

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			
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Legal School Name for the Priority School Identified in this Application			School Beds Code
Dewitt Clinton High School			321000011440
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)
3356			100 WEST MOSHOLU PARKWAY SOUTH, BRONX NY 10468
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

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

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

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>.

DeWitt Clinton will have a new principal beginning in July. The new principal has over 20 years of experience as an educator and education leader both in NYC and nationwide. The proposed leader started as a teacher in 1989 and became founding principal of a Bronx high school in 1997. The principal took over a failing Bronx high school and phased it out, successfully restructuring the campus into three small schools. The proposed principal transitioned into a central district leadership position within the NYC Department of Education in 2003. Since 2003, this individual held multiple senior positions within the DOE, including supervising and supporting superintendents and overseeing the Department's school review process. The new principal later transitioned into a senior leadership position and was responsible for curriculum, standards and instruction.

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 Teaching Matters and Cambridge Education.

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 DeWitt Clinton High School, students with disabilities comprise 17% of the school's population, 1% points higher than the citywide high school average. English Language Learners comprise 20% of the school's population, 6% points higher than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.63, which is 0.12 lower than the citywide high school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

The most important strategy is the reform of the over-the-counter (OTC) process, which has been critical to managing disproportionately high enrollment of SWDs, ELLs, and students performing below proficiency in Priority Schools. Each summer, the NYCDOE opens temporary registration centers across the city to assist families seeking placement or hardship transfers during the peak enrollment period before the start of school. Approximately 15,000 new or returning students are placed during the peak OTC period and are overwhelmingly

higher-needs students. Placements are made based on projected seat availability by October 31. The NYCDOE is working to lessen the concentration of OTC students at any one school.

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

Focus and Priority schools that received Title I and Priority School allocation for Parent Engagement. Schools will receive support for parent activities beyond costs utilizing the same rate as their borough Title I Parent Involvement and 1% Parent Engagement mandates.

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

- **Fostering Communication:** School and families engage in an open communication regarding student progress, school wide goals and support activities.
- **Encouraging Parent Involvement:** Parents have diverse and meaningful involvement 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.

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Expanded learning time to students, they would use the Multiple Task utility to get the best vendor for their needs. Using the MTAC utility schools

"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 for:

- 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 must be processed through the regular bulk job and timekeeping system.

Activities for Improvements List of Allowable Activities and **Great Teachers and Leaders Requirement, Section D: Great Teachers and Leaders** for detailed information on 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

Appendix A: Allowable
Set-Aside
Improvement
Examples of allowable
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to support

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led in Galaxy by **November 9, 2012**

ownload 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 Bili Network Director



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

Spring 2012 - 2013 Network Directory

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

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

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Network Information	Current Schools per Borough/Level	Vision Statement
<p>Network: N108</p> <p>Leader: Lisa H. Pilaski lpilask@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Mission/Philosophy: CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students.</p> <p>Organizational Structure: The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a flatson structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year.</p> <p>Special Expertise: CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.</p> <p>Mission/Philosophy: CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>Organizational Structure: Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives.</p> <p>Special Expertise: The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
<p>Network: N109</p> <p>Brand: Building a Community of Collaborative Learners and Leaders</p> <p>Leader: Maria Quail mq11@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH/JMS: 4 K-8: 5</p>

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

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

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

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

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

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<p>Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Bruccella Contact: jbruce1@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>ECE: 1 Elem: 10 JH//MS: 8 K-8: 9</p> <p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs.</p> <p>Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p> <p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>
<p>Network: N211 Brand: Your Source For Success Leader: Jean McKeon Contact: jmckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p>

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

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

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

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<p>Network: N409</p> <p>Leader: Neal Opiromalla noprroma@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 26 Staten Island: 9</p>	<p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p> <p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.</p> <p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL Instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 95% of schools participating in ongoing professional development.</p>
<p>Network: N410</p> <p>Brand: The ROCKS</p> <p>Leader: Altagracia Santana Asantanz2@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p>	<p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p>

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Network	Current schools per borough/level	Vision Statement
<p>Network: N411</p> <p>Leader: Michael Alcott Contact: malcoff@schoools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15</p>	<p>JH//MS: 12 K-8: 1 Secondary: 3 High School: 12</p> <p>Mission/Philosophy: Effective schools have a strong instructional core, seamless operations, and comprehensive student support systems. We believe this is a direct result of strong principal leadership and are committed as a network to supporting the capacity of our school principals. When consistently and collaboratively engaged in reflective practice, effective principals foster great learning communities.</p> <p>Organizational Structure: Our professional development aligns to the belief system that students learn best by doing and thinking. Our instructional PD has a strong focus on Common Core-aligned unit design, daily lesson planning around rigorous tasks, the pedagogy to support student thinking around those tasks, and instructional strategies to allow entry points for all students. We also offer PD to build administrative capacity, the work of teacher teams, and student support systems that develop positive academic and personal behaviors among students.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - Supporting leaders of small schools in their instructional supervision and organizational capacity building. - Supporting teacher teams in their work looking at tasks, student work, and data to inform planning. - Common core aligned literacy and math curriculum and instruction for high school and middle school teachers. <p>Mission/Philosophy: Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students.</p> <p>Organizational Structure: The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service.</p> <p>Special Expertise: The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>
<p>Network: N412</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Concepcion Contact: DConcep@schoools.nyc.gov</p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH//MS: 2 K-8: 2</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: NS11 Brand: FH360</p> <p>Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p>	<p>Elem: 6 JH/MS: 11 K-8: 2 Secondary: 1 High School: 2</p> <p>Mission/Philosophy: FH360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: NS21 Brand: CUNY</p> <p>Leader: Dennis Sanchez Contact: DSanchez@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH/MS: 3 Secondary: 6 High School: 9</p>

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

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

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Network	Current Schools per Borough/Level	Vision Statement
<p>Network: N502</p> <p>Leader: Julia Gove Contact: jgove@schools.nyc.gov</p>	<p>Brooklyn: 32 Staten Island: 2</p> <p>ECE: 1 Elem: 16 JH/J/MS: 14 K-8: 3</p>	<p>Mission/Philosophy: We are a network committed to excellence in every aspect of the CFN initiative. The motto we have adopted this year is, "Professional Urgency." This motto has allowed us to transport our instructional focus of rigor and engagement through differentiation for all students to another level of commitment. Our instructional and operational teams provide customized service to meet instructional goals and all compliance mandates with a smile.</p> <p>Organizational Structure: Our instructional and operations staff work cross-functionally to address each and every school need in a timely, professional manner. This approach enables us to be both responsive to need and proactive in creating strategic plans to assist schools in fulfilling their goals.</p> <p>Special Expertise: Our multi-layered professional development approach is designed to support implementation of the CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness. Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>
<p>Network: N503</p> <p>Leader: Lawrence Pendergast Contact: lpender@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH/J/MS: 3 Secondary: 5 High School: 16</p>	<p>Mission/Philosophy: We are a network committed to excellence in every aspect of the CFN initiative. The motto we have adopted this year is, "Professional Urgency." This motto has allowed us to transport our instructional focus of rigor and engagement through differentiation for all students to another level of commitment. Our instructional and operational teams provide customized service to meet instructional goals and all compliance mandates with a smile.</p> <p>Organizational Structure: Our instructional and operations staff work cross-functionally to address each and every school need in a timely, professional manner. This approach enables us to be both responsive to need and proactive in creating strategic plans to assist schools in fulfilling their goals.</p> <p>Special Expertise: Our multi-layered professional development approach is designed to support implementation of the CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness. Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current Schools per Borough/Level	Vision Statement
<p>Network: N604</p> <p>Leader: Richard J. Gallo Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p>	<p>Elem: 19 JH//MS: 5 K-8: 2</p> <p>Mission/Philosophy: CFN 604 is committed to its enduring mission: <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. 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.</p>
<p>Network: N605</p> <p>Leader: Wendy Karp Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p>	<p>ECE: 1 Elem: 15 JH//MS: 3 K-8: 6 High School: 1</p> <p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready. 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.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N506 Brand: Making a Difference</p> <p>Leader: Patrina Palazzo Contact: ppalazz@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 1</p> <p>Mission/Philosophy: CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen understandings, improve effective practices, and promote the success of each student and school.</p> <p>Organizational Structure: The CFN 606 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing-in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations. <p>Mission/Philosophy: We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>Special Expertise: Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.</p>
<p>Network: N507</p> <p>Leader: Emer Myers Contact: emyers@schools.nyc.gov</p>	<p>Manhattan: 4 Queens: 1 Bronx: 24</p>	<p>ECE: 1 Elem: 22 JH//MS: 4 K-8: 2</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N608</p> <p>Leader: Rudolph Rupnarain rrupnar@schools.nyc.gov</p> <p>Contact:</p>	<p>Bronx: 27</p> <p>ECE: 1 Elem: 2 JH//MS: 22 K-8: 2</p>	<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CLE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N609</p> <p>Leader: Debra VannNostrand dvanno@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p> <p>Elem: 13 JH//MS: 8</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N610</p> <p>Brand: Transition Support Network</p> <p>Leader: Steven Chernigoff scherni@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p> <p>Elem: 8 JH//MS: 7 Secondary: 2 High School: 21</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>

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Current Information		Current schools per borough/level		Vision Statement
<p>Network: N611</p> <p>Leader: Roberto Hernandez</p> <p>Contact: rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18</p> <p>Manhattan: 3</p> <p>Queens: 5</p> <p>Staten Island: 1</p>	<p>Elem: 2</p> <p>K-8: 5</p> <p>Secondary: 6</p> <p>High School: 14</p>	<p>Mission/Philosophy: CFN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p>Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p>	
<p>Network: N612</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Nell</p> <p>Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32</p> <p>Queens: 1</p>	<p>Elem: 32</p> <p>K-8: 1</p>	<p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>	

Spring 2012 - 2013 Network Directory

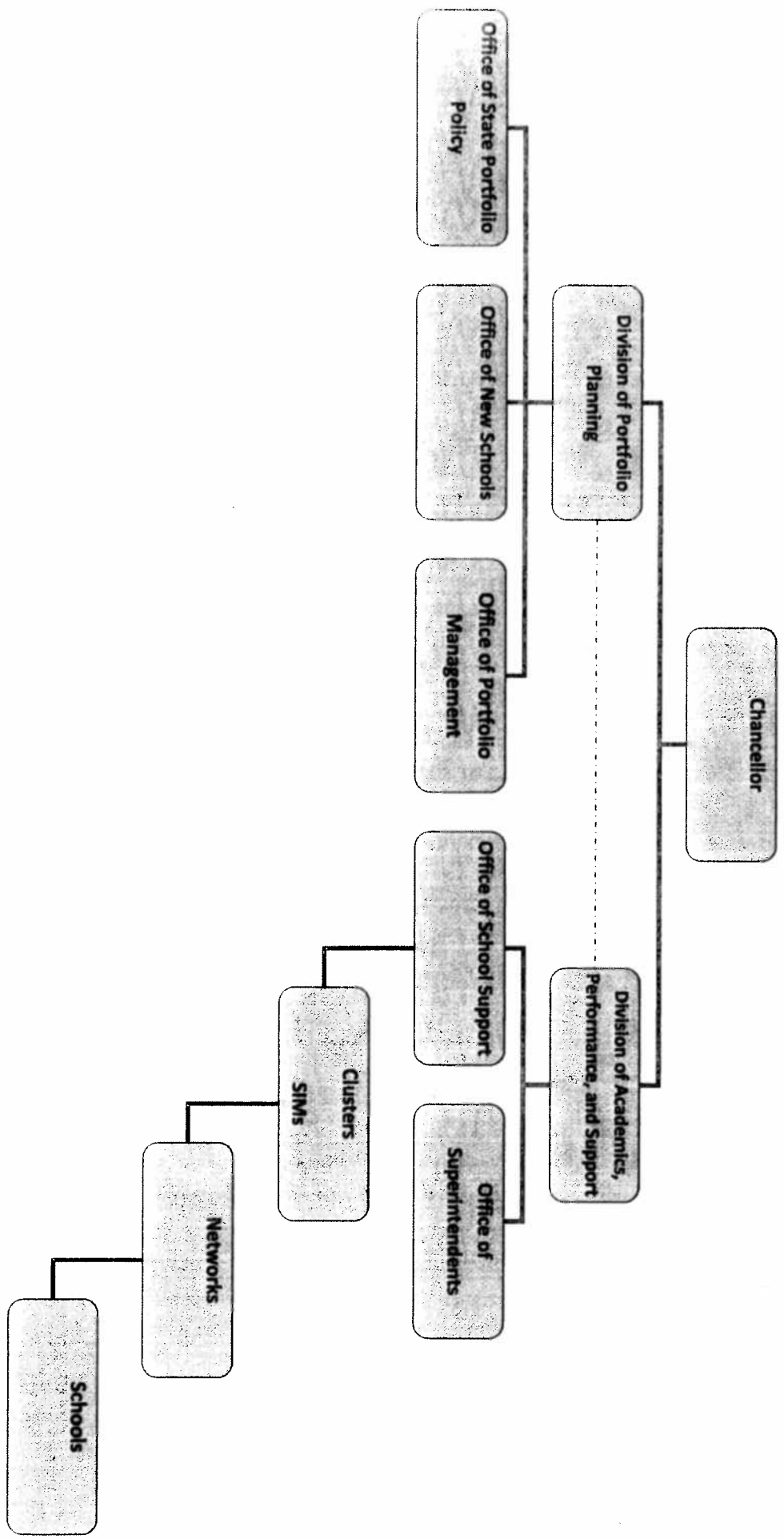
Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Diploma Plus Leader: Crystal Joye Contact: csimmons-joye@diplomaplus.net</p>	<p>N/A</p>	<p>Mission/Philosophy: It is our belief that the Diploma Plus model successfully transforms students' learning experiences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

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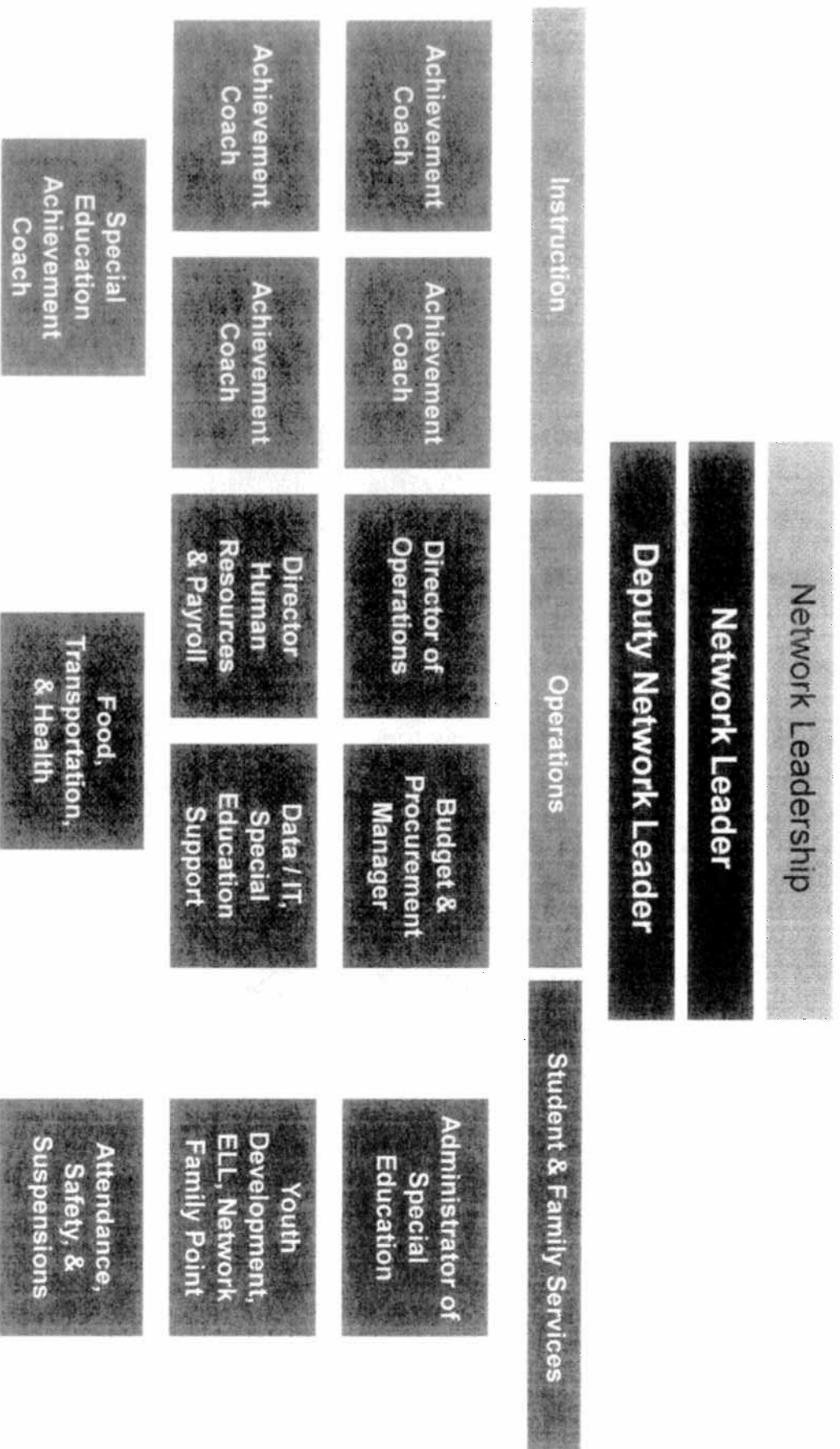
Agency Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Teaching Matters PSO</p> <p>Brand:</p> <p>Leader: Lynette Guastaferra</p> <p>Contact: lguastaferra@teachingmatters.org</p>	<p>N/A</p>	<p>Mission/Philosophy: The Teaching Matters PSO is an innovative support organization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

NYCDOE Management Structure for Turnaround Efforts

System 01



Sample Network Structure



Department of
Education

Dennis M. Walcott, Chancellor

Note: not all networks are configured the same way.

iii. Timeframe and persons responsible

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

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

section D

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

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

School Improvement Grant Application

School Name:	DeWitt Clinton High School
DBN:	10X440
Network:	CFN 2.02

A. School Overview

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

DeWitt Clinton High School Mission Statement: *"We, the parents, students, staff, alumni and other supporters of excellence at DeWitt Clinton High School believe that high expectations and high standards yield high achievement in both the academic and personal elements of life. All members of the DeWitt Clinton community join in the covenant of scholarship and honor. We will provide appropriate supports, including the use of technology, to ensure effective communication so that all students master the world class standards of knowledge and personal integrity needed in the twenty-first century."*

DeWitt Clinton High School Vision Statement: *"Our school will operate as a community that empowers students to achieve the highest levels of success as evidenced by credit accumulation, progress on state and school assessments, and the development of academic, social and life skills. We seek to implement programs and systems that allow students to cultivate skills needed to enter the college or the career of their choice after graduation. We make efforts to provide a wide variety of appropriate enrichment to compliment the academic program. We strive to deliver instruction, empowerment and inspiration in a setting that is both physically and emotionally safe and supportive."*

Goal 1: Improved Instruction: Through the procurement, training and use of technology to improve student engagement and provide Multiple entry points for student learning, credit accumulation will increase by 10% overall by the end of the SIG.

Year 1:

- The school will install SMARTboards in 25 classrooms.
50 laptops will be provided to teachers targeted for 1st year technology implementation.
- The Network will provide 2 PD sessions in September, and 1 PD session per month on how to strategically use SMARTboard technology in the classroom
- Teaching Matters will provide monthly PD on how to provide Multiple entry points and scaffolding through the use of technology
- Whole faculty PD will be provided from Cambridge Education LLC monthly to support teacher planning and preparation (analyzing data for purposeful grouping and supports)

Year 2

- The school will install SMARTboards in 20 additional classrooms.
40 laptops will be provided to teachers targeted for 2st year technology implementation.
- The Network will provide 2 workshops in September, and 1 workshop per month on how to strategically use technology in the classroom for 2nd year implementation cohort
- The Network will provide bi-monthly workshops for the 1st year cohort to support continued use of technology

- Teaching Matters will provide monthly PD to the 2nd year cohort on how provide Multiple entry points and scaffolding through the use of technology
- Whole faculty PD will be provided monthly from Cambridge Education LLC to consistently support planning and preparation that addresses analyzing data and student work for purposeful grouping and supports

Year 3:

- The school will install SMARTboards in 20 additional classrooms. 20 laptops will be provided to teachers targeted for 3st year technology implementation.
- The Network will provide 2 workshops in September, and 1 workshop per month on how to strategically use technology in the classroom
- Teaching Matters will provide monthly PD to the 3rd year cohort on how to use technology to provide Multiple entry points and scaffolding through the use of technology
- Whole faculty PD will be provided monthly from Cambridge Education LLC to help teachers in analyzing curriculum and student work in order to revise learning plans and develop scaffolds for a variety of learners
- All 3 years: Instructional and Administrative Supervisors will receive ongoing professional development on how to objectively observe and evaluate teacher planning and pedagogy. Teachers will receive monthly informal walkthroughs and at least two formal observations a year to assess PD implementation

Goal 2: Improved Communication: As a result of improved internal and external communication through the use of technology, student attendance will improve by 5% for each year of the SIG as measured by data from Datacation.

Year 1:

- The school will employ the use of Datacation, a software program designed as a database for grades, anecdotes and a vehicle for communication for parents, teachers, administrators and students.
- 12 desktop computers will be provided for teachers to use Datacation and plan technology based lessons during the school day
- The vendor will provide 2 faculty workshops in September on how to use the program effectively
- The Parent Coordinator will schedule 2 parent/guardian workshops per semester to help parents use the system effectively
- Attendance teachers will track student absences daily and create/monitor an at-risk (Long Term Absence) cohort based on Datacation information
- Parents/guardians of at-risk students will be trained by the Parent Coordinator/guidance counselors to access attendance information in real time through Datacation
- Teachers will monitor class attendance daily and escalate absence patterns to administration/ guidance through Datacation
- Guidance counselors will use this data to create actions plans for at-risk students

Year 2:

- In September, an attendance team will be created to evaluate the attendance plan and outcomes from 2013-2014 in order to make adjustments
- Attendance teachers will track student absences daily and create/monitor an at-risk (LTA) cohort based on Datacation information

- Parents/guardians of at-risk students will continue to be trained by the Parent Coordinator/guidance counselors to access attendance information in real time through Datacation
- Teachers will monitor class attendance daily and escalate absence patterns to administration/ guidance through Datacation
- Guidance counselors will use this data to create actions plans for at-risk students

Year 3:

- In September, an attendance team will be created to evaluate the attendance plan and outcomes from 2014-2015 in order to make adjustments
- Attendance teachers will track student absences daily and create/monitor an at-risk (LTA) cohort based on Datacation information
- Parents/guardians of at-risk students will continue to be individually trained by the Parent Coordinator/guidance counselors to access attendance information in real time through Datacation
- Teachers will monitor class attendance daily and escalate absence patterns to administration/ guidance through Datacation
- Guidance counselors will use this data to create actions plans for at-risk students

In all 3years:

- Optimize use of email and in-house computer connectivity to disseminate information and communicate expectations through newsletters and school website

Goal 3: Improved Graduation Rate: By the end of the three year implementation, the school's four year graduation rate will increase to 66% from 57%.

This will be achieved through the following processes:

Year 1:

- Development of skills and supports within the freshman class:
 - Embed a mandatory advisory class in all ninth grade schedules to allow a forum for consistent instruction and development of appropriate habits, skills, and knowledge of resources
 - Begin summer bridge program for ninth graders to ease the academic and social transition into high school
- Increased social and emotional support for all students:
 - Employ Cambridge Education LLC to help structure Small Learning Communities (Macy, Health Careers and Business Enterprise)and strengthen its core by creating a clear identity and network of support for teachers, parents and students
 - Integration of counselors into Small learning Communities and Teacher Teams to create a more seamless support system for students
 - Initiate bi-monthly in-house professional development for all staff on using data to support students social and emotional needs
- Expanded opportunities for learning for all students
 - Expansion of after-school and Saturday tutoring in all content areas for all students
 - AP review courses will be given 3x weekly the month before exams
 - Increased integration of learning software in instruction to account for a variety of learning needs and to aid in credit accumulation

Year 2:

- Evaluate progress of previous freshman class and adjust previous year's advisory plan to address gaps/weaknesses

- Development of skills and supports within the freshman class (adjusted to account for previous bullet):
 - Embed a mandatory advisory class in all ninth grade schedules to allow a forum for consistent instruction and development of appropriate habits, skills, and knowledge of resources
 - Continue summer bridge program for incoming ninth graders to ease the academic and social transition into high school
- Increased social and emotional support for all students:
 - Strengthen the core of Small Learning Communities through inquiry to improve curriculum
 - Continued integration of counselors into Small learning Communities and Teacher Teams to create a more seamless support system for students
 - Continued in-house bi-monthly professional development for all staff on using data to support students social and emotional needs
- Expanded opportunities for learning for all students
 - After-school and Saturday tutoring in all content areas for all students
 - AP review courses will be given 3x weekly the month before exams
 - Increased integration of learning software in instruction to account for a variety of learning needs and to aid in credit accumulation

Year 3:

- Evaluate progress of previous freshman class and adjust previous year's advisory plan to address gaps/weaknesses
- Evaluate progress of sophomore class to determine if students need to maintain advisory classes.
- Develop advisory programs for each grade if evaluation/data indicates need
- Development of skills and supports within the freshman class (adjusted to account for previous bullets):
 - Embed a mandatory advisory class in all ninth grade schedules to allow a forum for consistent instruction and development of appropriate habits, skills, and knowledge of resources
 - Continue summer bridge program for incoming ninth graders to ease the academic and social transition into high school
- Increased social and emotional support for all students:
 - Strengthen the core of Small Learning Communities through curriculum/student work inquiry to improve instructional best practices
 - Continued integration of counselors into Small learning Communities and Teacher Teams to create a more seamless support system for students
 - Continued in-house bi-monthly professional development for all staff on using data to support students social and emotional needs
- Expanded opportunities for learning for all students
 - After-school and Saturday tutoring in all content areas for all students
 - AP review courses will be given 3x weekly the month before exams
 - Increased integration of learning software in instruction to account for a variety of learning needs and to aid in credit accumulation

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

DeWitt Clinton plans to achieve its vision of creating a community that empowers students to achieve the highest levels of success by strengthening communication, curriculum and pedagogy through the use of technology. Progress will be measured through tracking parent communication, teacher observations, scholarship reports and hard data analysis from the DOE and state.

Technology will be integrated into classrooms to support the implementation of Universal Design for Learning to support struggling sub-groups and create multiple entry points for all students. Cambridge Associates will provide professional development to support this endeavor. This strategy will help Clinton reach its goals by making learning more accessible to a variety of learners. This will increase student engagement and performance which will lead to additional credit accumulation for all students.

Teachers will be trained by Teaching Matters on the inquiry process, and how to evaluate curriculum and student work to make purposeful pedagogical decisions. This will clarify how the Common Core Learning Standards should be integrated into content lessons and how specific pedagogical strategies can improve student outcomes.

Clinton's goals will be reached with the involvement of the entire school community, and increased technology and programs will promote collaboration. All stakeholders will be provided with the means and opportunity to communicate daily. Data is collected in real-time, increasing the ability for immediate feedback and action.

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

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

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

Currently, 75.5% of students receive free lunch and 5% receive reduced lunch. 19.6% of students have Limited English Proficiency and 16.2% are Students with Disabilities. The school population is 32% Black, 57% Hispanic, 7% Asian, 2% White, 1% American Indian and 1% Mixed. Of these groups, only the Black and Asian sub-groups met the performance criteria in mathematics. None of the groups made AYP in English. Graduation rate AYP was made by the Asian and LEP subgroups.

All our students require intensive and purposeful work in the areas of mathematics and English in addition to quality instruction in order to achieve success across all subjects. Building upon our grade of "B" for college and career readiness on the Progress Report for 2011-12, strategies need to be expanded to meet CUNY standards. The majority of our students are first generation college goers and we will continue to support our staff, key stakeholders and the Parent Association as an integral part of the college process. They must effectively collaborate to provide opportunities for students and families to become familiar with colleges and universities, both private and public, through visits and workshops on the requirements for acceptance and successful graduation from college. We will support families with workshops on FAFSA applications and other means to pay college expenses. We will continue to work with students and families throughout the summer after graduation for a smooth transition into college with support of guidance counselor workshops.

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

Over the past three school years, DeWitt Clinton has received meaningful feedback from both the state and the city during school reviews. During this current school year as well as

during the 2010-2011 school year, Clinton was visited by a Joint Intervention Team. Additionally, during the 2011-2012 school year, Clinton received a Quality Review from the New York City Department of Education.

iv. Results from systematic school review

I. Curriculum Recommendations:

- a. Although the 2013 JIT preliminary findings stated that our school has developed curricula aligned to the CCLS, our school must use data driven refinement of the curricula to meet the needs of various learners. This can be achieved through inquiry work.
- b. Implementation of curricula needs to be uniform across classrooms.
- c. The school must continue to make steps towards ensuring there are adequate learning resources in every class.

II. Teaching and Learning Recommendations:

- a. Lessons must be student-centered and allow for multiple entry points based on student needs.
- b. School leaders should set clear benchmarks for the display of current student work in classrooms and in hallways that are related to the assessment rubrics and indicate next steps for improvement.
- c. Technology must be integrated into the curriculum and instruction
- d. Instruction must be guided by appropriate administrators and staff to ensure that students are fully engaged in their classes.

III. School Leadership Recommendations:

- a. The plan for restructuring should include clear success criteria, challenging goals, interim benchmarks to achieving the goals, and clear lines of accountability for reaching these goals.
- b. Develop strategies and systems of accountability to ensure teachers are using good questioning and assessment techniques to develop students' higher level thinking skills.
- c. School leaders should ensure that feedback from observations is given in a timely manner and that all related services are provided according to the Individual Education Plans (IEPs) of students.
- d. Guidance counselors should create a schedule that allows them to visit advisories on a regular basis to provide information for students on postsecondary plans.
- e. School leaders should be visible in the hallways and classrooms, particularly during transition times, to ensure that teachers and school safety officers consistently implement the discipline policy and that student learning time is not lost.
- f. Create additional common planning periods for teachers.
- g. Create a calendar for regularly observing all teachers both formally and informally.

IV. Collection, Analysis, and Utilization of Data Recommendations:

- a. Provide systematic training for school leaders and faculty on data collection, analysis, and creating an infrastructure for its use to improve instruction.
- b. A school-based data specialist and external support staff should monitor the implementation of the training and assess the effectiveness of this training and impact upon classroom instruction.
- c. The Network should provide systematic and ongoing training for school leaders and teachers on ways to create and use a wide range of assessment strategies. This should include use of

data books, portfolios and other high quality formative and summative assessment strategies that inform classroom instruction and help to monitor student progress.

- d. School leaders should evaluate the impact of PD on classroom practice and improving student outcomes.
- e. School leaders should ensure that members of an inquiry team understand the purpose of conducting inquiry and the impact that it can have in the classroom.
- f. The Network should provide inquiry team leaders with systematic, on-going and comprehensive training. This should focus on protocols that enable team leaders to share standards-based data analysis.
- g. Additionally, an infrastructure should be put in place that facilitates the use of in-depth student sample analysis to inform and adjust the school wide instructional program across academies, including supplementary instruction for students requiring alternate intervention services.

V. Professional Development Recommendations:

- a. Ensure that multiple entry point practices are being effectively implemented in all lessons.
- b. School leaders should ensure that PD opportunities are on-going, sustained and of sufficient depth to ensure higher levels of academic rigor and should be differentiated to meet the individual needs of teachers as well as targeting school priorities.
- c. Each PD activity should include a feedback form that allows school leaders to analyze staff members' reflections and facilitate the design of future sessions and activities based on stated areas of need.
- d. Leaders should design a comprehensive, systemic plan for ensuring that all staff members receive on-going, sustained, research based PD that targets strategies for educating ELLs and students with disabilities.

Existing Capacity: The school has 235 full-time instructors capable of delivering instruction to classrooms that are able to serve the diverse learning and programmatic needs of the student body. 3 Small Learning Communities are being strengthened and can be leveraged going forward to facilitate improved instruction and support; with 85% of teachers rated Satisfactory, a solid framework of instructional capacity exists at DeWitt Clinton.

Strengths: The school has a well-developed curriculum in Social Studies, English and Math that is aligned to the Common Core Learning Standards. Assistant principals of supervision each teach one class that serves as a model for other teachers within the departments. Many of the effective teachers are willing models of best practices for others. Clinton provides instruction that leads to "college and career readiness" as evidenced by a "B" on the 2011-2012 Progress Report.

Needs: The school needs the integration of technology into both instructional and support services in order to enhance learning and improve communication throughout the entire DeWitt Clinton community. This will help the school develop a comprehensive system for engaging stakeholders – particularly parents. In addition, Clinton needs to develop a clear understanding of Universal Design for Learning, how to create multiple entry points and how to use technology to meet the instructional needs of all students. Clinton also needs a more robust system for developing teachers' instructional capabilities, and monitoring teacher growth. The school also

needs to improve its attendance rate, and create a structured plan for addressing Long Term Absence students.

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

Clinton's immediate need is acquiring and installing technology in classrooms and the teacher's room. Datacation training for faculty and parents needs to occur in September so that internal and external communication among stakeholders is immediate and productive. Beginning in September, staff will be trained in how to use technology purposefully and effectively to promote student learning. In addition to this training, faculty will receive training on how to use the available technology to create multiple entry points and to address and overcome learning barriers based on Universal Design for Learning principles. The Small Learning Communities will provide the structure and forum for assessing progress in implementing technology and accompanying strategies in the classroom. They will also provide a structure for sharing best practices, and action planning to meet the needs of their individual students.

By providing instruction that is accessible to all, there will be an identifiable increase in student outcomes through credit accumulation and a higher graduation rate. In addition, improved accessibility will increase student engagement, resulting in improved attendance for at-risk students. This, accompanied by immediate attendance data and improved parent notification, will result in an overall 9% increase in the graduation rate by the end of the grant.

C. School Model and Rationale

i. Model rationale and key school design elements.

Through the funds acquired using SIG, our school building will be able to accommodate our student population in a myriad of ways.

One of the challenges experienced by our building is how to improve attendance. Students with long-term absences tend to have lower credit accumulation. Using grant money from SIG, our plan is to use Datacation to report student absences to parents and guardians in real-time. In the past, instructors would contact parents on a weekly basis, which was ineffective. This tool will give parents the timely information they need to monitor their children, as well as provide an incentive for students to attend all of their classes. In addition, this new hardware and software will allow parents and students to keep track of homework assignments, exam scores, and progress reports.

The SIG would enable us to expand Saturday and afternoon programs to allow students close to promotion greater opportunities to regain any lost instructional time. Saturday and afternoon credit accumulation programs will be available for students in grades 9-12, and incentivized as an early academic intervention service as challenges are discovered through teacher-student collaborative learning efforts. The grant funds will improve the computer and technology spaces within the building and provide access to Common Core aligned credit accumulation programs. The SIG would provide additional resources for integrating technology-based, self-directed and/or independent study for students' individualized needs. This would supplement teacher-facilitated learning to allow all students increased opportunities to learn.

These changes would advance our goal of increasing credit accumulation by providing multiple entry points, a strategy that increases academic success for all students.

Instructional time can now be extended beyond the customary eight periods of education, allowing students with more pressing academic needs to continue their development and earn more credits towards graduation. With the SIG, our guidance department will have the opportunity to engage in more targeted efforts to address the needs of our students. The advisory period – which is a mandatory, credit-based program – will now have the sustainability it needs, allowing counselors to service every student on a continual basis. Counselors will also be able to discuss their needs and concerns among each other during a weekly professional development session, where staff will have the ability to brainstorm and collaborate on new and innovative ways to engage students by making their learning more accessible. This period will give our staff a tremendous advantage in reaching our students and connecting with them on an emotional, social, and academic level.

The SIG would provide resources to make sustainable changes to the way in which all stakeholders, in particular parents, are engaged as a part of the DeWitt Clinton community. Increased technology would provide opportunities for parents to access accurate data about student progress and improve communication between home and school.

ii. Process for model selection and stakeholder engagement.

D. School Leadership

i. Characteristics and core competencies sought for school principal

An effective school leader for DeWitt Clinton needs to be results driven, build relationships and manage a large school that includes hundreds of faculty members and thousands of students. The school principal must demonstrate high expectations by effectively establishing challenging goals and objectives with the faculty and staff that advance the school purpose.

- Effective communication will allow the principal to build relationships in order to garner support and stimulate others to take action and accomplish goals. There are a variety of stakeholders that need to be included in the decision making and implementation process. In addition to administrators, teachers, support staff, students and parents/guardians, the principal will need to be supported by the strong Alumni Association. In addition, the school will be co-located next year and the principal must be adept at dealing with issues such as shared space use.
- The principal must possess a clear view of the past, present and future of the school. He/she must be able to analyze the data to assess what programs/strategies have been successful and what needs to be adjusted or removed. The principal must be able to evaluate the effectiveness of teachers/administrators in order to utilize strengths and provide support in areas that need improvement
- The principal must possess a clear understanding of the student population, including the strengths and weaknesses of subgroups. The principal must also be clearly aware of the social/emotional issues that affect the student population both in and out of school. Finally, the principal must be fully aware of the issues in the community

- The principal must possess a clear understanding of the CCLS and how to assure that its expectations are communicated and met. In addition, the principal needs a strong knowledge of how to address the needs of diverse learners.

ii. Principal's biography

DeWitt Clinton will have a new principal beginning in July. The new principal has over 20 years of experience as an educator and education leader both in NYC and nationwide. The proposed leader started as a teacher in 1989 and became founding principal of a Bronx high school in 1997. The principal took over a failing Bronx high school and phased it out, successfully restructuring the campus into three small schools.

The proposed principal transitioned into a central district leadership position within the NYC Department of Education in 2003. Since 2003, this individual held multiple senior positions within the DOE, including supervising and supporting superintendents and overseeing the Department's school review process. The new principal later transitioned into a senior leadership position and was responsible for curriculum, standards and instruction.

The proposed new leader holds two Master's Degrees; one in Administration and Supervision and one in Elementary Education. Most recently the new principal has been working with an organization providing 360 support to struggling schools. The principal's strengths include the building of systems and structures and the delivery of professional development, which will be a key asset to the school community.

Based on the timing related to the leadership change at Clinton, the DOE cannot at this time share the name of the proposed new leader. We will be able to share additional detail about this leader at the end of the school year. We have discussed the timing of this leadership announcement with senior staff at NYSED and have committed to providing them additional detail as to this leader's track record of success and why we believe this individual will be able to effectuate a successful Transformation at Clinton.

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

Assistant Principals of instruction each supervise a subject area and a Small Learning Community. Within each, assistant principals are charged with providing frequent observations of teachers with timely feedback (both oral and written), managing and distributing relevant data to staff, facilitating communication both internally and with stakeholders, development and execution of professional development, and cultivating a school culture that maximizes student learning outcomes.

The Assistant Principal of Pupil Personnel supervises the twenty guidance counselors as they handle a wide variety of student related issues including educational planning, facilitating the progress to graduation, developing college readiness skills, navigating the college application process, and accounting for students' social and emotional needs. The AP also guides counselors on strategies for engaging families and working with our key partners to facilitate student learning and success. The AP for Pupil Services is also the school's liaison to the community based organizations with which the school partners, including Good Shepherd Services,

Montefiore School Health Center and Sports in the Arts Foundation, amongst others. The AP also oversees all extracurricular activities, as well as graduation.

The Assistant Principal of Organization works on facilitating the operations of the staff and building, including the day-to-day handling of staffing, maintenance and repair issues, and general building operations. The AP also serves as a manager for processing school and staff paperwork, cataloging and distributing the school's supplies, and overseeing the implementation of the school's budget.

The Assistant Principal of Security oversees the school deans and security staff. He is charged with coordinating an ongoing security system, developing preventative approaches to eliminating security incidents, and ensuring the entrances, exits, halls and other areas of the school are calm and safe. Through the AP's work, the school can maintain a climate that is conducive to learning.

The Assistant Principal of Administration oversees the school's programming and scheduling. With input from other administrators, he generates the school's program each semester in order to maximize student outcomes and facilitate graduation. The AP for Administration also manages the school's data, including all Regents scores, grades, and credits. He distributes this information to appropriate individuals in order to facilitate student tracking. The AP of Administration also oversees the technology, both hardware and software, and guides its integration into classrooms and instruction.

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

The current principal and assistant principals at DeWitt Clinton High School are of high integrity, effective in instruction, capable of effecting change and are able to include many stakeholders in contributing to the success of the school.

The current principal is able to manage a large school, is an expert in instruction and works collaboratively with stakeholders in order to achieve success for all students.

The current principal is retiring at the end of the school year. We have identified a strong and well qualified successor, who will be in place in July.

The Assistant Principals of supervision for both the English and Foreign Language Departments are strong in ELA instruction for English Language Learners, and native speakers of English. They provide academic strategies and procedures to support student success in credit accumulation and graduation.

The Assistant Principal in charge of Special Education is able to successfully manage over forty teachers in order to meet the wide variety of needs of students with disabilities.

The Assistant Principal of Social Studies is highly capable of delivering effective professional development and implementing strategies to improve instruction across classrooms. She works well with the other assistant principals in developing quality professional development that has the capacity to create change at DeWitt Clinton.

Each Assistant Principal of supervision has developed a team of teachers that work on curriculum development aligned to the CCLS and provides assistance to other teachers.

The current Assistant Principal of Pupil Personnel is adept at meeting the emotional and social needs of the students with professional development provided to the counselor and other support teams. Her outreach through the Pupil Personnel Team provides assistance to students at risk.

Small Learning Communities will choose a coordinator who will lead meetings and implement professional development to provide consistent support to teachers as they implement instructional strategies and curricula.

The Assistant Principal of Administration is an expert in retrieving data and making it accessible to staff, students and families to support student growth.

The Assistant Principal of Security and his staff have deep experience in managing the security in the school to provide for a safe learning environment.

Our School Leadership Team (5 staff members, 5 parent members and 5 students) is dedicated to the success of the school.

The leadership team ensures buy in through regular communication at cabinet level meetings. In these forums, discussions precede decisions to ensure all voices and opinions are heard and valued. As the transformation model is implemented, this process will be expanded to include teacher representatives, as well as regular, school-wide conversations about issues and decisions facing the school.

A current barrier to cultivating buy-in is the size of the school, as well as the existing lack of communicative channels. However within the new model, an emphasis will be placed on using technology to develop systems to both spread information and receive feedback. Through this, new processes and initiatives will be more easily received.

E. Instructional Staff

i. Current school staff overview and changes needed for model

DeWitt Clinton has a large staff committed to facilitating the learning of each student in the school. The staff generally understands the needs and academic challenges facing the current student population 85% of the staff has been rated Satisfactory. The staff at DeWitt Clinton is very diverse, which helps to create a school culture of inclusion and understanding.

In order to effect change under the transformation model, the school will divide into Small Learning Communities. Small Learning Community teams will meet weekly during the professional period. Scheduling and programming will be adjusted to support this structure. All students in a particular track will belong to the same Small Learning Community. In this manner, focus can be placed on the students' needs, and staff and families can be closely involved in providing quality instruction and emotional/social support to promote college readiness.

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

Upon the implementation of the transformation model, all staff at DeWitt Clinton High School will be supported in providing rigorous and differentiated instruction in their classrooms. Through the acquisition and training in the use of much needed technology, teachers will develop skills and strategies to provide multiple entry points in the classroom ensuring that each student in the school is having his/her needs and learning goals met.

Teachers will be expected to consistently deliver effective instruction through Universal Design for Learning principles, the Common Core State Standards and the practices reflected in the new teacher rating system based on Danielson's Framework for Teaching. This will be regularly conveyed throughout the building through improved technological systems of communication, teacher team meetings, and a system of accountability with increased observations for teacher evaluation.

The Assistant Principal for Pupil Personnel is experienced in working with guidance counselors in identifying the emotional and social needs of each student and will be able to provide professional development to the rest of the staff and parents/guardians.

Assistant Principals of Supervision will need to model strategies for ensuring that diverse learning needs are met. Assistant Principals will be expected to provide individual and group professional development to teachers in the areas of instruction, adjusting curriculum according to the CCLS, and making use of student data to guide instruction.

The transformation model will utilize regular teacher meetings that will require Assistant Principals to facilitate the use of inquiry work to explore and identify current student thinking. Through this, strategies and processes can be devised to elevate student instructional outcomes. This feedback loop, led by key instructional personnel, will guide all instructors in generating relevant, meaningful pedagogy.

The Assistant Principal of Security will help provide a safe learning environment by reviewing and sharing data that indicates reasons for occurrences and anticipates where possible student problems might occur. This information will be incorporated into professional development that will instruct staff on how to deescalate situations, provide security at sites and how to recognize potential situations. All teachers, all school aides, deans, administrators will be given additional training and professional development on classroom management.

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

This plan has been completed collaboratively with input from the staff at meetings, through email, and through small group discussions. Meetings have been held after school and during the day with the SLT, teachers, cabinet and parent meetings. We have met with the UFT representative, the School Leadership Team, the Parent Association representative and the faculty for their input. Minutes have been taken and shared with stake holders for comments and further input. This process will continue for the duration of the grant writing process. Parent outreach has been facilitated for non-English speakers by the Assistant Principal of English during the Monday and Wednesday evening classes for parents.

The model will be formally introduced and discussed during the professional development days that precede summer vacation, as well as during the two professional development days at the beginning of the school year. The introduction will take place during a town-hall style breakfast used to celebrate the end of the year accomplishments and discuss changes for the next school year. Teachers will have the opportunity to review the plan over summer vacation, and all staff will be invited to attend two planning and discussion meetings held during the summer school session: one in July, and one in early August. Additionally, newsletters and the school newspaper will highlight and outline the model and its significance.

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

In order to attract qualified teachers, we have a partnership with both Manhattan College and Lehman College. We host student teachers for the term, thus learning about their capabilities and offering them positions if they can show mastery of data analysis, planning for diverse students and implementing Common Core Learning Standards in lessons and activities. Over the past years we have hired many effective teachers from both institutions. In addition, we host New York City Teaching Fellows during summer school. These individuals are also often hired if they meet school standards. Candidates are interviewed by hiring committee. We have also utilized the Open Market system, and used the Teacher Finder program sponsored by the DOE.

Experienced educators who have taught at-risk students and those with learning challenges are actively sought since these teachers have a proven track record of investment in education and provide stability, expertise, guidance.

F. Partnerships

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

Cambridge Education LLC

Dewitt Clinton High School will partner with Cambridge Education LLC for the 2013-14 school year, to provide instructional support that focuses on Team structures. During the following school year, 2014-15, we at Dewitt Clinton High School plan to use Cambridge Education to develop the instructional staff by implementing their Common Priorities Program, which includes developing the Small Learning Communities, building the quality of the teaching, planning curriculum, developing common assessments, and unpacking/implementing the Common Core State Standards with a focus on creating multiple entry points for all students.

Teaching Matters

Teaching Matters will support the use of an evidence-based framework for improving teacher effectiveness and retention. To address the specific needs of urban schools, the organization will create a highly scaffolded model that will improve instructional by providing support in:

- Analyzing data
- Using data to determine purposeful groups
- Utilizing UDL to meet the needs of diverse learners

Good Shepherd: Attendance Outreach and Parent Involvement.

Good Shepherd will provide additional support to the guidance department in improving attendance for our LTA students.

Good Shepherd services provides a structural support system for many of the school's most at-risk student and will actively aid students in improving attendance and outcomes. Support services are delivered in the following manner:

- Home visits to increase parental engagement and student participation.
Peer mediation services help keep student focused on academic success.

Lehman College: Integration of college-level instruction into Clinton

Clinton's partnership with Lehman College allows students to access highly rigorous instruction that prepares them for college. Specific instances of this include the following:

- College Now Program
- STEM Program

Montefiore School Based Health Program

This partnership provides a wealth of medical care resources for students at Clinton, including the following:

- Physical exams for school, sports, working papers and college

- Medical care and treatment including, immunizations, vision and hearing tests
- Health Education
- Reproductive health services
- Mental Health Counseling for Personal Problems

Manhattan College: Resource for procurement of instructional staff

DeWitt Clinton’s partnership with Manhattan College provides opportunities for student teachers to work at Clinton. A continued partnership will enhance the school in the following manners:

- Increase number of student teachers who receive hands on training at DeWitt Clinton H.S. throughout the academic school year.
- Increase the number of guidance interns to collaboratively work with school counselors and students.
- Establish a mentoring afterschool program with Manhattan College students that will work with high school students to promote early college awareness.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

Please see attachment C.

iii. Partner accountability

In order to ensure the services are yielding expected outcomes, each partner organization will receive copies of the school’s mission, vision, and goals. These will be communicated to the organization. The school will conduct a consulting session with stakeholders from the school and organization on a weekly basis to ensure that the partnership is making meaningful progress towards achieving goals and serving students in the appropriate capacity.

If, after the consulting session, the school is uncertain the relationship with an organization is advancing the school goals, a discussion at the administrative level can ensue to determine the appropriate path forward. Options can include restructuring the nature of the collaboration, or terminating the relationship as a whole.

As a result of working with Teaching Matters and Cambridge Education LLC, we expect to see a 10% increase in scholarship reports from one marking period to another, and a 10% increase in student performance on Regents and credit accumulation. This will show evidence that professional development in planning; using data to drive grouping and differentiation, and the development of teacher teams has been effective.

Good Shepherd will be deemed effective if there is a 10% increase in student attendance overall.

G. Organizational Plan

i. Organizational chart

Please see attachment G

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

The organizational structure of the school revolves around the principal. The tiered structure of the school means that the principal delegates relevant responsibilities to the various assistant principals. Collectively, the principal and the assistant principals form a “cabinet,”

which is the central component of the administration. The Cabinet meets twice a week during non-instructional time to discuss issues facing the school, and to make decisions with input from all assistant principals who collectively represent all of the stakeholders in the DeWitt Clinton High School community. The Assistant Principals will provide the Principal with the following deliverables: weekly observation logs, students' behavioral logs, teacher absence reports, scholarship reports, logs of assistance for ineffective teachers, grade level team and department meeting agendas and minutes.

iii. Annual professional performance review (APPR) process

Administrative Observations

In accordance with the evaluation system being implemented by New York City/New York State, each teacher will have multiple observations to facilitate professional growth and maintain accountability for the classroom actions. Teachers will be evaluated on their lesson planning, use of effective pedagogical strategies, and assessment.

Observations will commence the second week that school is in session, and continue through the last week of instruction in June. All teachers will receive a minimum of one informal observation per month and a minimum of one formal observation per term. A pre-observation conference will focus on intended instructional outcomes. The observed lesson will then be followed with a post-observation debrief in which the teacher and administrator discuss the successes of the lesson and areas where improvement can be made for future lessons. Teachers will leave the debrief conversations with actionable next-steps, including online learning (ARIS) so they modify their classroom practice immediately. Subsequent observations will assess teacher progress in areas of concern as had been noted. New teachers will receive an additional informal observation per month.

Observations will typically be conducted by the content area assistant principal of supervision. Additionally, the principal will conduct at least one observation with each teacher over the course of the school year. At the conclusion of the observation debrief, the teacher and administrator will set specific, measurable goals for the teacher to work towards for the next observation. The administrator will keep track of each teacher's goals and monitor his/her progress during the next observation. This information will be reported out during cabinet meetings.

Instructional Support

Partner Organizations and network support staff will support assistant principals in gathering low-inference evidence, aligning the evidence to practices set forth in the Danielson rubric, identifying strengths and weaknesses and providing targeted, differentiated feedback to teachers. Throughout the observation cycles, administration will identify areas of pedagogical need and support assistant principals in developing and delivering professional development that addresses these areas.

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

Teacher Observation Schedule

Time Frame	Observation	Notes
September 2013	Informal Observation	Baseline Assessment
October 2013	Informal Observation	
November 2013	Formal	Pre-observation and post-observation
December 2013		
January 2014	Formal	Pre-observation and post-observation
February 2014	Informal	
March 2014		
April 2014	Formal	Pre-observation and post-observation
May 2014	Formal	Pre-observation and post-observation

Tenured Teacher Observation Schedule

Time Frame	Observation	Notes
September 2013	Informal	
October 2013		
November 2013	Formal	Pre-observation and post-observation
December 2013	Informal	
January 2014		
February 2014	Informal	
March 2014	Formal	Pre-observation and post-observation
April 2014		
May 2014	Informal	

H. Educational Plan

i. ***Curriculum.***

DWCHS curriculum will be fully aligned to the New York City Instructional Expectations for 2013-2014. It is regularly updated and revised, based on the changing needs of students, by each department curriculum team.

Strategy/activity: Modifications to the current curriculum include the use of assessments and utilization of student data. Target objectives include developing and implementing ninth grade CCLS and NYS standard aligned assessments that will assess the skills and knowledge students are expected to have met.

Evaluation: The school will evaluate this curriculum modification by providing post-assessments that demonstrate whether a student achieved specific academic goals by the end of each term in the ninth grade.

Objectives: Ninth graders will have taken pre-, interim, and post- assessments each term.

Personnel: Key personnel and partners involved with achieving these objectives include the Network, Cambridge Education and Teaching Matters in addition to Assistant Principals, students and parents.

ii. **Instruction.**

Strategy/activity: ELA common core instructional shifts will be integrated at DeWitt Clinton High School. Students will be provided with informational texts as well as literary texts (Shift 1). Content area teachers other than English will demonstrate and practice CCLS aligned reading and writing tasks in their classroom (Shift 2). In Science classes, students will read authentic texts to analyze concepts and produce CCLS aligned writing. In order to prepare students for college, students will be provided with readings that will progressively increase in complexity (Shift 3). All students will be presented with text that meets the grade level expectations as set forth in Appendix A of the CCLS. Scaffolding and the tiering of supplemental reading material will be used to support students who require remediation. Students will be provided with the opportunities to connect with text by citing information to support their thinking, in both written work and discussions (Shift 4). In elective courses, such as music, teachers will provide authentic reading experiences that lead to a deeper understanding of the subject. Teachers will increase opportunities for writing by developing CCLS rubrics for students to use evidence from text to support arguments and ideas (Shift 5). Students will have the opportunity to learn and utilize academic vocabulary that is found in complex text by focusing on commonly found words (Shift 6).

In math courses, teachers will focus on newly prioritized concepts in the CCLS. Instruction will allow students to develop strong foundational knowledge in order to master seminal concepts (Shift1). Teacher teams and administrators will implement curricula that connects learning across grades so that students will have a cohesive knowledge of math ideas (Shift 2). Teachers will support math fluency in the classroom by structuring class and homework time to reinforce mathematical practices and concepts (Shift 3). Our partners will support major pedagogical shifts by supporting math teachers in moving away from procedural instruction to a student centered environment. (Shift 4) Teachers in other content areas, such as science, will be expected to develop lessons utilizing appropriate math concepts (Shift 5). Common planning time across curriculum will assist teachers and administrators with developing CCLS aligned tasks across and between content and grades. Teachers will also provide tasks that will expand activities that incorporate discovery and exploratory learning (Shift 6).

Through professional development, the procurement of technology, training in use of said technology, advisories in school, common planning times, and the restructuring of the organizational plan, teachers will have the support necessary to practice the Common Core “Shifts” effectively.

Evaluation: Teacher observation, curriculum development, professional development, student tasks will pose as evidence of shifts learned.

Objectives: 80% of ninth grade courses will effectively utilize and practice the instructional shifts expressed in the Common Core by the end of year one as measured by curriculum analysis and lesson plans.

Personnel: Administrators, teachers, DWCHS staff, partner professional development agency

a. **Budget and Resource Alignment for Instruction**

✓ Tax Levy	Title IA	
Title IIA	✓ Title III	Title I SWP

✓ SIG

✓ Others
(describe): _____

• **OTPS Budget Allocations:**

OTPS:

Year 2013-2014,

Cambridge Education: Aligning tasks and units to the CCLS and Content Standards. Training on creating multiple entry points to address gaps between present student performance and demands of the CCLS

Math- 6 sessions

English-6 sessions

Social Studies- 6 sessions

Science- 6 sessions

Technology to support multiple entry points in content areas:

6 laptop carts

25 Smart Boards and projectors

50 laptops for teachers to use with Smart Boards

12 Desktop PCs and two printers for Teacher's Room

Licenses for Skedula (Datacation), Discovery Learning, Achieve 3000, iLearn (Apex)

2014-2015

Cambridge Education: Training on assessing use of multiple entry points to address gaps between present student performance and demands of the CCLS; Using protocols to evaluate student work.

Math- 6 sessions

English-6 sessions

Social Studies- 6 sessions

Science- 6 sessions

Technology to support multiple entry points in content areas

3 Laptop carts

20 Smart Boards and projectors

40 laptops for teachers to use with Smart Boards

Licenses for Skedula (Datacation), Discovery Learning, Achieve 3000, iLearn (Apex)

2015-2016

Cambridge Education: Continued training on assessing use of multiple entry points to address gaps between present student performance and demands of the CCLS; Using protocols to evaluate student work.

Math- 6 sessions

English-6 sessions

Social Studies- 6 sessions

Science- 6 sessions

Technology to support multiple entry points in content areas:

2 Laptop carts

20 Smart Boards and projectors

20 laptops for teachers to use with Smart Boards

Licenses for Skedula (Datacation), Achieve 3000, iLearn (Apex), Castle Learning

iii. Use of Time.

September	9	Monday	SCHOOL SESSIONS BEGIN FOR ALL STUDENTS
October	14	Monday	Columbus Day Observed (schools closed)
November	5	Tuesday	Election Day-Chancellor's Conference Day for staff development related to the High Learning Standards and Assessments. Students will not be in attendance.
November	11	Monday	Veterans Day observed (schools closed)
November	28 & 29	Thursday and Friday	Thanksgiving Recess (schools closed)
December January	23- 1	Monday through Wednesday	Winter Recess (including Christmas and New Year's Day). (Schools closed -students return to school on Thursday, January 2, 2014).
2014			
January	20	Monday	Dr. Martin Luther King, Jr. Day (schools closed)
January	31	Friday	Fall Term ends for high school students. No high school students will be in attendance. Chancellor's Conference Day for staff development in all high schools. All other students will be in attendance.
February	3	Monday	Spring Term begins for high school students.
February	17- 21	Monday through Friday	Midwinter Recess (including Washington's Birthday and Lincoln's Birthday) (DOE observed) (schools closed)
April	14- 22	Monday through Tuesday	Spring Recess (including Good Friday, Easter and Passover). (Schools closed - Students return to school on Wednesday, April 23).
May	26	Monday	Memorial Day Observed (schools closed)
June	5	Thursday	Professional Development Day
June	26	Thursday	Regents Exams from June 17 through June 25, students will not be in attendance on Regents Rating Day, Thursday, June 26. LAST DAY FOR ALL OTHER STUDENTS.

There will be a total of 180 school days with daily hours of operation occurring between 8:00 a.m. to 2:44 p.m. Core Instruction will occur during periods 2-6 and then during period 8. Supplemental Instruction will occur periods 1 and 9. Expanded Learning Time (ELT) activities will take place in guidance or advisory. Additional ELT activities will take place in the form of

after school programs. Out of school programs that will increase learning are APEZ Learning with Fordham University, ILearn during and after school, and educational boot camps during vacations and breaks.

The school day will be restructured (as seen below) during the 2013-2014 school year to support freshmen students. This will continue for each incoming class so that, by the end of the grant, freshman, sophomores and juniors will follow the restructured schedule. In the final year of the grant, seniors will utilize after-school and Saturday options to expand their learning time and prepare for graduation. The restructuring program will actively address the unique learning needs and interests of all types of students. Those who may benefit from approaches and experiences not offered in the traditional classroom setting will be offered opportunities to learn afterschool and through alternative means. These ideas are consistent with the Board of Regents standards for Expanded Learning Time. Each column represents the schedule for one of eight clusters of freshmen entering this fall at DeWitt Clinton:

Period 1 8:00-8:47	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
Period 2 8:51-9:38	English	Global	English	Global	English	Global	English	Global
Period 3 9:42-10:29	English	Global	English	Global	English	Global	English	Global
Period 4 10:33-11:20	Science	English	Science	English	Science	English	Science	English
Period 5 11:24-12:11	Global	English	Global	English	Global	English	Global	English
Period 6 12:15-1:02	Global	Math	Global	Math	Global	Math	Global	Math
Period 7 1:06-1:53	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 8 1:57-2:44	Math	Science	Math	Science	Math	Science	Math	Science
Period 9 2:48-3:36	PE	PE	PE	PE	PE	PE	PE	PE

Period 10- Tutoring, after school supplemental instruction, and increased learning time activities offered to students

a. Budget and Resource Alignment for Use of Time

- | | |
|------------|-------------|
| ✓ Tax Levy | Title IA |
| Title IIA | ✓ Title III |
| ✓ SIG | ✓ Others |
| | (describe): |

Title I SWP

• PS and OTPS Budget Allocations:

PS: For Year 1, 2 and 3:

After-school enrichment

Math- 3 teachers x 2 hrs. @41.98 x 3 dpw x 34 weeks

English- 3 teachers x 2 hrs. @41.98 x 3 dpw x 34 weeks

Social Studies- 3 teachers x 2 hrs. @41.98 x 3 dpw x 34 weeks
 Science- 3 teachers x 2 hrs. @41.98 x 3 dpw x 34 weeks
 Additional Content Area- 3 teachers x 3 hrs. @41.98 x 2 days x 3 weeks
 Total hours- 3060
 1 supervisor x 2 hrs. @43.93 x 3 dpw x 34 weeks
 Total hours- 204

Saturday Academy

Math- 3 teachers x 3 hrs. @41.98 x 25 weeks
 English- 3 teachers x 3 hrs. @41.98 x 25 weeks
 Social Studies- 3 teachers x 3 hrs. @41.98 x 25 weeks
 Science- 3 teachers x 2 hrs. @41.98 x 25 weeks
 Additional Content Area- 1 teacher x 2 hrs. @41.98 x 25 weeks
 Total- 975 hours
 1 supervisor x 4 hours @ 43.93 x 25 Weeks
 Total hours- 100 hours

Educational Boot Camp- School Breaks: Winter, Mid-winter, Spring Break

Math- 3 teachers x 3 hrs. @41.98 x 2 days x 3 weeks
 English- 3 teachers x 3 hrs. @41.98 x 2 days x 3 weeks
 Social Studies- 3 teachers x 3 hrs. @41.98 x 2 days x 3 weeks
 Science- 3 teachers x 3 hrs. @41.98 x 2 days x 3 weeks
 Additional Content Area- 1 teacher x 3 hrs. @41.98 x 2 days x 3 weeks
 Total hours- 234 hours
 1 supervisor x 4 hours @ 43.93 x 2 days x 3 weeks
 Total hours- 24 hours

AP Exam Review

4 teachers x 10 hours @ 41.98 x 4 weeks
 Total- 160 hours

OTPS: In Year 1 and 2 we will purchase library books that are of high text complexity and support the CCLS. Year 1 - \$150,000, Year 2 - \$40,000.

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

Time Frame	Assessment	Notes
September 2013	Initial Assessment	Approximately one class period; reflects common core standards
November 2013	First Interim Assessment	Approximately one class period; cumulative
January 2014	Second Interim Assessment	Approximately one class period; cumulative
March 2014	Third Interim Assessment	Approximately one class period; cumulative
May 2014	Fourth Interim Assessment	Approximately one class period; cumulative
June 2014	Final/Summative Assessment	Approximately one class period; cumulative

Formative assessments will be administered three times a semester during the class period for each core subject and collected following school protocol for state/city-wide assessments. The first assessment will be used to determine a baseline. The other assessments will be used to identify progress and/or gaps in understanding. The assessments will be aligned to Common Core Learning Standards for each core subject. Assessments will be given across SLCs for each subject. A coordinator from each department, in conjunction with a consulting educational partner, will process the grading and distribution of scores for the teachers.

Teachers will receive scores and grading utilizing Datacat within a few days to provide a quick turn-around for the analysis of the data. Teachers will utilize common planning time, by grade level/content area, to analyze the data from the interim assessments to effectively plan weekly lessons/assignments and spiral in or re-teach key skills/objectives in which the students have exhibited deficiencies. Group professional development will train teachers on how to analyze data and utilize it in planning lessons and assignments as well as enhancing student engagement. Administrators will also work one-on-one with teachers targeted as needing assistance to improve their incorporation of data into lesson planning. These services will take place during the school day and in department offices and teacher resource room/computer lab. Teachers will be provided with tracking software to monitor student progress and will be able to share data with students to increase student engagement in the classroom and with parents to encourage their involvement. The data will be shared with all teachers so that program changes in student schedules will not prohibit access to any student's information.

a. Budget and Resource Alignment for Data-Driven Instruction/Inquiry (DDI)

✓ Tax Levy	Title IA	
Title IIA	✓ Title III	
✓ SIG	✓ Others	
	(describe):	<u>Title I SWP</u>

• PS and OTPS Budget Allocations:

PS:

OTPS:

2013-2014

Teaching Matters: Using protocols to examine student work. Training on creating multiple entry points to address gaps between present student performance and demands of the CCLS

Math- 6 sessions

English-6 sessions

Social Studies- 6 sessions

Science- 6 sessions

2014-2015

Teaching Matters: Training on assessing use of multiple entry points to address gaps between present student performance and demands of the CCLS; Using protocols to evaluate student work.

Math- 5 sessions

English-5 sessions

Social Studies- 5 sessions

Science- 5 sessions

2015-2016

Teaching Matters: Continued training on assessing use of multiple entry points to address gaps between present student performance and demands of the CCLS; using protocols to evaluate student work.

Math- 4 sessions

English-4 sessions

Social Studies- 4 sessions

Science- 4 sessions

v. Student Support.

The school will be restructured into Small Learning Communities. This will allow for a data team and an inquiry team that is supervised and supported by an assistant principal. The teams will also include a guidance counselor who will provide information and support for students' social/emotional needs. The Inquiry team and the data team will be integral parts of addressing the at risk students for long term absence, over-age/undercredited, academic failure, drop out/disengagement, and/or health issues and will also present key interventions for these subgroups. While the data team focuses on the overall assessment and identifications, the inquiry team focuses on specific academic issues. Working with the guidance department and CBOs, faculty will be made aware of the external issues that might negatively impact student performance. Additional support will be made available for teachers to work with families in crisis. The data team will meet once every week. Target students will include, but are not limited to, those who have been identified as at-risk and they will be given proactive opportunities for academic and disciplinary improvement.

A comprehensive academic plan for at risk students and sub-group populations not meeting course requirements, such as English Language Learners and Students with Disabilities, will be prepared by the guidance department. The plans will be revised on a yearly basis to address the changing needs of these students. These plans, in addition to increased use of UDL strategies will increase student outcomes for targeted students.

Each year, supports will be made available to the student population based on credit accumulation. As stated before, freshmen will receive an advisory period to help track their progress and plan for the future. Sophomore year, life skills training will be the focus of student supports. These advisories will emphasize appropriate course selections that match post-secondary goals as well as maintaining academic behaviors to progress to the 11th grade. Junior year, student advisory groups will center on academic organization and post-secondary planning. In the fall semester, students will participate in a vocational assessment to determine career readiness and special interests and skills for the future. These assessments will be used in the senior year to structure the college application process. In the spring, the focus will shift to the outside community, and will require students to have some exposure to a volunteer or internship program which will count as academic credit on the academic transcript. Parents will be invited to participate in a Junior College meeting in which information about financial aid, the intricacies of the application process and the specific schools that might be best suited for their children. By senior year, the focus will shift to life after high school. In a seminar-style, students will begin planning for post-secondary life based on the information collected over the previous three years. Those students who have had a history of academic issues will be targeted to receive additional academic and socio-emotional support. Data should be collected based on attendance, credit accumulation and class grades as well as teacher referrals.

b. Budget and Resource Alignment for Student Support

✓ Tax Levy	Title IA
Title IIA	✓ Title III
✓ SIG	✓ Others
(describe):	<u>Title I SWP</u>

• PS and OTPS Budget Allocations:

PS: For Years 1, 2 and 3 throughout the year to visit homes of students with attendance issues.
Five attendance teachers x 5 hours @ \$41.98 x 25 Saturdays
Total hours- 625

OTPS:

Workshops for Parents

We will offer classes to parents on how to use and interpret the data for their child. We will provide: 1 workshop per month (1 during the week and 1 on different Saturdays) x 2 x 10 months during the year.

1 teacher @ \$41.98 x 40 hours

vi. School Climate and Discipline.

Our primary emphasis will be on communication with students about their social and academic needs so that they take ownership of their education. By structuring Small Learning Communities, students will have a greater sense of belonging and will have a cohesive and supportive learning environment where they can receive individualized support. By having guidance counselors integrated into the communities, information and strategies will be available to teachers on how to meet the social/emotional needs of their students. Adult staff members in the building will have professional development on how to manage classroom behavior, know the signs of possible conflicts among students and how to deescalate situations. We will encourage students to use proactive language to solve disputes with mediation, always being mindful and respectful of the differences within the school community. The result will be a safer, more inclusive school community with reduced numbers of incidents.

NYPD Uniformed Task Force and School Safety will continue to visit classes to explain their roles in the school, reinforcing a positive and approachable relationship with both the school and the student population.

Three major points of emphasis have been identified to promote a safe and orderly climate within the school building: Professional Development on Student Culture, the Building Response Team (BRT), and deans.

In order to improve awareness of the student culture, there will be professional development focused on three major factors that affect the student climate. Three major areas will be addressed during staff development meetings: Gang Culture, Identifying Bullying, and Classroom Management.

During the school day, the BRT, a group that was established by the school as a first-response team (NIMS), will promote the safety and well-being of all individuals within the building during an emergency. To maintain a proficient level of readiness for any event qualifying as a potential danger to the school environment, four two-hour training sessions per year will be offered to all staff.

Finally, as deans are often the first officials in the building to identify, respond to, and address any and all student concerns, they will be offered numerous opportunities of professional development regarding pivotal concerns amongst the student and teacher populations. The Conflict Resolution workshop will train deans on identifying situations and altercations before they occur, integral in defusing and curtailing potentially negative interactions between students and students/teachers. An Administrative Documentation Training Workshop will allow deans to hone their skills in the area of documenting and reporting incidents to the Department of Education.

a. Budget and Resource Alignment for School Climate and Discipline

- | | | |
|------------|-------------|--------------------|
| ✓ Tax Levy | Title IA | |
| Title IIA | Title III | |
| ✓ SIG | ✓ Others | |
| | (describe): | <u>Title I SWP</u> |

- **PS and OTPS Budget Allocations: N/A**

vii. Parent and Community Engagement.

The focus of our work is to increase parent/family participation in the education and social/emotional growth of their child. First, parents/families must feel welcome in the school. Using SIG funds, DWCHS will utilize a Welcome Center in the school where workshops for parents/families will be held on how to use Datacation to receive timely attendance and academic information about students. Workshops will also be held to address the social and emotional needs of teenagers, the health needs of teenagers, and how to best support the academic needs of students. The DWCHS Parent Coordinator will manage the DWC Welcome Center. Parent Association Meetings will be held monthly with workshops on the college process and transition services, the social needs of teenagers, filling out the FASFA, the role of NYPD in the schools, youth health needs, changes in Regents exams, and citywide and school expectations for learning. Parent satisfaction will be measured with a survey based on the attended workshop. The Parents Association will continue to serve parents via computer courses, bilingual GED courses, and English language learning classes. Opportunities for DWCHS students to assist in the functions of this center and planning of workshops will be offered as opportunities to develop professionally. In addition, a newsletter will be sent out once a term discussing the role of community stakeholders and accomplishments of the DWCHS community. Through these means, parent/family involvement will increase in the areas of student social, emotional and academic growth.

The DWCHS website is an invaluable method of connecting with parents to increase parent participation in student academic and social/emotional growth. By creating a “Parents Portal”, parents will be able to access attendance data, transcripts, report card history, and any anecdotal Information (academic performance, classroom conduct, etc.). It is also useful for other DWCHS community members, including staff and students. Staff will also utilize the school’s website to post and share universal templates and school-based documents, such as progress reports, referrals to CBOs, and incident reports. Revision of the website will include student access to virtual classrooms, department and course information, and a feature to contact teachers for outside help. A Frequently Asked Questions (FAQs) section will be made available for all school personnel, students, and staff as well as semester schedules and upcoming events.

Various community organizations will be engaged to support the learning environment at DWCHS. Health awareness events with current partners, such as Montefiore Hospital Center, will be offered for the DWCHS school and parent community. College trips for students and professional awareness days will be coordinated with colleges and other organizations to promote career awareness. DWCHS will also partner with colleges in the New York City area, such as Manhattan College, to access high quality teaching interns and other teaching resources. Through these community partnerships, students will become engaged and supportive of their learning and social environments.

Lastly, DWCHS administrators and staff will invite school district representatives to assist in the development of an in school shared-decision making planning process. Through professional development in this area, parents and guardians will become major factors in addressing the needs of our school.

c. Budget and Resource Alignment for Parent and Community Engagement

✓ Tax Levy	Title IA	
Title IIA	Title III	
✓ SIG	✓ Others	
	(describe):	<u>Title I SWP</u>

• PS and OTPS Budget Allocations:

PS: n/a

OTPS

Workshops for Parents

We will offer classes to parents on how to address the social/emotional/health needs of students. 1 workshop per month (1 during the week and 1 on different Saturdays) x 2x10 months during the year.

1 teacher @ \$41.98x 40 hours

Total hours- 40

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

Many DeWitt Clinton High School staff members, with the direction of the administrative cabinet, worked collaboratively to develop this plan. Teachers from all content areas, along with administrators, counselors, and deans collaborated to develop a plan that reflected all components of the educational structure at the school.

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

Please see attached “Year One Professional Development Schedule” pg. 44

iii. Plan for training, support and professional development

In order to regularly evaluate the effects of training, support and professional development, a School Improvement Evaluation Team will be created. The team will be comprised of the

principal, two Assistant Principals, and 2 UFT representatives. This team will meet two times a month to review the following:

Teacher observations: These will be reviewed holistically, not individually

Student assessment data: The type will be determined based on month the team meets, e.g. Regents data, initial assessment results (Sept., Feb.), scholarship reports (Oct., Dec., March, May), credit accumulation (Feb., June) November and April will be used to evaluate student work.

The Network Team will conduct monthly walkthroughs to evaluate implementation of aligned curriculum, pedagogical practices and determine next steps.

Based on the findings of the Evaluation Team and the Network, areas that are still in need of improvement will be targeted for increased PD. Teacher cohorts will be created for intensive, individualized PD based on the findings from observations and walkthroughs.

This plan will be evaluated at the end of each school year to determine its effectiveness and adjust it where necessary.

Budget and Resource Alignment for Training, Support, and Professional Development

✓ Tax Levy	Title IA	
Title IIA	Title III	
✓ SIG	✓ Others	<u>Title I SWP</u>

PS and OTPS Budget Allocations:

OTPS:

Per Session

2 teachers @ \$41.98 x 3 hours x 24 sessions

3 Supervisors @ 43.93x 3 hours X 24 sessions

Teaching Matters: PD to address individualized needs

12 Sessions on implementing CCLS shifts in ELA and Math to reflect effective practices in Danielson's Framework for Teaching

J. Communication and Stakeholder Involvement/Engagement

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

Dataation will be used by parents to directly access child's progress, homework assignments, attendance, and faculty communication via email. This program will be accessible to staff and parents, at all times. If needed, school support staff will work with parents to set up a free email address. The email will be connected to the school software when applicable.

Parents email addresses will be collected and catalogued to allow parents to receive email updates regarding upcoming events and topics such as parent-teacher conferences, training workshops and parent PD, weekend tutoring, report card distribution, congratulatory message, student improvement and monthly perfect attendance. This information will be also available on the DWC website.

DWC newsletter will be created monthly to be both mailed and posted on DWC website. It will be created each term to list important dates, parent/teacher conference dates/times, links to important websites (including CUNY, SUNY, FAFSA, Homework Help, RegentsPrep.org, etc.). It will also be used to reinforce positive happenings at DWC including, and not exclusive to, community events, volunteer opportunities, student achievements, club activities/fund raisers,

athletic events/achievements, in-school activities such as game nights, student/staff athletic events, recitals and musical performances. Each small learning community will be responsible for submitting information such as student achievements. In addition, each club and team will be responsible for submitting all information regarding meets and competitions.

DWC website will be updated weekly by the Virtual Enterprise classes supervised by the VE teacher. This will result in unlimited community and stakeholder accessibility. The DWC newsletter will be uploaded to the DWC webpage. In addition, information regarding services available within DWC will be listed, such as the Montefiore Clinic, College Now, New York State Regents dates, tutoring information, internships, summer enrichment programs, etc. This will provide the necessary and ongoing communication with the community, parents, students, staff as well as stakeholders.

K. Project Plan and Timeline

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

Key strategies for the pre-implementation period include connecting with external PD agencies to support DWCHS through changes. Key goals require the programing and scheduling office to develop programs and schedules that coincide with projected changes for DWC incoming freshmen. Below, the subject in parenthesis indicates the person/group responsible for completion of each activity.

Goals for Pre-Implementation Period (April 1, 2013 to August 31, 2013)

~Identify and select 2 professional development (PD) partner agencies by the end of week 2. (DWCHS)

~PD agencies will identify target instructional, content, and modification areas of improvement for DWCHS for the upcoming school year by the end of week 8. (PD agencies)

~PD agencies will draft PD schedule with the Administration based on targeted areas of improvement for the upcoming school year (such as, the use of technology to provide Multiple entry points, developing curriculum aligning with the Common Core, improving instructional practices, and PD on developing modifications) by the end of week 12. (PD Agencies)

~PD agencies and Administration will finalize PD schedule by the end of week 16. (PD agency)

~PD agencies will draft guidelines and procedures that will ensure PD accountability by week 18. (PD agencies)

~PD agencies will finalize the paperwork and procedures as well as have finalized all portions of the PD plan and schedule by week 20. (PD agencies)

~By week 20, administrators will have established teacher schedules that provide the opportunity for common planning time for DWCHS teachers. (DWC Administrators)

Key strategies for the Implementation Period include PD for teachers to familiarize them with the teacher evaluation system for September, 2013. The school will use communication channels (letters, phone calls, invitations to school events) to increase parent involvement. Scheduling will begin so teachers of different content areas that share the same students can meet regularly (once a week) to coordinate their instruction and to better assist the academic and social/emotional development of their students.

Goals for Implementation Period (September 1, 2013 to August 31, 2014)

Instruction

- ~Teachers who are rated *unsatisfactory* for school year 2012-2013 will be provided with needs-based and appropriate instructional support throughout the first year. (Administration and PD agencies)
- ~Support Provider will have developed a data-driven PD curriculum, including a repertoire/index of pedagogical techniques, and goals for future PD growth for DWCHS. (Administration and Support Provider)

Content

- ~ All content areas will begin utilizing technology to improve pedagogical practices and content access to students
- ~ All content area departments will have developed pre-assessments, interim assessments/benchmarks, post-assessments, and summative assessments that identify mastery of skills by the end of year 1. (Administration, Teachers, and Support Provider)
- ~Identify the method of school-wide data collection and analysis by the end of month 4 of project implementation. (Administration, Network, and Support Provider)
- ~Teachers and administrators will receive training on how to utilize data in order to develop effective teaching practices by the end of year one of implementation. (Administration, Network, Teachers, and Support Provider)

Modification

- ~Teachers will receive professional development in the area of instructional modifications, Universal Design for Learning and how to consistently provide multiple entry points. (Administration and Support Provider)
- ~ICT Teachers will receive professional development in the area of best practices using ICT (inclusion) model. (Administrators and Support Provider)

Graduation

There will be a 10% increase in credit accumulation throughout the school. (DWCHS)

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

One of the early indicators of the success of the SIG plan would be improved attendance of all students. The attendance teacher and parent will be immediately informed to take action. Decrease in lateness and school incidents will demonstrate that school culture is improving. An increase in teachers earning *satisfactory* will also be an early win, demonstrating an improvement in instructional practice.

Student improvement from initial benchmark to interim assessments will also indicate successful SIG plan implementation. These early wins, when presented to key stakeholders of DWCHS will foster buy-in and support teacher, staff, student, and parent interest in plans presented in this document.

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

Small learning Community Teacher Teams will meet weekly to analyze student performance. They will use the following assessments: initial benchmark, interim assessments, Common Core aligned tasks, scholarship reports, final exams.

Results will be reported to the content area APs who will share the results with the cabinet. The APs will determine appropriate interventions/next steps.

The School Improvement Implementation team will meet two times a month to review the following: Teacher observations; these will be forwarded by the supervising APs. This will be reviewed holistically and not individually. Student assessment data; the type will be determined

based on month the team meets, e.g. Regents data, initial assessment results (Sept., Feb.), scholarship reports (Oct., Dec., March, May), credit accumulation (Feb., June) November and April will be used to evaluate student work. All data will be accessed through Datacation. The Network Team will conduct monthly walkthroughs to evaluate implementation of aligned curriculum, pedagogical practices and determine next steps. The Network Team will meet with the cabinet to report their findings and determine next steps.

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

Key strategies for year-two and three include increasing the use of technology to improve pedagogy and student access to content knowledge. DWCHS will continue assessing the effectiveness of these changes via student data and identifying student and parent concerns regarding changes via surveys. There will also be a comprehensive evaluation of parent use of Datacation in order to determine ways to improve communication. Strategies also include decrease presence and reliance on Cambridge Education, LLC and Teaching Matters to foster DWCHS autonomy in practicing effective instructional and administrative tasks. An increase in credit accumulation for all students, a higher student graduation and a decrease in the drop-out rate will indicate the effectiveness of this SIG plan.

Two- to Three- Year Goals of Implementation

- Increase the graduation rate to 66% by the end of year three.
- Decrease the drop-out rate by 10% by the end of year two.
- Increase parent and student buy-in to changes to 10% by the end of year two.
- Decrease reliance on PD agency by 30% by the end of year two, in order to create school-wide sustainability.
- Decrease reliance on PD agency by an additional 20% by the end of year three.

Attachment A Consultation and Collaboration Documentation Form

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

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

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

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

I. Leading Indicators							
a. Number of minutes in the school year	min						
b. Student participation in State ELA assessment	%						
c. Student participation in State Math assessment	%						
d. Drop-out rate	%						
e. Student average daily attendance	%						
f. Student completion of advanced coursework							
g. Suspension rate	%						
h. Number of discipline referrals	num						
i. Truancy rate	%						
j. Teacher attendance rate	%						
k. Teachers rated as "effective" and "highly effective"	%						
l. Hours of professional development to improve teacher performance	num						
m. Hours of professional development to improve leadership and governance	num						
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num						
II. Academic Indicators							
o. ELA performance index	PI						
p. Math performance index	PI						
q. Student scoring "proficient" or higher on ELA assessment	%						
r. Students scoring "proficient" or higher on Math assessment	%						
s. Average SAT score	score						
t. Students taking PSAT	num						
u. Students receiving Regents diploma with advanced designation	%						
v. High school graduation rate	%						
w. Ninth graders being retained	%						
x. High school graduates accepted into two or four year colleges	%						

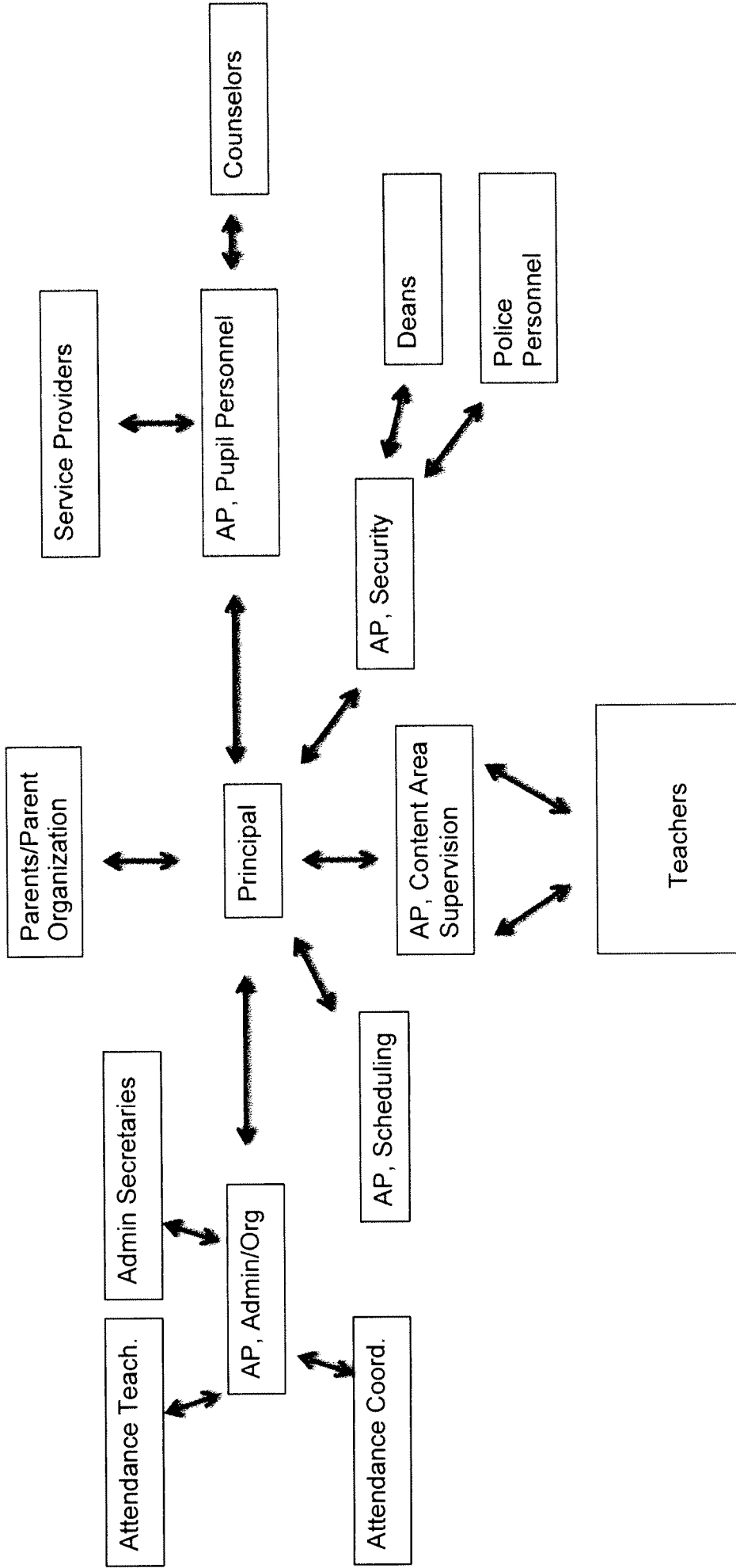
Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Teaching Matters Phone: (212) 870-3505 Fax: (212) 870-3516 Email: inquiry@teachingmatters.org Address: Teaching Matters, Inc. 475 Riverside Drive Suite 1270 New York, NY 10115 USA</p> <p>Since 1995, Teaching Matters has worked to enhance instruction and learning in more than half of New York City's approximately 1500 public schools. Teachers from six states have taken advantage of our institutes and workshops; their online publishing tool is being used by teachers and principals in more than 40 states; and principals in partner schools have developed into innovation leaders.</p> <p>Teaching Matters:</p> <ul style="list-style-type: none"> • Ensures rigorous data-driven instructional practices that align with the Common Core Standards • Conducts targeted on-site coaching to guide teacher teams to accelerate student gains • Develops teacher leaders to promote shared accountability and a career path that promotes the retention of effective teachers 	<p>MS 216Q continues to make considerable strides in advancing student performance. In 2009, it outperformed 97.3% of middle schools citywide in percentage of students being proficient in ELA. After achieving an "A" in Student Progress from the New York City Dept. of Education in its 2008 Progress Report, MS216Q expanded on its success in 2009 by scoring another "A" and moving many of its ELA level 3 achievers into level 4.</p> <p>In 2009, Elementary School 52 made impressive gains in student performance. While increasing its already impressive rates of student ELA progress, the school earned an "A" on the New York City Department of Education Progress Report. PS 52 demonstrated an extraordinary ability to move students at least one year of progress as measured by the ELA test, outperforming all of its peer schools. Furthermore, PS 52 had higher average proficiency improvements for level 1 and 2 students than 97% of all NYC schools.</p> <p>PS 129 was rated "A" in all categories on its progress report for 2009 by the NYC Department of Education. The school was in the 91st percentile of all middle schools citywide in the proportion of students making at least one year of progress in ELA. The school outperformed all schools in its peer group in both percentage of students proficient in ELA and median student proficiency. The school provides each student with his/her own laptop, allowing PS 129's Principal, Yvette Beasley, to focus on preparing students with the new skills they need in the 21st century, while ensuring that they continue to make progress in areas of core content.</p>	<p>1. MS 216Q George J. Ryan Principal Reginal Landeau</p> <p>2. P.S. 52 Queens Principal: Linda Pough Telephone: 718-528-2238</p> <p>3. P.S. 129 Twin Parks Upper (12X129) Principal: Yvette Beasley Telephone: 718-933-5976</p>
		4.
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<ul style="list-style-type: none"> Influences school leaders to drive a positive culture of continuous improvement 	<p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>Cambridge Education, LLC Trevor Yates, Vice president Cambridge Education's Quality Review programs engage schools and districts in a process of quality review and continuous improvement. Our review process and self-evaluation tools support schools and districts as they develop and implement plans for improvement. We work with individual clients to develop customized criteria that are</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <p>1. Please see Attachment C2</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>

<p>uniquely focused on student learning. We also provide capacity-building programs and orientation sessions for administrators and other key stakeholders to ensure that they are fully engaged in the review process.</p> <p>Throughout the implementation of our review and evaluation programs, we build a culture that is focused on self-reflection and the analysis of results and actions. Implemented in this way, our programs serve as a powerful tool that can promote efforts to improve at the district, school and classroom levels.</p> <p>If you would like more information please email us at info@camb-ed-us.com or call us at 781-915-0040.</p> <p>Cambridge Education (LLC), 400 Blue Hill Drive, North Lobby, Suite 100, Westwood, MA 02090</p>		
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

Attachment G
School Organization Chart



“Year One Professional Development Schedule”
DeWitt Clinton High School

A. Pre-Implementation Period. (April 1, 2013 to August 31, 2013)

Organization/Agent Delivering (Responsible for) PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported	Rationale for Planned Event
DWCHS	Identify and select two professional development (PD) partner agencies by the end of week 2.	An administrator will be assigned the task of identifying and selecting an appropriate PD agency. Selection will be reported to funders.	In order for DWCHS staff to have effective PD, an outside partner agency to administer and train teachers is of utmost importance.
Selected PD agency	The administration and chosen PD agencies will identify primary areas of concern.	The administration and PD agencies will develop accountability instruments.	Administrative and pedagogical staff will be held accountable for improvement in instruction, effective curriculum implementation and assessment.
Administration and PD Agency	Administration and PD agency will identify target instructional, content, and modification areas of improvement for DWCHS for the upcoming school year.	Administration and PD agency will develop a document that identifies target areas of improvement specific DWCHS.	Identifying target areas of improvement will guide the types of PD that will be provided to DWCHS staff.
Administration and PD Agency	Administration and PD agency will draft PD schedule based on targeted areas of improvement for the upcoming school year.	Administration and PD agency will plan for implementation of PD schedule	Having an established PD schedule with accountability instruments will hold all included constituencies responsible for fulfillment.
Administration and PD Agency	Administration and PD agency will finalize PD schedule.	Administration and PD agency will PD schedule to DWCHS administrators.	All included constituencies are responsible for fulfillment.

DWCHS administrators	Administrators will establish teacher schedules that provide the opportunity for common planning time across grade levels and departments.	Administrators responsible for common planning will record meetings and minutes throughout the year.	Common planning time is important to developing intentional instruction strategies that target specific student needs.
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B. Implementation Period. (September 1, 2013 to August 31, 2014)

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
<u>Instructional Professional Development</u>				
Developing pedagogy specific professional development opportunities based on observations of teachers, video analysis, and debrief conversations with teachers.	DeWitt Clinton High School Teachers	Administrators and support providers	100% of teachers that are rated below effective according to the Danielson Rubric will be provided with needs-based and appropriate instructional support in the first year.	-The consultant will compile and track data for each teacher. -Differentiated feedback will be provided to teachers, as in professional opportunities that are specific to needs of teachers will be provided
Develop a PD curriculum specific for DWCHS	Administrators and Support Providers	Administrators and Support Providers	Administrators and Support Providers will develop and implement a data-driven PD curriculum, including a repertoire/index of pedagogical techniques, and goals for future PD growth for DWCHS.	Administrators and Support Providers will report and submit curriculum to funders.
<u>Content Based Professional Development</u>				
Develop assessments	DWCHS teachers	Administrators and Support Providers	100% of instructional departments will have developed pre-	Assessments, rubrics, and rationale will be

			assessments, interim assessments/benchmarks, post-assessments, and summative assessments that identify mastery of skills by the end of term 1.	submitted to Administrators and Support Providers .
Develop/identify a method of school-wide data collection and assessment	DWCHS staff	Administrators and Support Providers	Identification of the method of school-wide data collection and analysis by the end of month 2 of project implementation.	The method of data analysis and collection will be submitted formally to school administrators who will submit documents to funders.
Common planning time for teachers	DWCHS staff	Administrators and Support Providers	By year one, common planning time for teachers will have been practiced and evaluated to improve scheduling practice.	It is important for teachers to have common planning time in order for teachers to organize logical sequence of standards and develop a pacing calendar in alignment with standards.
Training on how to utilize data for effective teaching practices	DWCHS staff	Administrators and Support Providers	All teachers and administrators will receive training on how to utilize data in order to develop effective teaching practices by the end of year one of implementation.	Teachers and administrators must know how to use data in order to develop and measure student achievement and teaching practices.
<u>Professional Development on Modification</u>				
PD in the area of modifications	DWCHS staff	Administrators and Support Providers	All ICT teachers will receive ongoing PD in the area of instructional modifications by the end of year one.	PDs will have attendance sheets to determine who is in attendance and received PD in this area.

<p>PD in the area of effective ICT teaching practices</p>	<p>DWCHS staff</p>	<p>Administrators and Support Providers</p>	<p>All teachers will receive PD in the area of best practices of the ICT (inclusion) model by the end of year one.</p>	<p>PDs will have attendance sheets to determine who is in attendance and received PD in this area.</p>
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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	58080	58080	58080
b. Student participation in State ELA assessment	%		n/a	n/a	n/a	n/a	n/a
c. Student participation in State Math assessment	%		n/a	n/a	n/a	n/a	n/a
d. Drop-out rate	%		12%	17%	15%	13%	11%
e. Student average daily attendance	%		86.6%	77%	82%	87%	92%
f. Student completion of advanced coursework			30%	21%	23%	28%	33%
g. Suspension rate	%		11.6%	6.0%	5%	4%	3%
h. Number of discipline referrals	num		83	464	425	375	325
i. Truancy rate	%		5.0%	14.8%	11.8%	9.8%	8.8%
j. Teacher attendance rate	%		95.2%	95.0%	95.3%	95.6%	96%
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		20	20	24	24	24
m. Hours of professional development to improve leadership and governance	num		10	10	12	12	12
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		10	10	12	12	12
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	147	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	160	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	416	426	436	446
t. Students taking PSAT	num		113472	1023	1123	1223	1323
u. Students receiving Regents diploma with advanced designation	%		16%	10%	13%	16%	19%
v. High school graduation rate	%		66%	57%	60%	63%	66%
w. Ninth graders being retained	%		22%	45.2%	39.2%	31.2%	21.2%
x. High school graduates accepted into two or four year colleges	%		50%	43%	46%	50%	55%

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

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

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

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

Active days: defined as all days where teachers were to report to school based on DOE school calendar (excludes school holidays, snowdays, and weekends) where they were in the title of teacher, and were not on leave or sabbatical.
- k. **Teachers rated as "effective" and "highly effective":** Data for percentage of teachers rated "Effective" and "Highly Effective" (HEDI categories) does not exist for all schools at this time. Please note that targets will be set for teacher ratings once the new evaluation system is underway. All elements related to teacher evaluation will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations."
- l. **Hours of professional development to improve teacher performance**

This may include the following types of professional development activities:

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

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

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

II. Academic Indicators

- o. ELA performance index**
- p. Math performance index**
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools' Performance Indices. While the school's PI from 2010-2011 is provided as baseline, targets for each year of the grant will be set once more current data on schools performances are available.
- q. Student scoring "proficient" or higher on ELA assessment**
- r. Students scoring "proficient" or higher on Math assessment**
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools' proficiency rates. While the percentage of students scoring 'Proficient' or higher is provided from 2010-2011 as baseline, targets for each year of the grant will be set once more current data on schools performances are available.
- s. Average SAT score**
- t. Students taking PSAT:** The grade in which students take the PSATs varies from school to school; total takers from 2010-2011 is provided.
- u. Students receiving Regents diploma with advanced designation**
- v. High school graduation rate**
- w. Ninth graders being retained:** This was determined based on audited registers of students who were coded as being in ninth grade in both 2009-10 *and* 2010-11.
- x. High school graduates accepted into two or four year colleges**

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Teaching Matters Phone: (212) 870-3505 Fax: (212) 870-3516 Email: inquiry@teachingmatters.org Address: Teaching Matters, Inc. 475 Riverside Drive Suite 1270 New York, NY 10115 USA</p> <p>Since 1995, Teaching Matters has worked to enhance instruction and learning in more than half of New York City's approximately 1500 public schools. Teachers from six states have taken advantage of our institutes and workshops; their online publishing tool is being used by teachers and students in more than 40 states; and principals in partner schools have developed into innovation leaders.</p> <p>Teaching Matters:</p> <ul style="list-style-type: none"> Ensures rigorous data-driven instructional practices that align with the Common Core Standards Conducts targeted on-site coaching to guide teacher teams to accelerate student gains Develops teacher leaders to promote shared accountability and a career path that promotes the retention of effective teachers 	<p>MS 216Q continues to make considerable strides in advancing student performance. In 2009, it outperformed 97.3% of middle schools citywide in percentage of students being proficient in ELA. After achieving an "A" in Student Progress from the New York City Dept. of Education in its 2008 Progress Report, MS216Q expanded on its success in 2009 by scoring another "A" and moving many of its ELA level 3 achievers into level 4.</p> <p>In 2009, Elementary School 52 made impressive gains in student performance. While increasing its already impressive rates of student ELA progress, the school earned an "A" on the New York City Department of Education Progress Report. PS 52 demonstrated an extraordinary ability to move students at least one year of progress as measured by the ELA test, outperforming all of its peer schools. Furthermore, PS 52 had higher average proficiency improvements for level 1 and 2 students than 97% of all NYC schools.</p> <p>PS 129 was rated "A" in all categories on its progress report for 2009 by the NYC Department of Education. The school was in the 91st percentile of all middle schools citywide in the proportion of students making at least one year of progress in ELA. The school outperformed all schools in its peer group in both percentage of students proficient in ELA and median student proficiency. The school provides each student with his/her own laptop, allowing PS 129's Principal, Yvette Beasley, to focus on preparing students with the new skills they need in the 21st century, while ensuring that they continue to make progress in areas of core content.</p>	<p>1. MS 216Q George J. Ryan Principal Reginal Landeau</p> <p>2. P.S. 52 Queens Principal: Linda Pough Telephone: 718-528-2238</p> <p>3. P.S. 129 Twin Parks Upper (12X129) Principal: Yvette Beasley Telephone: 718-933-5976</p>
		4.
		5.

<ul style="list-style-type: none"> Influences school leaders to drive a positive culture of continuous improvement 		6. 7. 8. 9. 10.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Cambridge Education, LLC Trevor Yates, Vice president Cambridge Education's Quality Review programs engage schools and districts in a process of quality review and continuous improvement. Our review process and self-evaluation tools support schools and districts as they develop and implement plans for improvement. We work with individual clients to develop customized criteria that are	1. Please see Attachment C2 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

<p>uniquely focused on student learning. We also provide capacity-building programs and orientation sessions for administrators and other key stakeholders to ensure that they are fully engaged in the review process.</p> <p>Throughout the implementation of our review and evaluation programs, we build a culture that is focused on self-reflection and the analysis of results and actions. Implemented in this way, our programs serve as a powerful tool that can promote efforts to improve at the district, school and classroom levels.</p> <p>If you would like more information please email us at info@cambridge-ed-us.com or call us at 781-915-0040.</p> <p>Cambridge Education (LLC), 400 Blue Hill Drive, North Lobby, Suite 100, Westwood, MA 02090</p>		
<p>Partner Organization Name and Contact Information and description of type of service provided.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

Attachment F
 “Year One Professional Development Schedule”
 DeWitt Clinton High School

A. Pre-Implementation Period. (April 1, 2013 to August 31, 2013)

Organization/Agent Delivering (Responsible for) PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported	Rationale for Planned Event
DWCHS	Identify and select two professional development (PD) partner agencies by the end of week 2.	An administrator will be assigned the task of identifying and selecting an appropriate PD agency. Selection will be reported to funders.	In order for DWCHS staff to have effective PD, an outside partner agency to administer and train teachers is of utmost importance.
Selected PD agency	The administration and chosen PD agencies will identify primary areas of concern.	The administration and PD agencies will develop accountability instruments.	Administrative and pedagogical staff will be held accountable for improvement in instruction, effective curriculum implementation and assessment.
Administration and PD Agency	Administration and PD agency will identify target instructional, content, and modification areas of improvement for DWCHS for the upcoming school year.	Administration and PD agency will develop a document that identifies target areas of improvement specific DWCHS.	Identifying target areas of improvement will guide the types of PD that will be provided to DWCHS staff.
Administration and PD Agency	Administration and PD agency will draft PD schedule based on targeted areas of improvement for the upcoming school year.	Administration and PD agency will plan for implementation of PD schedule	Having an established PD schedule with accountability instruments will hold all included constituencies responsible for fulfillment.
Administration and PD Agency	Administration and PD agency will finalize PD schedule.	Administration and PD agency will PD schedule to DWCHS administrators.	All included constituencies are responsible for fulfillment.

DWCHS administrators	Administrators will establish teacher schedules that provide the opportunity for common planning time across grade levels and departments.	Administrators responsible for common planning will record meetings and minutes throughout the year.	Common planning time is important to developing intentional instruction strategies that target specific student needs.
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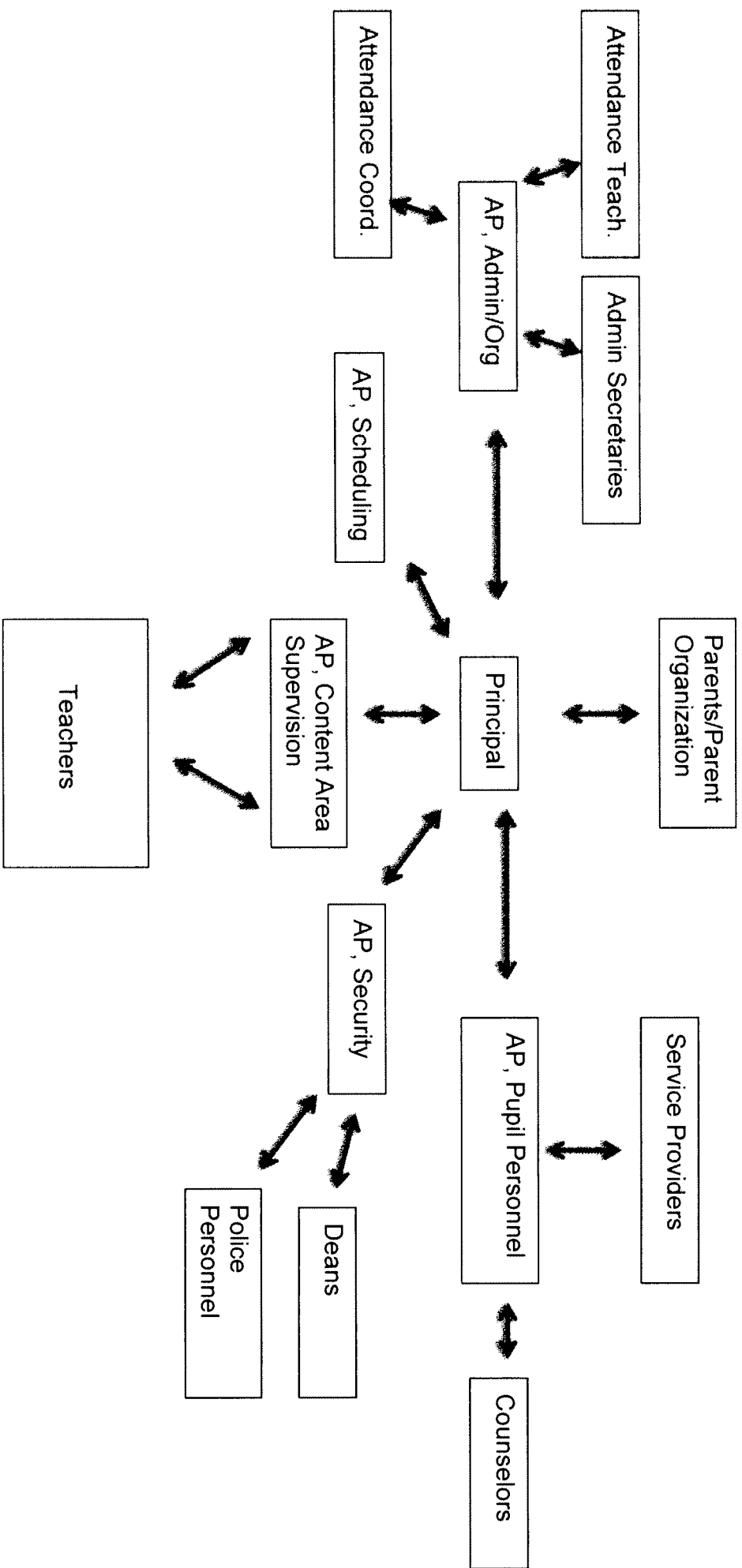
B. Implementation Period. (September 1, 2013 to August 31, 2014)

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Outcome	Measurable	How Outcomes will be Analyzed and Reported
<u>Instructional Professional Development</u>					
Developing pedagogy specific professional development opportunities based on observations of teachers, video analysis, and debrief conversations with teachers.	DeWitt Clinton High School Teachers	Administrators and support providers	100% of teachers that are rated below effective according to the Danielson Rubric will be provided with needs-based and appropriate instructional support in the first year.		-The consultant will compile and track data for each teacher. -Differentiated feedback will be provided to teachers, as in professional opportunities that are specific to needs of teachers will be provided
Develop a PD curriculum specific for DWCHS	Administrators and Support Providers	Administrators and Support Providers	Administrators and Support Providers will develop and implement a data-driven PD curriculum, including a repertoire/index of pedagogical techniques, and goals for future PD growth for DWCHS.		Administrators and Support Providers will report and submit curriculum to funders.
<u>Content Based Professional Development</u>					
Develop assessments	DWCHS teachers	Administrators and Support Providers	100% of instructional departments will have developed		pre-assessments, rubrics, and rationale will be

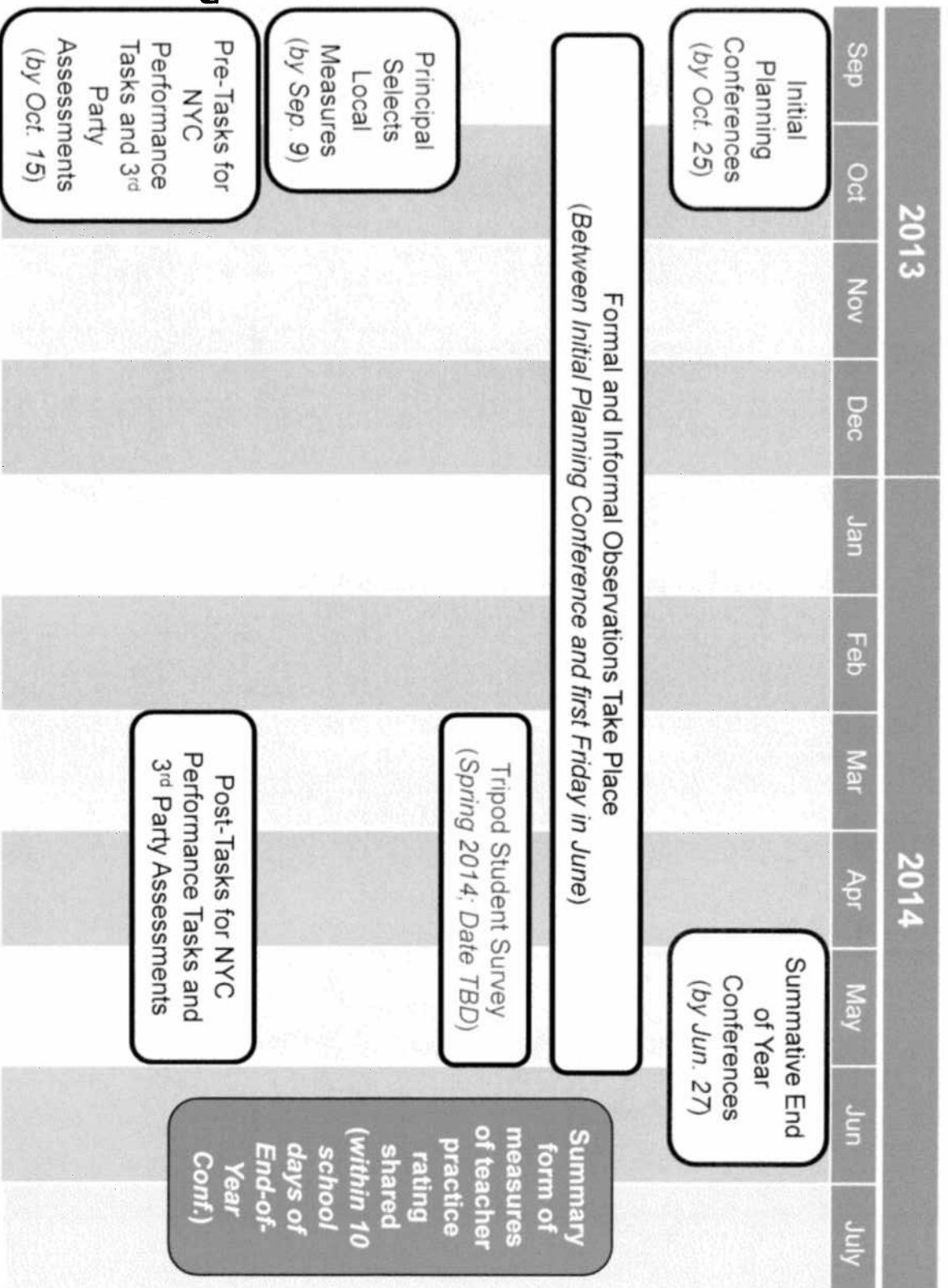
			assessments, interim assessments/benchmarks, post-assessments, and summative assessments that identify mastery of skills by the end of term 1.	submitted to Administrators and Support Providers .
Develop/identify a method of school-wide data collection and assessment	DWCHS staff	Administrators and Support Providers	Identification of the method of school-wide data collection and analysis by the end of month 2 of project implementation.	The method of data analysis and collection will be submitted formally to school administrators who will submit documents to funders.
Common planning time for teachers	DWCHS staff	Administrators and Support Providers	By year one, common planning time for teachers will have been practiced and evaluated to improve scheduling practice.	It is important for teachers to have common planning time in order for teachers to organize logical sequence of standards and develop a pacing calendar in alignment with standards.
Training on how to utilize data for effective teaching practices	DWCHS staff	Administrators and Support Providers	All teachers and administrators will receive training on how to utilize data in order to develop effective teaching practices by the end of year one of implementation.	Teachers and administrators must know how to use data in order to develop and measure student achievement and teaching practices.
<u>Professional Development on Modification</u>				
PD in the area of modifications	DWCHS staff	Administrators and Support Providers	All ICT teachers will receive ongoing PD in the area of instructional modifications by the end of year one.	PDs will have attendance sheets to determine who is in attendance and received PD in this area.

<p>PD in the area of effective ICT teaching practices</p>	<p>DWCHS staff</p>	<p>Administrators and Support Providers</p>	<p>All teachers will receive PD in the area of best practices of the ICT (inclusion) model by the end of year one.</p>	<p>PDs will have attendance sheets to determine who is in attendance and received PD in this area.</p>
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Attachment G
Organizational Chart



2013-14 Teacher Evaluation and Development Timeline



Department of Education
Diversity At Work: Character At Play

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

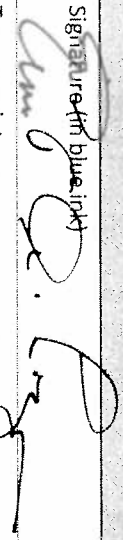
1074110 DEWITT (Clinton High School)

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

Attachment A
 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 ERIN D. 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		

10XHHO Demitt Clinton High School

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

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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	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			

10X440 - Dewitt Clinton NS

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

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 Consultation and Collaboration Documentation Form

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



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

PROPOSED BUDGET
FOR THE OPERATION OF A
FEDERAL OR STATE PROJECT FS-10 (2/94)

BASIC PROJECT INFORMATION																																			
N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #																																	
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3	0	5	1	0	0	0	1	0	0	5	1																								
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) DEWITT CLINTON HIGH SCHOOL																																		
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

\$1,914,738

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	6,157	41.98	258,468
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	449	43.93	19,712
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)	2,065	154.97	320,000
CENTRAL - School Implementation Manager	0.56	119,344	67,208
CENTRAL - Talent Coach	0.20	114,000	22,336
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			687,724

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

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

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Cambridge Associates	100,000
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Teaching Matters	100,000
Subtotal - Code 40		200,000

SUPPLIES AND MATERIALS: Code 45

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

Object Code and Description of Item	Proposed Expenditure
Computer and Printers under \$5,000 per unit	380,000
Educational Software	50,000
General and Instructional Supplies	0
Library Books	150,000
Supplemental Textbooks	400,000
Subtotal - Code 45	980,000

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	20,150
ARRA FRINGE - CENTRAL	26,863
Subtotal - Code 80	47,014

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)	\$1,914,738
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0 0 0 0 0 0 0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	687,724
Non-Professional Salaries	16	0
Purchased Services	40	200,000
Supplies and Materials	45	980,000
Travel Expenses	46	0
Employee Benefits	80	47,014
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,914,738

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #: []

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

Program Office Approval _____

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

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6.2.2013

DATE

SIGNATURE

Eduardo Contreras, Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

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 (I/C)	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	\$ 687,724
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 200,000
Supplies and Materials	45	\$ 980,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 47,014
Indirect Cost (I/C)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,914,738

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 604,853
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 180,000
Supplies and Materials	45	\$ 620,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 43,153
Indirect Cost (I/C)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,448,006

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 485,604
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 160,000
Supplies and Materials	45	\$ 290,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 37,378
Indirect Cost (I/C)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 972,982

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 1,778,182
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 540,000
Supplies and Materials	45	\$ 1,890,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 127,544
Indirect Cost (I/C)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 4,335,726

BUDGET NARRATIVE: DEWITT CLINTON HIGH SCHOOL (10X440)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Curriculum	Professional Staff (hourly or per diem stipends) Code 15	For Year 1, Year 2 and Year 3 there will be continuous alignment of our curriculum and embedded tasks according to CCLS. Based on inquiry work of looking at student data and student work, changes will be implemented to support student growth to reach college readiness. For mathematics, English, social studies and science 8 teachers per subject area, will work 20 hours each for a total of 640 hours of per session throughout the year. Foreign Language and ESL will have 4 teachers per subject area that will work 20 hours each for a total of 160 hours throughout the year. Physical education, art and music will have two teachers per subject area that will work 20 hours each for a total of 120 hours throughout the year. The grand total will be 920 hours of per session. $920 \times \$42$ base cost per hour = \$38640 plus fringe equals \$41,592 per year.	38,640	38,640	38,640	115,920	This will be sustained through Title 1 School Wide Spending after the SIG expires.
Curriculum	Professional Staff (hourly or per diem stipends) Code 15	To ensure quality control for the alignment of the curriculum, six subject supervisors will be in charge of the alignment for 20 hours each for a total of 120 hours throughout the year. $120 \text{ hours} \times \44 base cost = \$5280 plus fringe equals \$5,683 per year.	5,280	5,280	5,280	15,840	This will be sustained through Title 1 School Wide Spending after the SIG expires.
Instruction	Professional Purchased Services (Code 40)	The goal is to provide consistent, systematic, and timely individualized and group professional development to support all teachers. Professional development will support what students need to know according to the CCLS. Teaching Matters will be hired to assist in the development of strategies to effectively teach according to Danielson's Framework for Teaching.	100,000	100,000	100,000	300,000	This work will be sustained by reducing the number of days for consultants and using professional development money from Title 1 School Wide Funding allotment.
Instruction	Professional Staff (hourly or per diem stipends) Code 15	The goal is to provide consistent, systematic, and timely individualized and group professional development to support all teachers. Professional development will support what students need to know according to the CCLS. Teaching Matters will be hired to assist in the development of strategies to effectively teach according to Danielson's Framework for Teaching. Cambridge Education will be hired to provide additional PD. Per Diem teachers will be hired to allow full day PD for each teacher at least 2 days per month for the 1st year. As teachers build capacity, PD will decrease in years 2&3.	320,000	250,000	150,000	720,000	This will be sustained through Title 1 School Wide Spending after the SIG expires.
Instruction	Professional Staff (hourly or per diem stipends) Code 15	The goal is to provide assistance for students who have been identified through data that they need further assistance to attain the goals of the class. Through the use of extended time, we will provide mandated tutoring during the week, on Saturdays and during vacation breaks throughout the year. One supervisor will work 2 hours per day, 3 days per week, for 34 weeks per year for a total of 204 hours of per session. One supervisor will work 4 hours per Saturday for 25 weeks per year for a total of 100 hours of per session. One supervisor will work 4 hours per day for 2 days during each of the following school breaks: Winter Recess, mid-Winter Recess, Spring Recess) each year for a total of 24 hours of per session. The grand total will be 328 hours of per session. $328 \times \$44$ base cost per hour = \$14,432 plus fringe equals \$15,535 per year.	14,432	14,432	14,432	43,296	This will be sustained through Title 1 School Wide Spending after the SIG expires.

BUDGET NARRATIVE: DEWITT CLINTON HIGH SCHOOL (10X440)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	The goal is to support instruction for teachers, enhance student learning and increase parent and community involvement through the use of technology. In Year 1 we will purchase 6 laptop carts, 12 desk top computers, 8 printers and 20 SMARTboards. In Year 2, we will purchase 3 additional laptop carts and printers, and 20 additional SMARTboards. In Year 3, we will also purchase 3 additional laptop carts and printers and an additional 20 SMARTboards. In addition, each year we will purchase 40 laptops for teacher use with SMARTboards.	380,000	325,000	275,000	980,000	Our school funds from tax levy will support replacements and repair.
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	The goal is to support instruction in the classroom, student outcomes and curriculum development by providing CCIS aligned textbooks to our students. Textbooks in Math, Science, English, Foreign Language and Social Studies will be purchased to replace or supplement our existing textbooks.	400,000	210,000		610,000	NVSTL funds will support continued textbook purchases.
Parent and Community Engagement	Professional Staff (hourly or per diem stipends) Code 15	The goal is to increase attendance in our school from our current 80% to the citywide goal of over 90%. To this end, our five Attendance 1 teachers will be given 5 hours per session for 25 Saturdays throughout the year to visit homes of students with attendance issues. The grand total will be 625 per session hours. 625 x \$42 base cost per hour = \$26,250 plus fringe = \$28,256 per year for the three years.	26,250	26,250	26,250	78,750	Tax Levy funding and Title I Funding will support this attendance effort in succeeding years.
Parent and Community Engagement	Professional Staff (hourly or per diem stipends) Code 15	The goal is to increase parent involvement by offering classes to parents on how to use and internet the data for their child. Workshops will be held during the day in the Welcome Center at our school at no cost since the Parent Coordinator will provide the training. However, for parents who work and cannot attend workshops during the day, we will provide the same information and training during after school hours and on Saturdays. We will provide 4 workshops per month (2 during the week and 2 on different Saturdays) for two hours per workshop for 10 months during the year. 80 per session hours per year. 80 x \$42 base cost = \$3,360 plus fringe = \$3617 per year.	3,360	3,360	3,360	10,080	This activity will be paid for by Title I money in the future.
Parent and Community Engagement	Supplies, materials, supplemental textbooks and software (Code 45)	The goal is to increase student learning, credit accumulation and parent and community engagement through the use of software. Skedula (DataCation) will be used to inform parents, students and staff about the grades, attendance, homework assignments, infractions, interim progress reports and short cycle assessments. It will also increase communication between the parent/family and the school. Achieve 3000 will be used to support literacy development for ELL students. The use of iLearn (Apex) will provide blended instruction in the classroom and opportunities for credit accumulation. Castle Learning will provide comprehensive Regents review in all subject areas in addition to courses in Advanced Placement subjects. Skedula (DataCation) = \$10,000 per year plus Achieve 3000 = \$30,000 per year plus iLearn (Apex) = \$20,000 per year plus Castle Learning = \$18,000 per year for a grand total of \$78,000 per year.	50,000	45,000	15,000	110,000	Tax levy funds will continue the funding for software.

BUDGET NARRATIVE: DEWITT CLINTON HIGH SCHOOL (10X440)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Student Support	Professional Staff (hourly or per diem stipends) Code 15	The goal is to provide assistance for students who have been identified through data that they need further assistance to attain the goals of the class. Through the use of extended time we will provide mandated tutoring during the week, on Saturdays and during vacation breaks throughout the year. For the subject areas of algebra, geometry, trigonometry, calculus, american history, living environment, earth science, chemistry, physics, physical education and foreign language, one teacher per subject area, will work 2 hours per day, for 3 days per week, for 34 weeks per year. For the subject areas of English and global history, 2 teachers per subject area will work 2 hours per day, for 3 days per week, for 34 weeks per year. The total will be 3060 hours of per session. Saturday tutoring will be offered in the same subject areas as above. One teacher per subject area will work 3 hours per Saturday for 25 weeks each year. The total will be 975 hours of per session. One teacher per subject area in the same 13 subject areas will work 3 hours per day for 2 days during each of the following school breaks (Winter Recess, mid-Winter Recess, Spring Recess) each year. The total will be 234 hours of per session. One teacher per subject area in the same subject areas will work 20 hours per year for AP tutoring prior to the AP exams. The total will be 260 hours of per session. The grand total will be 4529 hours of per session. 4529 X \$42 base cost per hour = \$190,218 plus fringe equals \$204,751 per year.	190,218	190,218	190,218	570,654	A combination of Tax Levy, Title I Funds and Title III money will assist with tutoring for our students.
Student Support	Supplies, materials, supplemental textbooks and software (Code 45)	The goal is to support student instruction, use of time by students and climate and discipline by buying texts that are of high student interest and support the CCLS. By having the library opened before and after school in addition to the lunch periods, students will have a place where they want to go to engage in academic enrichment activities as bookclubs and individual research.	150,000	40,000		190,000	Tax Levy Book money will support this effort in Year 3 and beyond.
		Year 1 Total cost = \$50,000 Year 2 = Total cost = \$20,000					
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Cambridge Associates will be contracted to provide educational support in the areas of planning and pedagogy. The goal is to improve instruction in every classroom in order to achieve higher student outcomes, increased credit accumulation and a higher graduation rate.	100,000	80,000	60,000	240,000	Future trips will be supported through our relationships built with these colleges and possible grants.
Employee Fringes Code 80	All	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.	20,150	20,151	20,150	60,451	
		Subtotal School	1,798,330	1,348,331	898,330	4,044,991	
District-level expenses: School Implementation Manager (SIM) (Code 15)	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 (1.92 Y3), 0.59, 0.5, 0.5.	67,208	57,547	43,100	167,855	

BUDGET NARRATIVE: DEWITT CLINTON HIGH SCHOOL (10X440)

Primary SIC Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
District-level expenses: Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (V1.Y2.Y3): 0.2, 0.17, 0.17.	22,336	19,126	14,324	55,786	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	26,863	23,002	17,227	67,093	
		Subtotal Central	116,408	99,675	74,651	290,734	
		TOTAL SIG	1,914,738	1,448,006	972,982	4,335,726	
		Non-Core Instruction Tax Levy	1,148,662	1,148,662	1,148,662	3,445,985	
		Title 1 for Priority and Focus Schools	661,566	661,566	661,566	1,984,698	
		Other Title 1 allocations	2,754,513	2,754,513	2,754,513	8,263,539	
Other sources of income		TOTAL	6,479,479	6,012,746	5,537,722	18,029,947	