavior that delineates meaningful consequences implemented fairly and consistently throughout the school. In September 2013, we will be holding a Staff Retreat to address these issues and provide sensitivity training and anti-bullying workshops for the major stakeholders. The purpose of this training is to improve staff and student relations. We anticipate that in the next three years, we will see a rapid decrease in the number of incidents occurring at our school consistently.

ii. Process for model selection and stakeholder engagement.

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

Instructional & visionary leadership are essential for framing the improvement efforts at this particular high school. The school leader must be able to identify the priorities needed to serve as springboards for both a long-term and short-term school improvement plan. S/he must also be able to gauge the capacity of the existing faculty and staff to determine their skills in impacting student outcomes, as well as their social capital to influence the successful launch of new initiatives aligned to the school's improvement efforts. In addition, based on this preliminary assessment of staff capacity the school leader must identify the supports needed –whether in capacity building or recruiting additional staffing or external partners—to attain the school vision.

Capacity for data-informed decision-making is another core competency required for producing the dramatic gains in student outcomes. The school leader must have a general foundation and engage in building his/her own capacity alongside his leadership team and lead teachers to collect and analyze relevant data points to guide decisions. In addition, the school leader, in collaboration with school's leadership team should identify anticipated benchmarks to better monitor their progress towards attaining goals and inform mid-course corrections.

Capacity to establish systems, structures &/or mechanisms to monitor progress & inform mid-course corrections is essential. School leaders who are intentional in planning for success also know the value of establishing routines and procedures for checking to make sure all is on-track. Setting anticipated benchmarks and regular checkpoints with the school's leadership team and key stakeholders informs the management and support for implementing the school's improvement plan efforts, as well as informing mid-course corrections in the short-term and framing incremental next steps in the long-term.

ii. Principal's biography

Evan Schwartz graduated from Tulane University with a Bachelor's degree in Economics in 1990 and began teaching Social Studies for the New York City Board of Education in 1992. He later earned Master's degrees in Special Education and in Educational Administration from the City University of New York system. After becoming the coordinator of the National Academy of Finance at James Madison High School in Brooklyn, in 2001 he was appointed as the Assistant Principal of Social Studies at John F. Kennedy High School in the Bronx. In 2003, Mr. Schwartz opened the Bronx School of Law and Finance, a small school he founded as part of a New York City reform movement to create small schools. In his capacity as principal, Mr. Schwartz has watched his school receive many honors, including: a simulated trading floor, a mock courtroom, a profile in *the Daily News*, a feature on ABC News, visits by Chancellor Joel Klein, financial reporter Maria Bartoromo, *Law and Order* actor Richard Belzer, Jim Cramer of *Mad Money*, and various other speakers in the law and finance professions. In 2007 the Bronx School of Law and Finance was featured in a documentary sponsored by the National Academy Foundation on how to create successful small learning environments. Under his leadership, the Bronx School of Law and Finance has consistently earned grades of A or B on the NYC progress reports. Mr. Schwartz was selected to be the turnaround principal of Alfred E. Smith CTE HS in the spring of 2012. After a union arbitration overturned the Turnaround movement proposed by

the Department of Education Mr. Schwartz agreed to accept the role of Principal of Alfred E. Smith despite its label as a failing school. Mr. Schwartz is also an elected Trustee for The Haldane Board of Education in Cold Spring New York where he lives with his wife and 12 year old twins.

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

Assistant Principal of Organization (APO): Rosa Arroyo is responsible for monitoring of attendance. To date our attendance rate has increased 14% since September 2012 (71.4% for the previous school year and an average daily rate of 84% to date). With targeted strategies to support the guidance staff, all students and their families are informed of the student's academic progress. Transcripts of students are carefully monitored. The entire school staff is aware of how to access this information. With the incorporation of an online grading system, students and their families receive email messages, anecdotal messages from teachers and can check attendance daily. This online system has proven to be a valuable tool to inform parents of assignments, allowing them to support their child's academic progress. All guidance staff is offered professional development as they meet on a regular basis to strengthen their current practices meeting with and monitoring their students' progress. Programming decisions are made after analysis of data and courses are created in response to students' needs. The APO enforces the school's uniform policy and provides family support in this area based on financial need. Staff attendance is also monitored by the APO and issues are addressed immediately. This office is also bustling with parents as any and all concerns are addressed through our APO. Working alongside the parent coordinator, solutions are found for all parent concerns. This office ensures all correspondence is completed in the parents' home language to ensure comprehension. Making the families welcome in this school has been our first goal and is being well received in contrast to former practices.

Assistant Principal of Security/CTE component: Rafael Guzman is responsible for reporting all incidents in security, monitoring entry and exit of all students, Building Response Team Leader for fire drills and evacuation procedures as well as supervision of all CTE Teachers. Mr. Guzman monitors teaching in all shop areas for automotive technology, auto body repair and technology labs. He is responsible for observations, both formal and informal. As part of the administrative team, he also supervises the deans and responds to all behavioral concerns. When students are suspended or serve detention, he ensures class work is provided by applicable teachers and for completing all required paperwork to the district office. Mr. Guzman is our liaison between our advisory board and community/industry partners alongside CTE teachers.

Assistant Principal of Administration and Supervision: Grecian Harrison leads the social studies department and observes all teachers in this discipline. She is currently teaching a Global History class and has an advisory class of new 9th grade students. Ms. Harrison conducts observation cycles for teachers in addition to mentoring two new teachers who joined our staff in January. She consistently monitors data to improve outcomes for Regents Exams in Social Studies. She developed a "boot camp" of extended learning to offer additional learning opportunities for students challenged by the content area. She leads common planning time meetings for social studies teachers twice each week as she supervises their curriculum development and unit planning. Ms. Harrison oversees testing coordination for Regents examinations. Ms. Harrison will also be the point person for supporting the implementation of the school's SIG plan.

Assistant Principal of Special Education/ESL/ELA: Barbara Roman is responsible for the English Language Arts department and observations for all teachers in this discipline as well as ESL. She leads professional development in response to school needs for teachers during planned professional development days for all staff. Ms. Roman also monitors the ELA and ESL teacher team meetings with the lead teacher in ELA to adjust observation cycles accordingly. She monitors compliance for all students with disabilities and serves as district representative for all Individual Education Plan (IEP) meetings held at the school level. She oversees the mandated counseling services, speech and language services and hearing services for all mandated students. Ms. Roman leads a team of social workers and school psychologist during case conferences to implement Academic Intervention Services in Response to Intervention, and conducting required paperwork for suspended students with disabilities. She monitors co teaching classes and informs programming for both ESL and Students with disabilities to ensure compliance. She is responsible for administration of the yearly NYSESLAT exam for all eligible students and monitors Regents and RCT exams for proper administration of testing accommodations. Additionally, she is responsible for building positive family relationships in order to build understanding of eligibility for all students requiring services.

All assistant principals are responsible for data analysis on multiple levels in order to make informed decisions as a cabinet with the principal. Consistent and persistent observation cycles are shared on Googledocs template allowing access to research based strategies teachers are currently working with to measure progress. The communication tool allows for data-informed decisions to be made to ensure positive student outcomes. All assistant principals examine teacher scholarship reports alongside observation data to adjust professional development needs. All team members work with lead teachers to build capacity and to identify areas in need of improvement.

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

The UFT Chapter Leader and Teachers who participate on the school leadership team stay informed of the current data to make informed decisions in regard to school policies. Parents are active participants who desire to remain at the forefront of changes needed and being implemented. To date, all are pleased with the changes proposed and implemented to improve the school culture, to build community and to improve student outcomes. The strategies used to ensure buy-in are grounded in transparent plans provided by the school's principal. Principal Schwartz's strong and straightforward communication style encourages dialogue and allows others to express opinions and concerns. He is adept at reaching consensus and in providing opportunity for discussion. Because he remains focused on what is best for our students, he is able to promote positive buy-in and gain the needed support from the school leadership team.

The work we are requiring from our staff elicits change in existing policies and procedures. Taking the necessary steps to support change is ongoing. The strategy to work closely with staff builds understandings that changes being implemented are much needed for the school to remain open and for our students to thrive. The driving force behind the buy-in has been the threat of school closure. With this in mind, barriers/obstacles to the changes have not surfaced.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Through SIG resources, the school will be able to make significant changes in staffing. Currently, we have seven special education teachers on the school's table of organization. Some are teaching classes out of their license area for at least two classes per day. We plan to reconfigure our special education staff to teach within their license for two of our current teachers while five staff will leave. Professional development plans include multiple areas of focus to include Universal Design for Learning (UDL), curriculum mapping and aligning lessons to CCLS, assessing students, co-teaching models that will ensure our students are placed in the least restrictive environments while gaining access to general education curriculum. Professional development strategies will include a two-pronged focus; one: implementation of the students Individual Education Plans (IEPs) with development of quality documents, and two: language acquisition strategies for the emerging bilingual students. School data revealed poor outcomes for students with disabilities on standardized testing results. Our leadership team recognizes the importance of meeting the needs of all our students, giving them access to general education curriculum, setting high expectations and including them in our CTE components, specifically in SKILLS USA participation. This is the pathway to students obtaining the new NYS Career Development and Occupational Studies Commencement Credential, proposed to begin July 1, 2013. Our school is uniquely prepared to address requirements for this new diploma by having a solid CTE program in place supported by SKILLS USA. To prepare our students for this credential, we will increase the number of students participating in the SKILLS USA program and shift our instructional goals to accommodate our students with disabilities.

One ELA teacher will be assigned the role of blending and aligning CCLS with an interdisciplinary focus on literacy between the CTE classes and English Language Arts. This will allow the hiring of a new teacher to focus on the 9th grade Academy. All other ELA teachers (3) will deepen the work with the *Pearson Success.net* online text aligned with CCLS. Professional development will include consistent data analysis in order to make instructional adjustments for our students. Targeted assessments will provide data to determine the skills that continue to be challenging. Once Year 1 is complete, we will have significant data that will allow us to bring in either *Plato* or *Achieve3000* as a reading program to improve reading levels for our struggling students. For summer 2014; we will implement a Summer Bridge program to offer classes in English Language Arts, Mathematics and Technology for rising Grade 9 students.

The Social Studies teachers will be reconfigured to include two new teachers. This will allow us to have highly qualified staff working with our students who have consistently low performance outcomes on standardized tests. The school is reconfiguring programming to change US History to grade 9 and moving Global History classes to grades 10 and 11. For senior year, students will take one semester of Economics and one semester of Participation in Government. Special education teachers were previously teaching many of these classes with little success on state

measures. The reconfiguration will allow for improved instructional outcomes. The hiring of Teacher's College coaches in this content area will improve supports for these changes and positively impact student outcomes.

Two Living Environment certified teachers are leaving, allowing administration to hire an Earth Science teacher to offer important courses for our students. Adjustments will be made to course offerings to support this reconfiguration of teaching staff. Again, Teachers College coaches will be employed to support the science teachers.
The Math teachers will continue to be supported with the Lead teacher and the school will hire one new math teacher to offer courses in Mathematics and problem solving. The focus will be on implementing the instructional shifts. Professional development plans will include alignment with CCLS, project based tasks, and assessments in preparation for the introduction of new assessments statewide.

The development of the Graphic Arts technology classes will require additional certification of the current teacher as well as creating a new lab setting with industry standard equipment. This will allow the school to make additional adjustments to the courses of study and expand our CTE course offerings that would attract female students select our school as their first choice.

Lead teachers will continue to support all staff for teachers working in ELA and Math. Teachers College Coaches will be employed to support science and social studies teachers. Observation cycles will continue and will align with the new teacher evaluation system anticipated to begin in September 2013. Professional development planning will incorporate all of the organizational changes, both for administration and staff. The school will employ the Danielson Group on both levels to ensure the changes will align with the CCLS as well as the domains within the Danielson *Framework*

Curriculum development will address the instructional shifts and citywide instructional expectations, aligning CCLS and units of study. ELA and social studies will focus on reading closely across a variety of texts. Moreover, planning for teacher development and support will include multiple entry points over a three-year period that will promote improved student outcomes. This plan is outlined in the professional development calendar.

ii. Characteristics and core competencies of instructional staff to meet student needs
Key instructional staff will make up our community of learners at Alfred E Smith CTE High School and will exemplify life-long learning, prepared to launch our students into the 21st Century with technological skills through student-centered instructional practices. As we prepare our students for careers and/or college options, we will work collaboratively to support learning in every discipline of study and for life skills preparation within our advisories. With our partners, we expect collaboration to inform our instructional decisions and bring us to the table to discuss industry needs that can be supported within our curriculum.

The administrative team will support collaboration between and among teacher teams to address the needs of our students first and always. The administrative team expects our staff to approach each student holistically and to teach with compassion and empathy. We expect our classrooms

to be safe spaces that nurture and provide structure to further develop our students and prepare them for the post secondary goals they have set.

We expect our lead teachers to build capacity within the staff and to work as liaisons between administration and teachers. We expect them to identify the strengths and weaknesses and to be problem solvers, solution seekers and honest contributors to inform key decisions.

We expect our teachers to be willing to learn as they plan and adjust units of study. We expect them to become strong in data analysis and to incorporate research-based strategies and practices to meet the needs of all students. We expect them to be comfortable and adept with technology so that students can learn to do the same. We expect them to ask questions of students that promote critical thinking. We expect them also, to always be aware they are the role models for each and every student in their classes and that they will rise to the challenge to be the best they can be.

As stated previously, we hope to grow our athletic opportunities and to hire coaches for the athletic teams that will build character and good conduct, on and off the playing field. By doing so, we will utilize our amazing athletic fields and gymnasium while we build community support and cooperation. Sports teams can offer safe spaces for our students in after school time periods that ensure their healthy physical, emotional and social development.

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

During the development of this application, the school's administrative team along with lead teachers collaborated in identifying key goals and proposed strategies. Additional staff and key stakeholders were consulted in areas of expertise to solicit suggestions and feedback. The entire staff was notified of the proposed application and school model at a faculty meeting in late May 2013 and their feedback was solicited.

The administrative team will continue to work with our lead teachers during the summer months to develop a staff handbook as well as a student handbook. This handbook will serve as the reference guide for all policies and procedures that are currently in place and will reflect the changes being implemented as we move through our planning for 2013-2014. In addition to providing clear, concise expectations, our school community will stay informed with the distribution of a weekly calendar of events sent via email and through a shared platform using GoogleDocs, as well as posted in strategic offices throughout the building.

Cabinet meetings will continue to be held every Thursday afternoon in the principal's office. Faculty meetings will be held every other Monday at the end of the school's regular schedule for one hour. School Leadership Team Meetings will be held according to the calendar set forth following the by-laws and distributed to all membership.

In addition to the above-mentioned meetings, school leaders will host orientation for incoming students at the beginning of the school year. Parents and students will also be informed of our calendar meetings during open registration and recruitment fairs. Principal Schwartz and the Guidance Department will host monthly "Town Hall" Meetings by grade level to encourage our students to attend all of their classes and to strive toward excellence.

Principal Schwartz and his Assistant Principals have all worked hard to construct an open door policy for all of our staff, students and their families. Our parent coordinator, Ms. Delgado, who ensures we are communicating with parents and families in their home language when necessary, supports this much-needed change. There is a culture of transparency, modeled by our building's leader, to communicate openly and to support all staff, students and their families each and every day. This has impacted the tone of the building and we will work to maintain and improve this open communication at all times

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

At Alfred E. Smith, once a vacancy has been identified, The New Teacher Project (TNTP) prescreens potential candidates for schools. Candidates are invited to interview during job fairs or through open market hiring system and asked to prepare a demonstration lesson. Candidates are advised of the grade level and asked to prepare a 45-minute lesson. Administration and lead teachers and/or teachers in content areas may be present during the demo lesson to complete a rubric examining instructional planning, delivery, classroom management and culture with a point system. The team meets with the candidate(s) to conduct a reflective debriefing on the glows and grows of the lesson, but meets separately to come to consensus and to make a final decision.

F. Partnerships

i. Partner organizations working with school and their roles under SIG
Teachers College, Columbia University, New York, NY will provide coaches/instructional specialists to build capacity grounded in research based best practices to address areas of curriculum mapping, lesson planning, unit planning, and assessments aligned with CCLS.
National Academy Foundation **(NAF)** serves as our partner and is a leader in the movement to prepare our students for college and career success by providing industry focused curricula, work-based learning experiences and business partner expertise. Administrators and teachers access ongoing support with opportunities for professional development with the secured internships for our students. Curricula will be implemented in our advisories centered around ethics and economics, with a focus on financial management in senior year. Having completed

our year of planning, we are now ready to begin our full partnership with an advisory board consisting of industry partners to improve job shadowing, paid internships and entry level positions with business leaders in the industry.

SKILLS USA has had a long-standing relationship with our school with students, teachers, administrators and industry partners working together to ensure students succeed Our students with disabilities will greatly benefit from membership in SKILLS-USA as it will provide a viable pathway to graduation with the implementation of the new diploma for career and occupation standards. Our students have participated in the SKILLS USA citywide, state and national competitions throughout our years of partnerships.

Greater New York Automobile Dealers Association (GNYADA) provides internships to our students and its CEO, Stephen Mercado, serves on our advisory board. His affiliations include Riverdale Chrysler/Jeep, BMW of Manhattan, Lexus of Manhattan, Star Nissan, Curry Acura and Acura of Westchester are all members of GNYADA that offer job shadowing and internships to our students. We currently have 2 CTE teachers serving as advisors for our students ensuring internships are completed professionally and support our students as they prepare and maintain their internships.

Universal Technical Institute (UTI) has enjoyed a long standing relationship with Alfred E. Smith CTE High School with hosting visits for our students and inviting our former students to return to speak with and encourage our students to stay in school, complete the academic requirements and realize their potential. Mr. Stanley Cunningham from UTI serves on our advisory board. Students receive STEM training at UTI during their visits.

Auto Zone – Vaughn Mason, a former graduate of our school, serves on our advisory board to also encourage our students to stay in school, do well, and stay focused in order to graduate. He offers viable paid internships and mentors students as they transition out of high school into post secondary options. Mr. Mason looks forward to increasing the number of internships that will be increasing as we build our partnership.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C.

iii. Partner accountability

Teachers College Coaches: Roberta Lender Kang, SLI Director

Teachers College Center for the Professional Evaluation of Teachers (TCCPET) uses a series of Rubrics to guide their progress of services, utilizes feedback evaluations and through the use of data, along with school leaders, identifies patterns and trends in student performance. Examples follow within domains revealing methodology for checking the progress, measures/benchmarks for evaluating outcomes, examining what is working as well as what steps to take to address cases if services are not yielding expected outcomes:

Domain: School Evaluation Support *Objective*: Conduct learning walks, needs assessments and evaluation consultation to help school align practices with city and state mandates/expectations. *Indicators:* (1) In planning meetings administration team identifies specific goals for learning walks, needs assessments and consultation (2) In feedback and debriefing administration team uses low inference observation strategies to identify strengths and struggles across the school (3) In feedback and debriefing, administration team uses feedback to

develop and implement actions plans for improvement (4) school community, administration team utilizes city and state mandates and expectations to develop and refine structures (5) In outside evaluations, school evaluators report findings aligned with finding from learning walks, needs assessments.

Domain: School Organizational Structures *Objective*: Build institutional coherence of school structures aligned with DOE expectations and a school's mission and vision. *Indicators*: (1) school leaders are able to articulate DOE Instructional Expectations and make connections to school specific practices (2) Teachers make connections to school policies, practices and initiatives and the DOE's Instructional Expectations (3) In strategic planning, leaders align school specific initiatives with DOE Instructional Expectations to increase the value and impact of the mandate (4) In strategic planning, leaders identify DOE expectations that require a shift in practice for the school and collaborate with the others to develop and implement action plans to address potential shifts or gaps (5)Individual teachers, teams and school leaders are able to provide documentation of the alignment of school practices.

Domain: Assessment *Objective*: Utilize assessment design and expectations to build college and career ready skills within a school curriculum. *Indicators:* (1) In curriculum and unit planning, teachers design rigorous projects and assessment tasks aligned with key college readiness skills (i.e., writing arguments, citing textual evidence, analysis of complex texts, research with primary and secondary sources) (2) Teachers design scaffold support to build students' proficiency toward college readiness aligned projects and assessment tasks (3) In visitations and observations, teachers engage students in college and career ready skills related to communication, collaboration and independence. (4) In teams, teachers develop shared practices and expectations for students designed to build students' college and career readiness (5) In teams, teachers analyze college ready predictive assessments to identify gaps between student performance and college and career ready skills.

Listed below is one example of an evaluation method in the domain of student achievement data, one of four domains:

Student achievement data: Specific examples include: (1) Assessment data reports aligned with services (2) State assessment data reports aligned with services (3) Performance tasks and student work are used to measure and improve services: TCCPET Services are often most needed when schools are in a crisis situation with regard to student performance on high stakes exams. In these situations, TCCPET monitors student achievement in detailed reporting to identify patterns, trends and leverage areas. When schools are able to implement recommendations based on this data, TCCPET services carefully monitor the subsequent related data for increased student achievement. Success is measured by growth related to recommendations, in proportion to teacher implementation.

TCCPET has a fine reputation among schools that have hired them to build capacity and support learning. We are not anticipating services that would not yield our expected outcomes. However, in the event that we were not satisfied, we would meet as an administrative team with our partner and review our progress to date and together develop an action plan with measurable goals and specific target dates that would allow us to improve outcomes.

G. Organizational Plan

i. Organizational chart

See Attachment G.

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

Our organizational chart outlines the roles and responsibilities of our cabinet. Our Principal and Assistant Principal/Organization (APO) are responsible for the daily operations of our school. Duties include the overall supervision of the secretaries, paraprofessionals, school aides, guidance counselors, parent coordinator, and support staff. The APO also addresses all concerns regarding custodial issues, staffing, supplies, the yearbook, award ceremony, graduation, and college and career readiness.

Our Assistant Principal/ Security are responsible for ensuring that we sustain a safe and orderly school climate. This includes conflict resolution strategies for addressing both general education students and students with special needs. He is also our BRT leader and organizes training sessions to ensure that the entire team is properly educated regarding all building response team protocols and understand their role in the process.

All administrators are responsible for the overall teacher supervision of their departments, cohort, professional development, staff support, and special needs students. Administrators conduct low-inference observations and feedback to teachers on a daily basis and log all reports in a shared GoogleDocs spreadsheet to track progress and trends.

iii. Annual professional performance review (APPR) process

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

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

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

School leaders have engaged in two rounds of Job-embedded teacher effective professional development visits from the DOE Talent Coaches during April and May 2013. Prior to these two rounds, the school leaders implemented six week classroom observation and feedback cycles aligned to the Danielson Framework during the current school year. During the 2012-2013 school year, at a minimum, teachers at Alfred E. Smith CTE High School have been observed 6-8 times and received feedback to inform their classroom practice.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment J. 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 J 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.

Alfred E Smith's tentative calendar is provided in attachment E, and as discussed above may be revised to align to the Central calendar provided in attachment J. Final schedule will depend on teacher Initial Planning Conference.

H. Educational Plan

i. *Curriculum.*

Our plan for year one is to build a new curriculum from various resources aligned to NYS content standards and CCLS. They are as follows:

Engage NY: Lead teachers will access CCLS modules to supplement and guide curriculum writing and pacing. Teachers will meet bi-weekly to create assessments, review data, examine student work, and adjust curriculum for remediation.

Odell Education Resources: In concert with TCCPET, teachers will access CCLS aligned units of study with interdisciplinary connections. Focus for curriculum will be reading closely across content areas. Teachers will meet in a summer intensive to supplement units with external sources or school resources.

Literacy Design Collaborative: In concert with TCCPET, teachers will access CCLS aligned units of study with interdisciplinary connections. Focus for curriculum will be reading closely

across content areas. Teachers will meet in a summer intensive to supplement units with external sources or school resources.

Pearson Success.net: For ELA grades 9 through 12, an online component of Pearson's CCLS aligned curriculum. Teacher and Student textbooks, coordinating with student workbooks are being implemented. Professional development provided by Pearson has been instrumental in understanding the online components and unit/lesson planning tools. Teachers have engaged in one 3-hour professional development session to introduce the online tools. In June we will host another 3-hour session. For year 1, we will plan more professional development opportunities in addition to the team meetings teachers will have weekly to adjust to the program, share best practices, examine data and student work together and develop assessments.

Target Objectives and Measures for this particular strategy will closely follow the citywide instructional expectations and the instructional shifts outlined in this document. Measures of our curricula strategies include both formative and summative assessments, as teacher teams collaborate to examine student work and the outcomes for students' standardized tests. Our professional development calendar delineates key dates for teachers to have completed their unit plans. Administrators and lead teachers will use a rubric to assess the quality of the plans, provide feedback and will support the necessary adjustments. Additionally, we will evaluate the outcomes of the unit plans as a team by examining data from unit performance tasks and assessments. The school views this process of evaluating how the curricula are working as a three-year process. In addition, administration teams and lead teachers will evaluate low inference observations, formal observations, and learning walks with Teachers College partner and our support from New Visions.

ii. *Instruction.*

Teachers will develop a strong instructional focus to directly impact classroom practice. This will be evident across classrooms, in teacher feedback, and in the school's yearlong professional development plan. The plan will be grounded in multiple data points, rooted in the needs of the school, alongside on-going surveys for adjustments. These practices will be studied and assessed repeatedly over time and in alignment with six-to-eight week observation cycles. In all grades and content areas, teachers will plan and teach lessons and units that integrate the literacy and math CCLS instructional shifts. Instructional focus examples include evidence to support arguments in discussion, transferring to stronger writing in literacy and math while developing the communication and collaboration skills that support college and career readiness.

Through intentional grouping, students will develop the ability to learn and get along with others through small-group activities. Within the classroom, students will engage in activities that are both cognitively challenging and accessible allowing students to grapple with new learning experiences. Rather than relying only on printed materials and whole-class lecture notes, teachers will incorporate multiple formats to represent information and enhance student engagement, e.g. multiple versions of a story or of a math or scientific process; multimedia collections, including images, sounds, text, video, concept maps, Web links, or animation.

Year 1: ELA: Balancing informational and literary text, text-based answers, academic vocabulary **Math**: Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom, coherence, and dual intensity:

Year 2: ELA: Continue with *previous* shifts and incorporate Staircase of Complexity: Students read the central grade appropriate text around which instruction is centered. Writing from sources. **Math:** Continue with previous shifts and include Fluency: speed and accuracy with simple calculations and Application: students choosing appropriate concept for application.
Year 3: ELA: Continue with *previous* shifts and include: Knowledge in the disciplines: Students build knowledge about the world (domains/content areas) through text. **Math:** Continue with previous shifts and include Deep understanding: This is when students learn the math.

iii. ***Use of Time.***

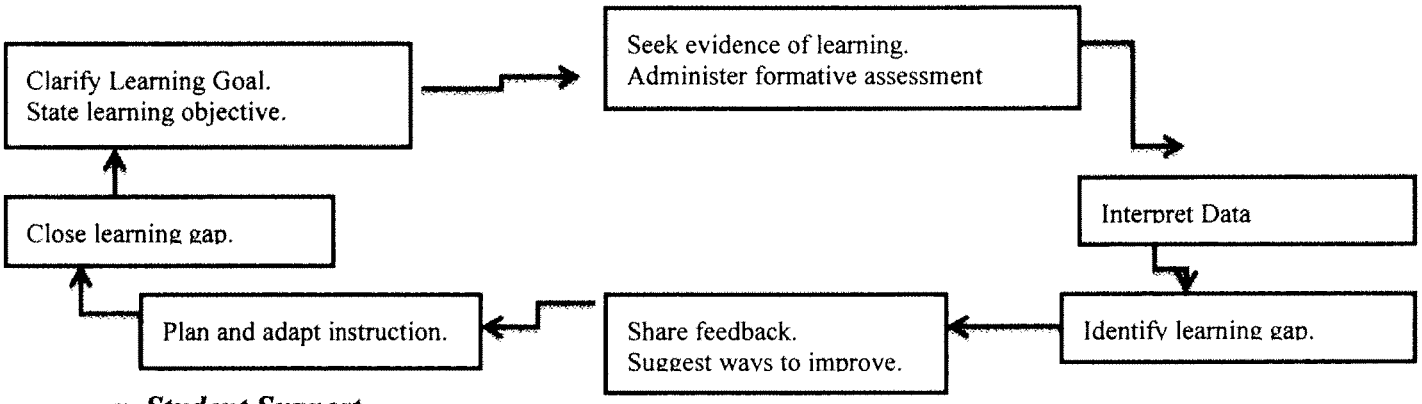
In addition to the SIG grant, funding for an after school program will enhance the expanded learning time each day and on Saturday for students needing Academic Intervention, remediation and credit recovery (see sample schedule)

Period	Start	End	Class 9	Class 10	Grade 11
1	8:09	8:54	PE	PE	Auto 3
2	8:57	9:43	English 1	English3	
3	9:46	10:31	Algebra	Geometry	English 5
4	10:34	11:04	Lunch	Advisory	Lunch
5	11:07	11:37	Advisory	Lunch	Advisory
6	11:40	12:26	American History	Global History 1	Global History 3
7	12:29	1:14	Earth Science	Chemistry	Living Environ
8	1:17	2:02	Graphic Arts	Graphic Arts/ADV	Algebra II/Trig
9	2:05	2:50	Auto 1	Auto 2	PE
10	2:53	3:30			

In addition, we will develop a Summer Bridge program for Rising Grade 9 students in summer 2014 which will highlight three courses for students to earn credit and to allow them smoother transition into high school. The courses will include one Algebra, one ELA and one technology class introducing students to various graphic design concepts. From outside funding, students will also acquaint themselves with the immediate community by taking chaperoned trips to various museums and local points of interest, such as Yankee Stadium, Bronx Court House, Poe's Cottage, etc.

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

Our focus on Data driven instruction and inquiry will center with teacher teams using protocols to examine lesson plans, resulting student work and assessment data. In order to fully understand student's academic progress and learning, teams will work in cycles with lead teachers and TCCPET and New Visions coaches to a) predict performance, b) analyze results based on comparisons between predicted and actual outcomes, and c) identify subsequent instructional steps. Teacher teams will have access to computers with printers in order to consistently monitor data sources and make informed decisions for our next steps. We will have a computer lab available for teachers to access online sources.



v. Student Support.

We have established systems and structures to identify students at-risk for academic failure, disengagement/drop-out, and other socio-emotional issues. Our guidance counselors, under the supervision of our APO/Guidance, have provided counseling services to address these issues. Guidance counselors provide academic counseling, review transcripts, identify needs for at-risk students and discuss graduation requirements and official status relative to credit accumulation. Guidance counselors meet with students who are excessively absent or late to discuss the importance of being in school and how their academic status is impeding their graduation.

We will expand this work to incorporate advisory sessions every day for 30 minutes and balance the 30-minute period with lunch. In order to provide individualized learning/support and follow academic progress to inform post secondary decisions, advisors will loop with their advisory students throughout the four-year tenure.

The student support staff consistently does parental outreach to schedule educational meetings with parents and students. We will use this as an opportunity to also provide families with pertinent information regarding alternative programs such as—YABC, Job Corps, VESID, the Bronx Referral System, community-based organizations and GED testing—informing parents to make these important decisions about their child's future.

vi. *School Climate and Discipline.*

In an effort to develop and sustain a safe and orderly school climate, we will monitor the OORS system on a bi-weekly basis to assess the number of discipline infractions and identify students with repeat offenses. Students will meet with assistant principals, teachers, guidance counselors, and parents to address behavior. Administration will be hosting monthly grade-level meetings to address the New York City Discipline Code and provide student handbooks to reinforce code of conduct. We will collaborate with the NYPD and CBO's to inform parents of the discipline code, to promote parental involvement and to maintain an orderly environment.

Beginning in September 2013, we will establish a *Student Court*. Members will be elected by fellow students and appointed by administration. Members will carefully weigh evidence presented to them to make informed decisions and enforce punishments based on the level of discipline infraction. Through this body, students will engage in conflict resolution to promote a safe and orderly school community. We will also begin providing training to select students to

become mediators in our new *Conflict Resolution Program* beginning in the fall semester under the guidance of trained advisors.

In addition, an examination of the *2012-2013 Hourly Analysis: Level 1-5 Incidents* illustrates that many incidents occur during lunch periods. Through collaboration with major stakeholders, we are diligently working to change the climate of the cafeteria and reduce the amount of incidents that are occurring on a daily basis. Beginning in August 2013, televisions will be installed that will show movies, documentaries and educational programs during all lunch periods. Teachers who have selected *Cafeteria Duty* as their Circular 6-R assignment for the SY2013-14 will be responsible for monitoring students in the cafeteria to ensure proper conduct, including but not limited to ensuring that they line up in an orderly fashion as they enter, properly dispose of waste, and maintain general decorum. Advisory will also address student behavior (as discussed above).

vii. Parent and Community Engagement.

In response to concerns raised by parents regarding the lack of communication from the school and their role in the decision-making process of the school, we have established a welcoming environment for our parents and guardians to ensure that they feel like major stakeholders in the school community. The entire school staff and student population shares the responsibility for the improvement of school culture and student academic achievement. We have developed the following strategies to ensure that our school continues to promote parent/family involvement and communication under the SIG Grant to support student learning and increase parent communication and partnership:

- Parent Coordinator meets with each parent as they enter the building to ensure that they are directed to the appropriate office and that their needs are sufficiently addressed.
- All teachers and support staff are mandated to log all entries onto SKEDULA to ensure that parents are consistently updated regarding attendance, academic, guidance, and disciplinary issues on a daily basis.
- Attendance Support Staff sends out a "Phone Blast" to parents on a daily basis to make sure those parents are promptly made aware of all absences and lateness to school.
- During case-conferencing meetings, parents are given comprehensive information regarding alternative programs and student support programs. Currently, we refer our students to the following programs and will enhance our partnerships with them under the SIG Grant:

Bronx Educational Services Pre-GED Program	Sobro Youth Development Center	Citizen Advice Bureau
CUNY Catch Program	Casita Maria GED Program at IS62	East Side House Settlement
Bronx Educational Opportunity Center	Highbridge Community Life Center	Youth Program of the Stars Project, Inc.
Job Corps	Lehman College	Mid Bronx Youth Skills
	Hostos Community College/Adult & Continuing Education Catalog	

Alfred E. Smith CTE High School will continue to work diligently in involving parents in the planning, reviewing, and improvement part of the school's parent involvement policy. The

Parent Coordinator's office has been restructured to increase access. Additional computers have been installed in the office to ensure that parents have a nurturing environment to complete surveys and research student support programs. In September 2013, we will hold our annual Title I meeting to inform parents of the school's participation in Title I programs, as well as explain their requirements and rights under Title I, Part A.

Some of our parental involvement programs center on workshops developed in consultation with the PA President, Parent Coordinator, and the administrative cabinet. These workshops include topics such as: Family Literacy Training, Parenting Skill Building, and support programs for students. These professional development programs for parents and guardians enable all children in the school to meet City and State performance standards. We will offer our parents evening classes that develop practical skills and promote greater parental involvement, such as GED training, plumbing, electrical, engineering and automotive technology. To ensure we are addressing these programs, we will hire a bilingual family worker for the next three years.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

During SY2012-13 school leaders and lead teachers reviewed the six-week cycles of low inference and formal observations grounded in the Danielson *Framework* to identify and address teacher struggles with lesson planning, student engagement and use of questioning techniques. Teacher team meeting notes were evaluated and findings were discussed collaboratively during these meetings. Data from multiple sources revealed deficits in lesson planning, engagement and questioning techniques. In March 2013, once the citywide instructional expectations were rolled out, the team met to plan professional development grounded in the expectations as they related to our school's goals. While much work was done on our school's culture, current practices were evaluated and areas in need of more work were identified. We drafted an action plan to improve school tone, disciplinary procedures, and student socio-emotional supports. Throughout the year, examination of teacher assignments and data, discussions centered around restructuring current staff, identifying areas in need of hiring, addressing retirements and teachers that were leaving so that professional development and strategies could be included in the planning.

During the development of this application, the school's administrative team along with lead teachers collaborated in identifying key goals and proposed strategies. Additional staff and key stakeholders were consulted in areas of expertise to solicit suggestions and feedback. The entire staff was notified of the proposed application and school model at a faculty meeting in late May 2013 and their feedback was solicited.

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

PD Activity	Target Audience	Organization Delivering PD	Desired Measurable Outcome	How outcomes are analyzed & reported
Ongoing Investigations in to Danielson	Pedagogues	Teacher's College Coaches, Lead Teachers	Increased performance by teachers on Danielson Framework Rubric	Data will be collected by Assistant Principals and discussed with teachers; Meeting outcomes will be

Framework				documented in GoogleDocs Tracker.
Creating & Implementing Inquiry Cycles and Collecting Data	Pedagogues	Lead Teachers and Department Chairs	Increased data collection and usage by teachers	Teachers will collect data and discuss with teacher teams; Meeting outcomes will be documented in GoogleDocs Tracker.
Designing Curriculum and Common Core Alignment	Pedagogues	Teacher's College Coaches, Lead Teachers	Create Common Core Aligned Units and Lessons	Lead Teachers will assess using rubrics and share with teachers; Meeting outcomes will be documented in GoogleDocs Tracker.

July-August 2014

PD Activity	Target Audience	Organization Delivering PD	Desired Measurable Outcome	How outcomes are analyzed & reported
Summer Institute for teachers	Content area teachers	Teachers College, Lead Teachers	Units better aligned with CCLS	Units collected and assessed discussed using rubrics. Outcomes inform revisions for SY14-15.
Danielson Framework	Pedagogues	Danielson Group	Increased performance of Framework rubric	Observations using Danielson rubric, professional development feedback/evaluation

Plan for training, support and professional development

Targeted goals from professional development sessions include the development of CCLS-aligned units of study, reflective of the instructional shifts and derived from various resources noted earlier. We anticipate teacher engagement as a result of the collaboration and team meetings with TCCPET coaching staff, our New Visions partners and blended learning as a result of interdisciplinary lessons with our CTE component.

Outcomes will be measured through surveys and evaluations as well as the evaluation processes used by TCCPET coaching staff in addition to student assessment outcomes alongside observation data. The mid-course evaluations will reveal the need for any adjustments or modifications. We will work together toward having mid-year instructional goals for teachers that will inform administrative team of the depth of work teachers are accomplishing. Actions plans will be developed as needed as a result of these evaluative processes

J. Communication and Stakeholder Involvement/Engagement

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

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

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

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

At Alfred E. Smith, the administrative team will work with lead teachers during the summer to develop a staff handbook as well as a student handbook. This handbook will include policies and procedures that are currently in place and will reflect the changes being implemented as we move through our planning for SY2013-14. Our school community will stay informed with the distribution of a weekly calendar of events sent via email and through a shared platform using Google Docs.

Cabinet meetings will be held weekly in the principal's office and faculty meetings will be held every other Monday at the end of the school's regular schedule for one hour. School Leadership Team Meetings will be held according to the calendar set forth following the by-laws and distributed to all membership.

Orientation for incoming students will be held at the beginning of the school year. Parents and students will also be informed of our calendar meetings during open registration and recruitment fairs. Monthly "Town Hall" Meetings by grade level will inform students of upcoming events, to review the month and to encourage our students to attend all of their classes and to strive toward excellence.

K. Project Plan and Timeline

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

The proposed goals for Year One include the following:

- Continue the work on Danielson *Framework* Domains
- Develop CCLS-aligned assessments and performance tasks across content areas
- Develop CCLS-aligned unit plans on an ongoing basis to be assessed against a rubric to inform requested revisions.
- Consistent assessing of students and examination of student outcomes.
- Consistent data inquiry of teacher and student scholarship.
- Develop plan for summer PD Institute for teachers to refine Year Two CCLS-aligned assessment and curriculum plan for SY2014-15.
- Development of a Summer Bridge program for late August 2014

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

- Baseline assessments administered and preliminary benchmark targets set for second performance/assessment
- Development, revision and implementation of first 2-3 CCLS-aligned units of study
- Increase in student attendance reflected in Marking Periods 1 & II
- Increase in student scholarship rates reflected in Marking Periods 1 & II
- Increase in number of students enrolling in Fall semester of College Now coursework
- Completion of initial teacher observation and staff review cycles to inform teacher development plans and mid-year goal-setting

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

Leading Indicators	Collection Process	Analysis Process	Outcomes reported to whom
Teacher Scholarship Reports	Assistant Principals will generate	Data will analyzed by teachers with APs to monitor progress towards school-wide targets	Administrators and Departments
Baseline Assessment Data	Teachers will administer, collect, and grade	Data will be disaggregated by teachers, and analyzed in Departmental Teams	Teachers, Departmental Leads, and Administrators
Teacher Unit Plans	Collected by Department Leads	Plans evaluated by Departmental Lads	Administrators and Teachers
Student Scholarship Reports	Assistant Principals will generate	Data will be analyzed by Grade-level teams in order to notice trends and patterns	Administrators and Teachers
Teacher	Assistant Principals	APs and Leads will discuss and plan	Administrators and

Observation Report	and Lead Teachers will generate	with Teachers	Teachers

**Leading Indicators for the balance of the school year will be re assessed quarterly*

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

Year 2: Goals and key strategies:

Year two will begin with a weeklong institute for teachers to review curriculum and revise units aligned with CCLS and instructional shifts. Assessments will be expanded with performance tasks in mathematics, preparing for standardized testing adjustments after results of the June 2014 exams. ELA teachers will work at the summer institute to align their curriculum, assess learning, examine data through data inquiry processes and adjust their unit plans accordingly. Social studies and Science teachers will review the success of the Teachers College coaching cycles as they also examine data and adjust curriculum and unit plans. All teachers will examine data from standardized testing and in content areas identify core concepts that need to be revised in the curriculum, collaboratively determine best practices and approaches for improving student outcomes.

The graphic arts technology program will increase in students taking the course. We will hire one new graphic arts teacher and add equipment for the success of the program using industry standard technology. We will align our courses and any changes with the SKILLS USA team and offer additional opportunities for our students to have access to through this program.

All of our teachers will have professional development opportunities and team planning time to incorporate the Danielson Framework for the new teacher evaluation components. The administrative team will add domains for observations cycles and continue to conduct six week cycles of low-inference observations as well as formal observation cycles. The administrative team will continue to work collaboratively to examine teacher practices, feedback and key areas of concern and adjust our professional development calendar appropriately. In addition, the culture and tone of the building will be revisited to ensure students and families are supported and the initiatives are working effectively toward student outcomes.

Year 3: Goals and key strategies

Year three will be a natural transition of building capacity among all staff and administration to include the increase in student enrollment. Administration will complete all of the above goals and strategies and examine data for strengths among staff to reconfigure any necessary changes to staff. By year three, we will be increasing the number of female students and increasing once again the number of students enrolled in our graphic arts technology.

Together with our partners, both years two and three will see an increase in the number of students participating in SKILLS USA, particularly our students with disabilities that are moving toward the new Career Opportunities Diploma. We will have increased the number of students enrolled in AP courses and the College Now program. We will have strengthened our core of socio-emotional support and school cultures with the strengthening of our advisories. We will have formed additional new partnerships as we continue to honor those partners that have become an integral part of our school community. Year three will see a decrease in TCCPET coaches because our staff will have built capacity to work collaboratively, improve instruction

and understand multiple sources of data. Collaboration will be strong as we plan for the upcoming school year without SIG infused funding.

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	58080	63900	63900	63900
b. Student participation in State ELA assessment	%		n/a	n/a	n/a	n/a	n/a
c. Student participation in State Math assessment	%		n/a	n/a	n/a	n/a	n/a
d. Drop-out rate	%		12%	11%	10%	7%	5%
e. Student average daily attendance	%		86.6%	73%	83%	86%	90%
f. Student completion of advanced coursework			30%	8%	9%	15%	20%
g. Suspension rate	%		11.6%	11.4%	9%	7%	5%
h. Number of discipline referrals	num		83	144	80	60	40
i. Truancy rate	%		5.0%	18.7%	10%	7%	5%
j. Teacher attendance rate	%		95.2%	96.0%	96%	98%	98%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num				140	140	140
m. Hours of professional development to improve leadership and governance	num				150	150	150
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num				50	50	50

II. Academic Indicators							
o. ELA performance index	PI		Please see memo	135	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	151	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		n/a	n/a	n/a	n/a	n/a
r. Students scoring "proficient" or higher on Math assessment	%		n/a	n/a	n/a	n/a	n/a
s. Average SAT score	score		442	381	7 - 30	450	480
t. Students taking PSAT	num		113472	151	150	175	200
u. Students receiving Regents diploma with advanced designation	%		16%	5%	7%	105	15%
v. High school graduation rate	%		66%	55%	58%	62%	65%
w. Ninth graders being retained	%		22%	29.4%	18%	10%	10%
x. High school graduates accepted into two or four year colleges	%		50%	14%	20%	30%	50%

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

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

a. **Number of minutes in the school year:** The school's baseline data for 2010-11 was determined based on the number of instructional days in the school year and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12).

b. **Student participation in State ELA assessment**

c. **Student participation in State Math assessment**

d. **Drop-out rate**

e. **Student average daily attendance:** Calculation based on aggregate of days students were present divided by days present + absent for school year 2010-11.

f. **Student completion of advanced coursework:** High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc.

g. **Suspension rate:** Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2010-11.

h. **Number of discipline referrals:** Represents total count of Level 3-5 incidents in 2010-11

i. **Truancy rate:** K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

j. **Teacher attendance rate:** Calculated based on 2010-2011 school year: 1 – (total absent days/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:

• 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 *Framework for Teaching* 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	• PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. **Hours of professional development to improve leadership and governance**
This may include the following types of professional development activities:

• Regular meetings in which school leaders:
  ○ Review data and establish an instructional focus
  ○ Evaluate curricular alignment with standards in all content areas
  ○ Plan and adjust PD to support implementation
	• 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

of the school's curricula o 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	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

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 2010-2011as baseline, targets for each year of the grant will be set once more current data on schools performances are available.

s. **Average SAT score**

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

u. **Students receiving Regents diploma with advanced designation**

v. **High school graduation rate**

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

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

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Teachers College Columbia University **The Center for the Professional Education of Teachers** **Roberta Lenger Kang** **SLI Director** **347-790-7783**	1. Morris Academy for Collaborative Studies	1.Matthew Mazzaroppi: email: tellmazz@gmail.com
	2. Queens High School for Teaching	2.Ean Corrado: email: ecorrado@schools.nyc.gov
	3. Sunset Park High School	3.Julie Miele: email: jmiele@sunsetparkhighschool.org
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
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)
National Academy	1.Academy of Finance & Enterprise	1. Victoria Armano, Principal @ 718-389-3623

Foundation 40th St New York, NY Sarah Hickert 646-896-3896	2. Academy of Hospitality & Tourism	2. Adam Breier, Principal @ 718-564-2580
	3. Lancaster High School Academy of Finance	3. Advisory Board @ 716-656-3255
	4.	4.
	5.	5.

Attachment E: Professional Calendar SY2013-14

Full Staff PD

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	3 4 16	7 21	4 5 18	2 16	6	3 24	10 24	28	5 19	2 16

Teacher Team PD

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	10, 12 17, 19 24, 26	8, 10, 15, 17, 22, 24 29, 31	7, 12 14, 19 21, 26	3, 5 10, 12 17, 19	2, 7 9, 14 16, 21, 23	6, 11 13, 25 27	4, 6, 11, 13 18. 20, 25, 27	8, 10 24, 29	1, 6, 8, 13, 15, 20, 22, 27, 29	10 12

Skills USA

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	13, 20 27	4,11, 18,25	1, 8, 15,22	6l 13 20	3,10, 17,24	7, 14 28	14, 21 28	4, 11 25	2,9, 16, 23, 30	6 13

Performance Task Windows

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	9–11	15-17	25-27			3-5	6-10	10-11	14-16	10-12

Unit Plans Due

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	4	15	25		27		5	23		23

School Leadership Team Meetings

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	23	28	25	16	27	24	24	28	19	16

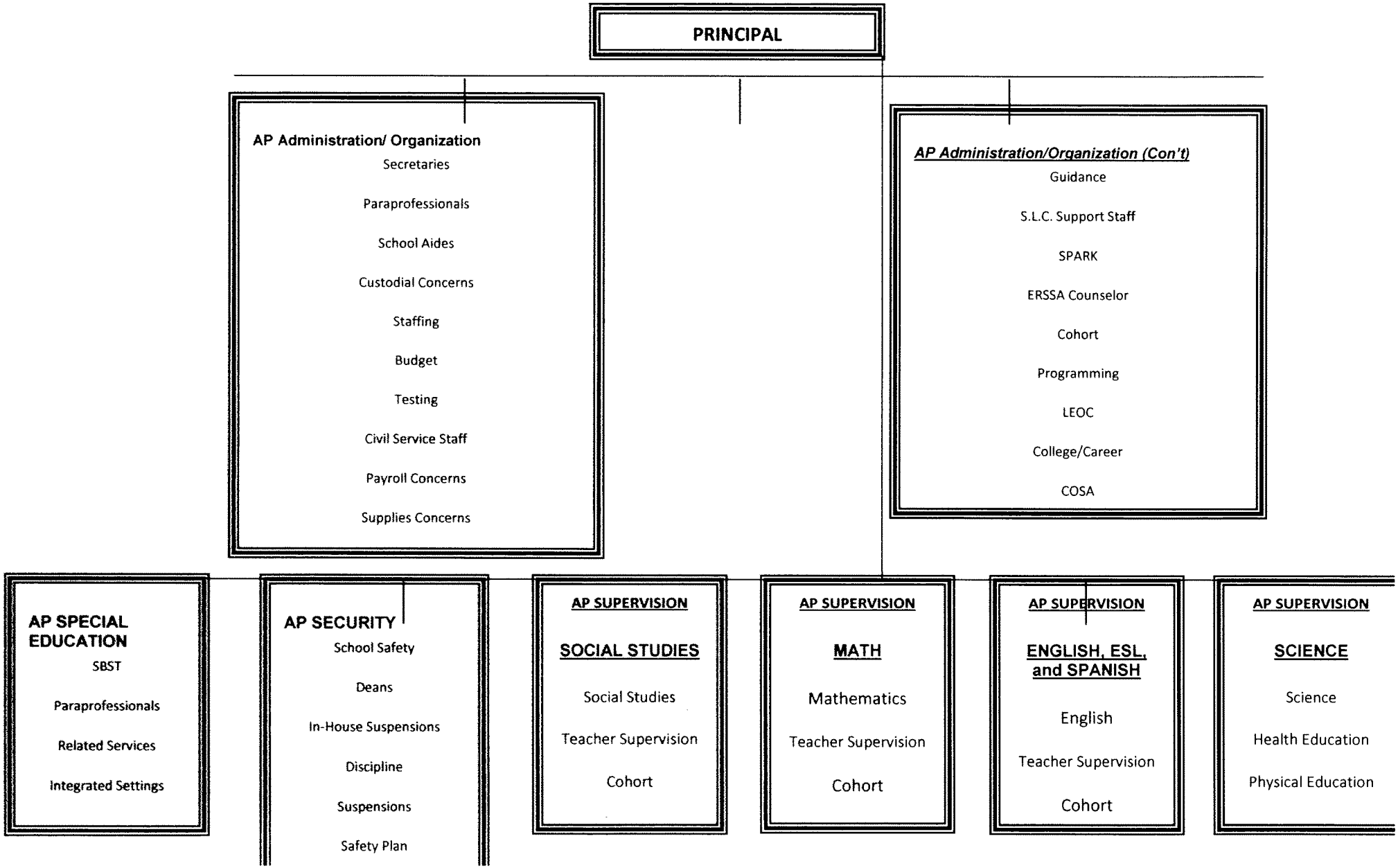
Case Conference Meetings

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	11,18, 25	2, 9, 16, 23, 30	6,13, 20, 27	4, 11 18	8, 15 22	5,12 26	5, 12 19, 26	23	7, 14 21, 28	4, 11

Committee on Special Education Meetings

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Dates	26	17	21	19	23	27	20	24	22	12

Attachment G
ALFRED E. SMITH CTE HIGH SCHOOL ORGANIZATION CHART



2013-14 Teacher Evaluation and Development Timeline

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

Summary form of measures of teacher practice rating shared (*within 10 school days of End-of-Year Conf.*)

NYC Department of Education
Dennis M. Walcott, Chancellor

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

Evan Schwartz

17 Woods Road Cold Spring, NY 10516, 917-589-5503 Eschwar2@schools.nyc.gov

PROFESSIONAL BACKGROUND

Alfred E. Smith CTE High School, ***Principal,*** *Bronx, New York July 2012 to present*
Selected by the Department of Education to lead the Turnaround of Alfred E. Smith CTE High School which was designated a priority school by NYSED.

- *Prioritized challenges in the areas of instruction, pupil personnel CTE education, and school culture*
- *Implemented new Common Core Curriculum in Math and ELA*
- *Restructured administrative organization by recruiting new administrators and lead teacher position*
- *Developed partnerships with New Visions for Public Schools and the National Academy Foundation*
- *Expanded current business and community partnerships through a school based advisory board*
- *Modernized physical plant by upgrading technology and overseeing school construction projects*

The Bronx School of Law and Finance, ***Principal/Founder,*** *Bronx, New York, 2003 to June 2012*
Created a 9-12 program that incorporates a rigorous law and finance theme by creating partnerships with Barnard College, law firms, and financial institutions Co-wrote proposal that was accepted by New Visions as a 21st Century school.

- Conducted extensive research to create non-traditional scheduling, grading policies, and advisory system
- Led the Bronx School of Law and Finance as an innovative school during the reform movement by being accepted as one of the first autonomous schools
- Led the school as one of the first schools to incorporate inquiry collaboration by participating in the Baruch College Scaffolding Model (SAM)
- Developed college-style curricula such as Latin Studies, International Law and Finance, AP History, Calculus, and AP English, Forensics, and College Now
- Modeled instruction by teaching International Finance and Advisory classes

Haldane Board of Education, ***Trustee,*** *Cold Spring, New York, 2007 to Present*
Currently acting as a publicly-elected Trustee to The Haldane School district. One of five members of a board which is responsible for overseeing the financial and instructional operations of the Haldane School District

John F. Kennedy High School, ***Assistant Principal of Social Studies,*** *Bronx, New York, 2001 to 2003*
Supervised Social Studies department of over 30 teachers in a school of 4500 students. Provided instructional leadership and support to a department who had lacked leadership and vision for many years,

James Madison High School, ***Teacher/Finance Coordinator,*** *Brooklyn, New York, 1994 to 2001*
Taught Social studies classes such as American History, Global History, and Economics. Served as coordinator of the Academy of Finance.

EDUCATION

Master of Science, Educational Leadership, *2001*
Baruch College, New York, New York

Master of Science, Special Education, *1995*
City University of New York at Staten Island, Staten Island, New York

Bachelor of Science, Economics, *1990*
Tulane University, New Orleans

07X600 Alfred E. Smith Career - Tech High School

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

07X600 Alfred E. Smith Career - Tech High School

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

07X600 — Alfred E Smith Career-Tech HS

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

07X600

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	5/6/13	
Type or print name EVAN SCHWARTZ		
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)	5/6/13	
Type or print name THOMAS M. NEWTON		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)	5/16/13	
Type or print name Nicole O'Neal		

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT #

N.Y.C. DOCUMENT #

PROJECT #

AGENCY CODE 3 0 5 1 0 0 0 1 0 0 5 1

Federal /State Program **SCHOOL IMPROVEMENT GRANT 1003 (g)**
Alfred E Smith CTE HS

Contact Person EDUARDO CONTRERAS

Agency Name **New York City Department of Education**

Mailing Address **52 Chambers Street, Room 413**

New York, N.Y. 10007

Telephone # 212-374-0520

Manhattan
County

Project Operation Dates From **SEP** **1** **2013** To **AUG** **31** **2014**

BUDGET TOTAL

$1,203,101

N.Y.C. GRANT #

0	0	0	0	0	0	0

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	4.00	83,303	333,212
Lead Teacher	2.00	81,000	162,000
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	1.00	85,000	85,000
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	4,270	41.98	179,254
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
CENTRAL - School Implementation Manager	0.35	119,344	42,205
CENTRAL - Talent Coach	0.12	114,000	14,027
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
		Subtotal - Code 15	815,698

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.50	72,000	36,000
School Aide (E-Bank)	0.50	60,000	30,000
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
		Subtotal - Code 16	66,000

N.Y.C. GRANT #

0	0	0	0	0	0	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		57,600
686 - Evaluation Consultant		0
689 - Professional Development Consultant		0
	Subtotal - Code 40	57,600

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	27,818
Educational Software	9,000
General and Instructional Supplies	5,908
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	42,726

N.Y.C. GRANT #

0	0	0	0	0	0	0

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		204,208
ARRA FRINGE - CENTRAL		16,870
	Subtotal - Code 80	221,077

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)	$1,203,101
B. Approved Resticted 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

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	815,698
Non-Professional Salaries	16	66,000
Purchased Services	40	57,600
Supplies and Materials	45	42,726
Travel Expenses	46	0
Employee Benefits	80	221,077
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,203,101

CHIEF ADMINISTRATOR'S CERTIFICATION

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

C.2.2013

DATE

SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #:

Project Funding Dates

9 1 2013 FROM — 8 31 2014 TO

Program Office Approval

Fiscal Year	Amount Budgeted	First Payment
	$	$
	$	$
	$	$
	$	$
	$	$

Voucher #

$ First Payment

Finance Office Approval

Alfred E Smith CTE HS

Attachment D - (1003g) Budget Summary Chart

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	$ 815,698
Support Staff Salaries	16	$ 66,000
Purchased Services	40	$ 57,600
Supplies and Materials	45	$ 42,726
Travel Expenses	46	$ -
Employee Benefits	80	$ 221,077
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,203,101**

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015)

Categories	Code	Costs
Professional Salaries	15	$ 826,558
Support Staff Salaries	16	$ 66,000
Purchased Services	40	$ 38,400
Supplies and Materials	45	$ 66,887
Travel Expenses	46	$ -
Employee Benefits	80	$ 215,690
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,213,534**

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016)

Categories	Code	Costs
Professional Salaries	15	$ 667,879
Support Staff Salaries	16	$ 66,000
Purchased Services	40	$ 28,800
Supplies and Materials	45	$ 37,900
Travel Expenses	46	$ -
Employee Benefits	80	$ 174,211
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 974,790**

Total Project Period
(April 1, 2013 - August 31, 2016)

Categories	Code	Costs
Professional Salaries	15	$ 2,310,134
Support Staff Salaries	16	$ 198,000
Purchased Services	40	$ 124,800
Supplies and Materials	45	$ 147,513
Travel Expenses	46	$ -
Employee Benefits	80	$ 610,978
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 3,391,425**

BUDGET NARRATIVE: Alfred E. Smith Career-Tech High School (07X600)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per Session** - Years1-3: 17 teachers working 30 hours for a total of 540 working hours from September through May Year two and Year 3	22,669	22,669	22,669	$68,007	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
Curriculum	Professional Staff (Code 15)	**0.6 FTE Lead Teacher - 60% of salary funded for 1 teacher with the role of developing curriculum with teachers across content area**, responsible for delivery of unit plans by deadlines, performance tasks and supporting common core alignment along with Teachers college coaching staff	54,000	54,000	54,000	$162,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	Purchase of **30 laptop computers** @ 772/computer to replace obsolete computers in existing laptop cart for our **English Language Learners and students with disabilities**	23,160	23,160	0	$46,320	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	15 electronic tablets @ 229 each for graphic arts technology class to access industry standard equipment for **job readiness and college/career planning**	1,555	2,000		$3,555	The equipment will be purchased in years 1 and 2
Instruction	Professional Purchased Services (Code 40)	**Supplemental Professional Development**. Year 1: 2 coaches for 18 visits @ 1200/coach/visit from September-June Year 2: 12 visits @ 1200 for 2 coaches September - June and Year 3: 8 visits @ 1200 x 2 coaches September-June	14,400	9,600	9,600	$33,600	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per Session - Year 1: 10 teachers for 30 hours = 300 hours : Year 2: 10 teachers for 20 hours for 200 hours and Year 3: 10 teachers for 10 hours all months from September through June	12,594	8,396	4,198	$25,188	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
Instruction	Professional Staff (Code 15)	**1.0 FTE Supplemental Math teacher - 100% funded, to expand our current math program** to offer pre-calculus and to develop problem based curriculum alongside the lead teacher and to align instruction with common core shifts	79,504	79,504	79,504	$238,512	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Instruction	Professional Staff (Code 15)	**0.6 FTE Lead Teacher - 60% of salary funded for 1 teacher with the role of moving teachers toward problem based learning** and supporting instruction shifts for teachers to align with common core learning standards and to work in alignment with Teachers College coaching staff and New Visions coaching supports	54,000	54,000	54,000	$162,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Instruction	Professional Staff (Code 15)	**1.0 FTE Supplemental Social Studies teacher - to work with curriculum, instruction and assessment** alongside Teachers College coaching and to ensure data inquiry informs best practices, while aligning our curriculum with common core learning standards and ensuring instructional shifts for citywide instruction expectations	79,504	79,504		$159,008	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Instruction	Professional Staff (Code 15)	**1.0 FTE Year one is the set up year for the graphic arts program.** Years 2 and Years 3, funding will be provided at 100%	0	79,500	79,500	$159,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary
Instruction	Professional Staff (Code 15)	**1.0 FTE Supplemental Math teacher** - to expand our current program to include college and career readiness by dedicating instruction in each of the advisories for college writing.	79,504			$79,504	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary

BUDGET NARRATIVE: Alfred E. Smith Career-Tech High School (07X600)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Laptop replacements for computer lab	9,000	9,000	9,000	$27,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Laptop cart and 30 laptops to supplement instruction for **students with disabilities and English Language Learners**		18,800		$18,800	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Supplies, replacement items for years one and two	5,908	6,870	0	$12,778	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Purchase of 3D printer for new graphic arts technology class to prepare students for industry standard equipment and to allow them access to work based learning options	3,103	3,103		$6,206	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Parent and Community Engagement	Professional Staff (Code 15)	**1.0 FTE - Bilingual family support staff to make home visits**, increase attendance and provide wrap around services to ensure student health, safety and socio-emotional supports	36,000	36,000	36,000	$108,000	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
School Climate and Discipline	Support Staff (Code 16)	**1.0 FTE - Bilingual family support staff to make home visits,** increase attendance and provide wrap around services to ensure student health, safety and socio-emotional supports	30,000	30,000	30,000	$90,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
School Climate and Discipline	Professional Staff (Code 15)	**0.4 FTE School deans will be hired at 40% of salary over a three year period in order to improve school student support systems**	47,700	47,700	47,700	$143,100	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
School Climate and Discipline	Professional Staff (Code 15)	**0.4 FTE School deans will be hired at 40% of salary over a three year period in order to improve school student support systems**	47,000	47,000	0	$94,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Year 1: 32 teachers @ 5hrs/week x 18 weeks: Years 2 & 3: 40 teachers @ 5 hrs/week x 18 weeks all advisory	120,902	166,240	166,240	$453,382	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session - Year 1: 2 teachers for summer bridge program 100 hours each for 25 hours per week and Years 2 & 3: grant will fund 3 teachers for summer bridge program for 100 hours each for 25 hours per week. All years of summer bridge will provide math, ELA and Technology	8,396	12,594	12,594	$33,584	Funding (eg Tax levy) for subsequent years will transfer to other sources for sustainability of this program
Student Support	Professional Staff (Code 15)	**1.0 FTE Supplemental Guidance Counselor** - in an effort to improve and launch college and career options for our students, we will hire a guidance counselor dedicated to the college office and a liaison between Smith and Hostos college to increase College Now participation	85,000	42,500	21,250	$148,750	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources

BUDGET NARRATIVE: Alfred E. Smith Career-Tech High School (07X600)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Student Support	Supplies, materials Supplemental books and Software (Code 45)	Year one is the set-up year for the graphic arts program. Year 2 and Year 3: Replenishment for supplies in new graphic arts design labs will be required for ink, paper, graphic tablets		3,954	28,900	$32,854	The increase in student enrollment over the 3 year period will be funding source to replenish needed supplies in the graphic arts
Teacher Evaluation (APPR) Implementation	Professional Staff (Code 15)	**0.6 FTE Lead Teacher - 60% of salary funded for 1 teacher with the role of implementing teacher evaluation implementation,** working in concert with Danielson Framework and New Visions network support and New York City Department of Education Talent Coaching Initiative	54,000	54,000	54,000	$162,000	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**Supplemental Professional Development**. Year 1: 2 coaches for 6 visits @ 1200/coach/visit from September-June Year 2: 4 visits @ 1200 for 2 coaches September - June and Year 3: 4 visits @ 1200 x 2 coaches September-June	43,200	28,800	19,200	$91,200	Teachers and staff have developed the capacity and built the sustaining systems enabling work to continue and any professional development per session costs would be funded from various other sources
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Summer bridge program years 1, 2 & 3	14,693	14,693	14,693	$44,079	The increase in student enrollment over the 3 year period will be the funding source to maintain this position and sustain the salary at 60% of salary
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	204,208	196,412	156,952	557,572	
		Subtotal School	***1,130,000***	***1,129,999***	***900,000***	***3,159,999***	
District-level expenses: **School Implementation Manager** (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1,Y2,Y3): 0.37, 0.42, 0.42.	42,205	48,229	43,180	133,614	
District-level expenses: **Talent Coach** (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1,Y2,Y3): 0.12, 0.14, 0.14.	14,027	16,029	14,351	44,406	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	16,870	19,277	17,259	53,406	
		Subtotal Central	***73,101***	***83,535***	***74,790***	***231,426***	
		TOTAL SIG	***1,203,101***	***1,213,534***	***974,790***	***3,391,425***	
Other sources of income		Non-Core Instruction Tax Levy	564,567	564,567	564,567	1,693,700	
		Title 1 for Priority and Focus Schools	118,500	118,500	118,500	355,500	
		Other Title 1 allocations	429,358	429,358	429,358	1,288,074	
		TOTAL	***2,315,526***	***2,325,958***	***2,087,215***	***6,728,699***	