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**
JHS 291 Roland Hayes			333200010291
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
6 - 8			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
643			231 PALMETTO STREET, BROOKLYN NY 11221

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

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

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

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

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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

Jacqueline Rosado was appointed to J.H.S 291 shortly before it was designated a priority school. Prior to that, Ms. Rosado worked as a teacher and AP at the school since 1997. Through her relatively short tenure as principal she has redesigned several leadership roles and identified key constituency groups to further efforts towards meeting school-wide goals. Through the SIG plan, Ms. Rosado will be provided the much needed fiscal and human resources required to accelerate progress towards closing the achievement gap for students in targeted subgroups.

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 The Internationals Network for Public Schools (INPS), Pearson Learning, Counseling in Schools, The Danielson Group and GoldMansour.

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

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

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

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

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

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

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

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

F. Enrollment and Retention Policies, Practices, and Strategies

i. Priority School's enrollment

In J.H. S 291, students with disabilities comprise 18% of the school's population, 1 % point lower than the citywide middle school average. Students in self-contained settings comprise 11% of the school's population, 4 % points higher than the citywide middle school average. English Language Learners comprise 26% of the school's population, 14 % points higher than the citywide middle school average. Only 14% of the students at the school are proficient in English Language Arts, putting the school in the bottom 8% citywide. Only 31% of the students at the school are proficient in Mathematics, putting the school in the bottom 17% citywide. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.66, which is 0.27 lower than the citywide middle school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

At the middle school level, all students within a geographic district have the same access. Some districts maintain primarily zoned middle schools, which give priority to students in the geographic zone. Most districts have at least some choice schools which have admissions methods based on academic or artistic ability, language proficiency, demonstrated interest, or unscreened.

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

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

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

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

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

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

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.

Section Bii: Labor Mgmt

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

AGREEMENT

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Section Bii: Sm

Department of Education
Dennis M. Walcott, Chancellor

Children First. Always.

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:
Schools can provide supplemental compensation to support:

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

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

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

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

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

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

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

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

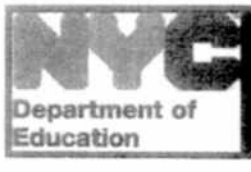
Click here to download a copy of the School Allocation Memorandum.

Attachment(s):

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

MT:bf

Section Bii Network Directory



Spring 2012 - 2013 Network Directory

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

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N101 Bridges for Learning Marina Cofield mcofield@schools.nyc.gov	Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6	JH/I/MS: 22 Secondary: 3 High School: 5	**Mission/Philosophy:** We are a network of middle schools, secondary schools, and high schools spread across four boroughs. Our schools serve a broad diversity of communities, but they are unified in their progressive and innovative approaches to school improvement. Our principals are critical and creative thinkers who value opportunities to learn with and from one another to serve all their students more effectively. **Organizational Structure:** We get to know every school and its leaders well – so that we understand their strengths, needs, work styles, priorities, and beliefs – and we personalize our support accordingly. On our instructional team, every coach is an expert in one content area or other area of focus, and we assign coaches to schools for specific time frames based on their individual needs and priorities. We also create multiple opportunities for teachers and administrators in similar roles to come together for ongoing collaboration and learning. **Special Expertise:** Our team has deep expertise in the following areas: - Budget, HR, procurement, and other operations areas - Data analysis / data-driven decisions - Understanding by Design - Supporting rich classroom discussion - Workshop model for reading/writing - CMP and other constructivist approaches to math - Co-planning / Co-teaching - Specialized instruction
Network: **Leader:** **Contact:**	N102 Alison Sheehan asheehan3@schools.nyc.gov	Brooklyn: 16 Manhattan: 16 Bronx: 1	Elem: 19 JH/I/MS: 3 K-8: 1 Secondary: 2 High School: 8	**Mission/Philosophy:** What we stand for: - Access for all - Continuous learning for children and adults - Community and inclusiveness - Assessment for genuine accountability and improvement - A "bottom-up" structure that provides schools the resources to accomplish their missions

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N103 Network for Sustainable Excellence Yuet M. Chu YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH/I/MS: 8 K-8: 2 Secondary: 1 High School: 4	**Mission/Philosophy:** As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group. **Organizational Structure:** As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools. **Special Expertise:** Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.
Network: Leader: Contact:	N104 Tracey Collins, I.A. tcollins6@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH/I/MS: 7 K-8: 6 Secondary: 2	**Mission/Philosophy:** Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning. **Organizational Structure:** We are a large cross-functional network that offers tiered professional development, intervisitations and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy. **Special Expertise:** We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.
Network: Brand: Leader: Contact:	N105 The Urban Assembly Jonathan Green JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH/I/MS: 5 Secondary: 5 High School: 11	**Mission/Philosophy:** The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus: 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N106 Network For Collaborative Innovation Cyndi Kerr ckerr@schools.nyc.gov	Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11	Secondary: 2 High School: 24	**Mission/Philosophy:** Our philosophy is collaborative innovation, which is fostered: 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more. **Organizational Structure:** Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically. **Special Expertise:** CFN 106 includes early college, CTE, performing arts and international high schools, as well as several iZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.
Network: **Brand:** **Leader:** **Contact:**	N107 A Network of Dynamic Learning Communities Nancy Scala nscala@schools.nyc.gov	Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5	JH/I/MS: 4 High School: 26	**Mission/Philosophy:** CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (DuFour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison. **Organizational Structure:** We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support. **Special Expertise:** CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.

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Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N108 Lisa H. Pilaski LPilask@schools.nyc.gov	Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5	Elem: 6 Secondary: 1 High School: 20	**Mission/Philosophy:** CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students. **Organizational Structure:** The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a liaison structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year. **Special Expertise:** CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.
Network: Brand: Leader: Contact:	N109 Building a Community of Collaborative Learners and Leaders Maria Quail mquail@schools.nyc.gov	Brooklyn: 2 Bronx: 31	ECE: 1 Elem: 23 JH/I/MS: 4 K-8: 5	**Mission/Philosophy:** CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff. CFN 109's Shared Vision: - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability **Organizational Structure:** Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives. **Special Expertise:** The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.

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Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N111 Lucile Lewis LLewis2@schools.nyc.gov	Brooklyn: 17 Queens: 4	Elem: 11 JH/I/MS: 8 K-8: 2	**Mission/Philosophy:** Our network strives to improve the quality of classroom instruction and school leadership with the goal of positively impacting student achievement. We embrace the belief that all students are entitled to a quality, standards-driven education. We aim to provide guidance to all school communitles who share this vision. **Organizational Structure:** Our network provides differentiated support to school leaders and their communities based upon their expressed needs and their school's accountability status. We carefully match network staff with schools to maximize our effectiveness and the potential for each school to succeed. **Special Expertise:** We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.
Network: **Brand:** **Leader:** **Contact:**	N112 B.E.S.T. Network Kathy Pelles kpelles@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH/I/MS: 9 K-12: 1 Secondary: 7 High School: 10	**Mission/Philosophy:** Our driving goal is to increase student achievement and help every member of the school community reach full potential. We offer a wide range of supports to promote school leaders in increasing focus on teaching and learning, schools in developing rigorous and relevant curricula, and teachers in becoming highly effective. Why us? Experience (network leader was a principal for ten years), innovative Intervisitation Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals. **Organizational Structure:** Our network is organized to provide network-wide support and professional development to ALL schools--and specific and targeted support to each individual school based on results from recent Quality Reviews and Progress Reports (highest impact areas) as well as school identified priorities! Each school gets a dedicated instructional specialist as a point person as well as access to a full calendar of professional development opportunities for all members of the school: principals, APs and teachers in all subject areas. **Special Expertise:** Our network has a large number of instructional team members, and a small but strong operations team. CFN 112 has been a leading network in the Common Core Pilot program as well as in the Teacher Effectiveness Pilot.
Network: **Leader:** **Contact:**	N201 Joseph Zaza jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	**Mission/Philosophy:** CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments. **Organizational Structure:** We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs. **Special Expertise:** We provide expert support to high schools.

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

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

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

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Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N208 Daniel Purus dpurus@schools.nyc.gov	Brooklyn: 3 Queens: 16	Elem: 3 JH/I/MS: 15 K-8: 1	**Mission/Philosophy:** CFN 208 supports dynamic school leaders who oversee grades Pre-K to 9. We commit to providing comprehensive and effective services customized to support and guide schools to meet the challenges of an evolving educational landscape. Our specialists foster a culture of collaborative assistance helping schools navigate the complexities of daily operational and instructional expectations. We build capacity in our schools so that instruction is aligned with CCLS, enabling students to meet their full potential. **Organizational Structure:** The network provides exceptional service to our schools in implementing Citywide Instructional Expectations. Each school is assigned an Achievement Coach who develops close relationships with school leadership providing support and problem resolution through regular visits. Coaches coordinate cross-functional support in areas such as teacher effectiveness, accountability, academic policy, data, goal setting, and planning. Our menu of differentiated support includes mentoring, RTI, SWD/ELL instructional strategies, and much more. **Special Expertise:** Coordinated support in attendance, safety, and youth development ensures integrated connections between schools and families. Schools engaging in accountability reviews are assisted by network-led learning walks, SSEF writing support, and lesson plan clinics that build sustainable capacity to strengthen the instructional core.
Network: **Leader:** **Contact:**	N209 Marlene D. Wilks Mwilks@schools.nyc.gov	Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3	ECE: 1 Elem: 20 JH/I/MS: 1	**Mission/Philosophy:** Our philosophy is that all of our children can succeed academically and learn to adapt and survive in a world that is socially and emotionally demanding, despite the challenges they may face. Most important in overcoming these obstacles are teaching and learning environments that have and produce strong and visionary leaders, as well as bright, creative, nurturing and resourceful teachers. Our ongoing mission is to ensure that all of our schools provide such an environment. **Organizational Structure:** CFN 209 is comprised of highly effective instructional and operational professionals. A group of three to four schools is matched with a liaison (Achievement Coach) based on the schools' strengths and challenges and the expertise of the Achievement Coach. The liaison for each school is responsible for coordinating "residencies" (intensive team support), Learning Walks and any other support needed. Each member of the team is also responsible for providing support to all schools in his/her area of expertise. **Special Expertise:** Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.

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

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

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

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Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N406 Sandra Litrico SLitric@schools.nyc.gov	Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7	ECE: 3 Elem: 21 JH/I/MS: 4 K-8: 5	**Mission/Philosophy:** CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning. **Organizational Structure:** We are partners with our schools and, as a network, we are fully committed to becoming the leading network in the city. We will provide our schools with courteous, reliable, and professional instructional and operational support. **Special Expertise:** We have a dynamic operational team, as well as knowledgeable instructional leaders, which includes experts in common core standards, universal design for learning, and other in-house school support systems.
Network: **Brand:** **Leader:** **Contact:**	N407 Maverick Education Partnership Debra Lamb dlamb@schools.nyc.gov	Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11	Elem: 13 JH/I/MS: 4	**Mission/Philosophy:** Education today needs Mavericks -- people who approach common challenges in uncommon ways. Our network schools and network team share an unyielding focus on cultivating positive school communities where students and educators can thrive socially, emotionally, and, therefore, academically. Our vision for New York City's students is that they succeed both in school and in life. This is why we exist. **Organizational Structure:** Our network team serves as thought partners with our schools. We provide a broad range of high quality support for our network schools, e.g., leadership coaching, teacher development, resource management and development, student support services, and advocacy. Our dedicated network staff focuses on addressing the needs of special populations, early childhood, upper elementary school, and middle and high schools. We value the strengths of each school, and work thoughtfully and diligently for continuous school improvement. **Special Expertise:** We are experts in strategic planning, organizational learning and professional development, leadership coaching, resource management and development, talent management and development, instructional technology and virtual learning, data-driven decision-making, and creative partnerships and practices.
Network: **Leader:** **Contact:**	N408 Lucius Young lyoung22@schools.nyc.gov	Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH/I/MS: 1 K-8: 7 High School: 1	**Mission/Philosophy:** Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education. **Organizational Structure:** The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement. **Special Expertise:** The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.

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Network Information		Current schools per borough/level		Vision Statement
Network: N409 Leader: Neal Ooromalla Contact: nooroma@schools.nyc.gov		Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 26 JH/I/MS: 2 K-8: 5 K-12: 1	**Mission/Philosophy:** Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another. **Organizational Structure:** Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice. **Special Expertise:** CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and Institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.
Network: N410 Brand: The ROCKS Leader: Altagracia Santana Contact: asantan2@schools.nyc.gov		Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH/I/MS: 2 K-8: 3	**Mission/Philosophy:** Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving. **Organizational Structure:** CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network. **Special Expertise:** We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.

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Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N411 Michael Alcoff malcoff@schools.nyc.gov	Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15	JH/I/MS: 12 K-8: 1 Secondary: 3 High School: 12	**Mission/Philosophy:** Effective schools have a strong instructional core, seamless operations, and comprehensive student support systems. We believe this is a direct result of strong principal leadership and are committed as a network to supporting the capacity of our school principals. When consistently and collaboratively engaged in reflective practice, effective principals foster great learning communities. **Organizational Structure:** Our professional development aligns to the belief system that students learn best by doing and thinking. Our instructional PD has a strong focus on Common Core-aligned unit design, daily lesson planning around rigorous tasks, the pedagogy to support student thinking around those tasks, and instructional strategies to allow entry points for all students. We also offer PD to build administrative capacity, the work of teacher teams, and student support systems that develop positive academic and personal behaviors among students. **Special Expertise:** - Supporting leaders of small schools in their instructional supervision and organizational capacity building. - Supporting teacher teams in their work looking at tasks, student work, and data to inform planning. - Common core aligned literacy and math curriculum and instruction for high school and middle school teachers.
Network: **Brand:** **Leader:** **Contact:**	N412 Making It Happen Daisy Concepcion DConcep@schools.nyc.gov	Brooklyn: 19 Manhattan: 1 Queens: 1	ECE: 1 Elem: 16 JH/I/MS: 2 K-8: 2	**Mission/Philosophy:** Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students. **Organizational Structure:** The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service. **Special Expertise:** The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.

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[illegible] Information		Current schools per borough/level		Vision Statement
Network: N511 Brand: FHI360 Leader: Jorge Izquierdo, LA. Contact: Izquierdo@fhi360.org		Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	Elem: 6 JH/I/MS: 11 K-8: 2 Secondary: 1 High School: 2	**Mission/Philosophy:** FHI360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices. **Organizational Structure:** We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement. **Special Expertise:** Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.
Network: N521 Brand: CUNY Leader: Dennis Sanchez Contact: DSanche@schools.nyc.gov		Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	JH/I/MS: 3 Secondary: 6 High School: 9	**Mission/Philosophy:** The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation. Our schools: - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. **Organizational Structure:** Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year. **Special Expertise:** The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.

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Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N531 CEI-PEA Joseph Blaize jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	**Mission/Philosophy:** The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders. **Organizational Structure:** Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans. **Special Expertise:** Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.
Network: **Brand:** **Leader:** **Contact:**	N532 CEI-PEA Ben Soccodato BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH/I/MS: 10 K-8: 9	
Network: **Brand:** **Leader:** **Contact:**	N533 CEI-PEA Nancy Ramos NRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH/I/MS: 8 K-8: 2	
Network: **Brand:** **Leader:** **Contact:**	N534 CEI-PEA Ben Waxman BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH/I/MS: 12 K-8: 2	
Network: **Brand:** **Leader:** **Contact:**	N535 CEI-PEA Ellen Padva EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH/I/MS: 11 K-8: 2	
Network: **Brand:** **Leader:** **Contact:**	N536 CEI-PEA Bill Colavito / Gerard Beirne WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH/I/MS: 9 K-8: 1 Secondary: 5 High School: 10	

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

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

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Network Information		Current schools per borough/level		Vision Statement
Network: Leader: Contact:	N604 Richard J. Gallo rgallo@schools.nyc.gov	Brooklyn: 3 Staten Island: 23	Elem: 19 JH/I/MS: 5 K-8: 2	**Mission/Philosophy:** CFN 604 is committed to its enduring mission: - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. **Organizational Structure:** We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff. **Special Expertise:** CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.
Network: Leader: Contact:	N605 Wendy Karp wkarp@schools.nyc.gov	Brooklyn: 26	ECE: 1 Elem: 15 JH/I/MS: 3 K-8: 6 High School: 1	**Mission/Philosophy:** CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready. **Organizational Structure:** As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development. **Special Expertise:** Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.

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

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

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

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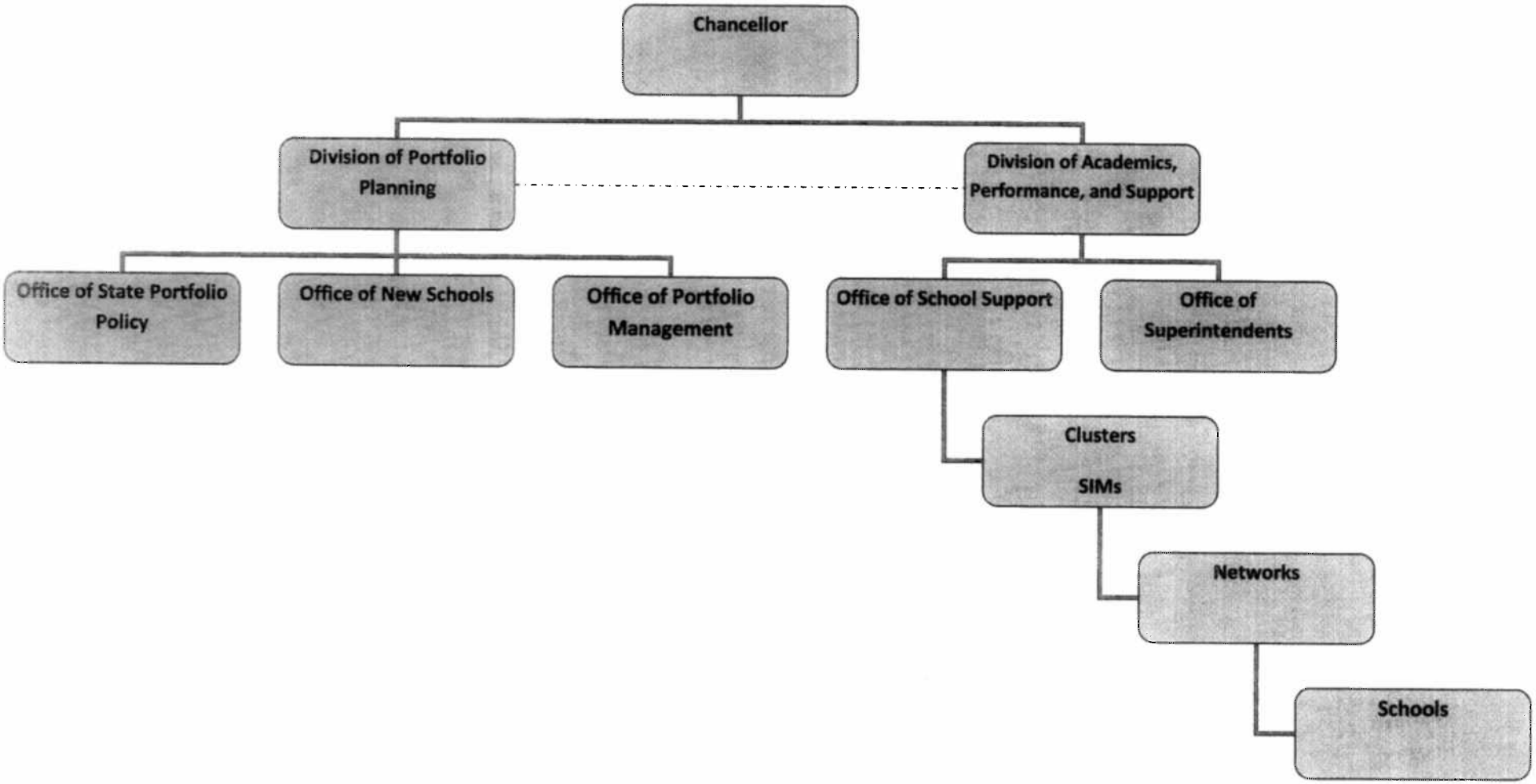
Network Information		Current schools per borough/level		Vision Statement
Network: Cluster 5 Board: Diploma Plus Leader: Crystal Jove Contact: cjimmons-love@diplomaplus.net		N/A		**Mission/Philosophy:** It is our belief that the Diploma Plus model successfully transforms students' learning experiences through the implementation of our Four Essentials for Success: - Performance-based Systems - Supportive School Culture - Future Focus - Effective Supports. Our Essentials provide a detailed framework for modifying instruction, building student-teacher relationships, and policy and procedural analysis to ensure positive academic outcomes. Each essential influences the school's academics, climate, expectations, and structure. **Organizational Structure:** Diploma Plus implements its staff development program through a series of professional development (PD) modules, which builds the school's capacity to improve teaching and student outcomes. Our team will work with each school site to self-assess current programmatic needs. Our team will use this information to identify the PD modules needed to address the schools' areas of need and continued enhancement. The team will also monitor growth and adjust support services as needed. **Special Expertise:** While we specialize in providing Competency-based professional development to those educators serving off-track youth, the Diploma Plus model benefits students at all levels. Competency-based services include: curriculum development, instruction, grading, portfolio development, and college and career readiness. Diploma Plus services support staff to codify the current systems to improve student outcomes.

Spring 2012 - 2013 Network Directory

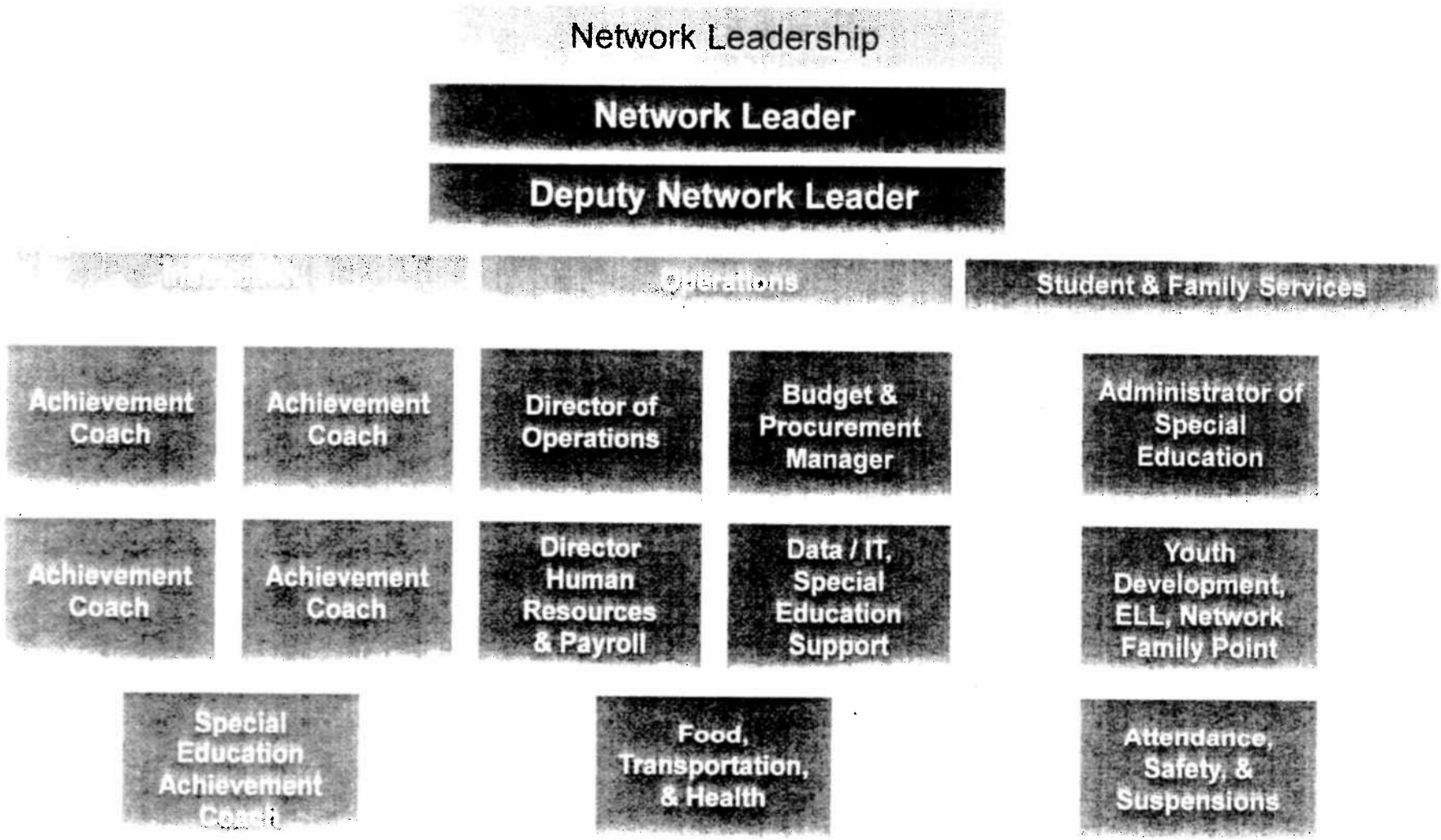
Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	Cluster 5 Teaching Matters PSO Lynette Guastaferro lguastaferro@teachingmatters.org	N/A		**Mission/Philosophy:** The Teaching Matters PSO is an innovative support organization focused on measurably improving teacher effectiveness and student learning aligned to the new demands of Common Core Standards. Our service model is informed by a distinguished group of advisors including Linda Darling-Hammond, Kim Marshall, Alan Lesgold, Paul Vallas, and Sandy Kase. They provide guidance in school leadership, management, instruction and teacher development. Our network will build leadership at teacher and principal levels, and organize through small principal-led learning communities that will inform PSO decisions. **Organizational Structure:** For 20 years, Teaching Matters has offered differentiated services to hundreds of NYC schools as their primary educational support partner. Our model offers 35 days of direct instructional support, and additional operations and accountability supports. Our network will develop and support the implementation of rigorous curricula, common assessments, Common Core-specific coaching, and teacher teams. In each school, the exact formulation will vary, but the result will be students meeting Common Core challenges. **Special Expertise:** In addition to Operations, Budget, and Compliance support, we offer access to 60 experts in the following areas: - Leadership Coaching - Common Core Curriculum and Assessment Support - Danielson Observation/Feedback - QR Support - Coaching Teacher Leaders/Teacher Teams - Content Coaching in Math/ELA Common Core - Humanities/Science Coaching - ELLs/Special Education - Student Interventions (RTI) - Assessment/Data Systems Support - Technology - Hotline support - Grant writing

Section Ci

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



NYC Department of Education

Note: not all networks are configured the same way.

Section C iii

iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Quality Review	Schools that meet at least one of the following criteria will have a formal Quality Review during the 2012-13 school year: • 2011-12 Quality Review of Underdeveloped • 2011-12 Progress Report of F, D, or ***third C or below in a row (09-10, 10-11, and 11-12) • Schools who participated in a Developing Quality Review (DQR) in 2011-12 • Schools in the 10th percentile or below of the Progress Report scores • Schools in their 3rd year of existence (that did not have a formal Quality Review in 2011-12) • All schools that have not had a review since 2008-09 (that do not qualify for a peer review) • Schools that were proposed for closure as part of the Turnaround process and who did not receive a QR in 2011-12 • A portion of schools chosen from a lottery, within districts, that have not had a review since 2009-10 (and that do not qualify for a peer review); those schools in the lottery that do not receive a review this year will receive one in 2013-14.	Chief Academic Officer and Senior Deputy Chancellor, Shael Suransky Division of Academics, Performance, and Support; Academics; Office of School Quality
Progress Report	Fall, For each school annually	Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support; Office of Performance
Principal Performance Review	Goals and Objectives: A minimum of four and a maximum of five goals and objectives are due October 15, 2012. The school leader has an opportunity to revise the goals and objectives through November 30, 2012. The superintendent will provide initial feedback by November 15. Mid-Year Summary: On January 31, 2013, the school leader's mid-year summary is due to his/her superintendent. End-of-Year Summary: On June 28, 2013, the school leader's final summary is due to his/her superintendent. Final Rating: The annual PPR will be completed immediately after issuance of the previous year's Progress Report results. We are currently in arbitration regarding our annual performance process for school leaders.	Chief Academic Officer and Senior Deputy Chancellor Shael Suransky Division of Academics, Performance, and Support; Office of Superintendents

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

* Note: Some timeframe dates provided are for School Year 2012-13; School Year 2013-14 and future dates will be similar

Section D

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

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

A. School Overview

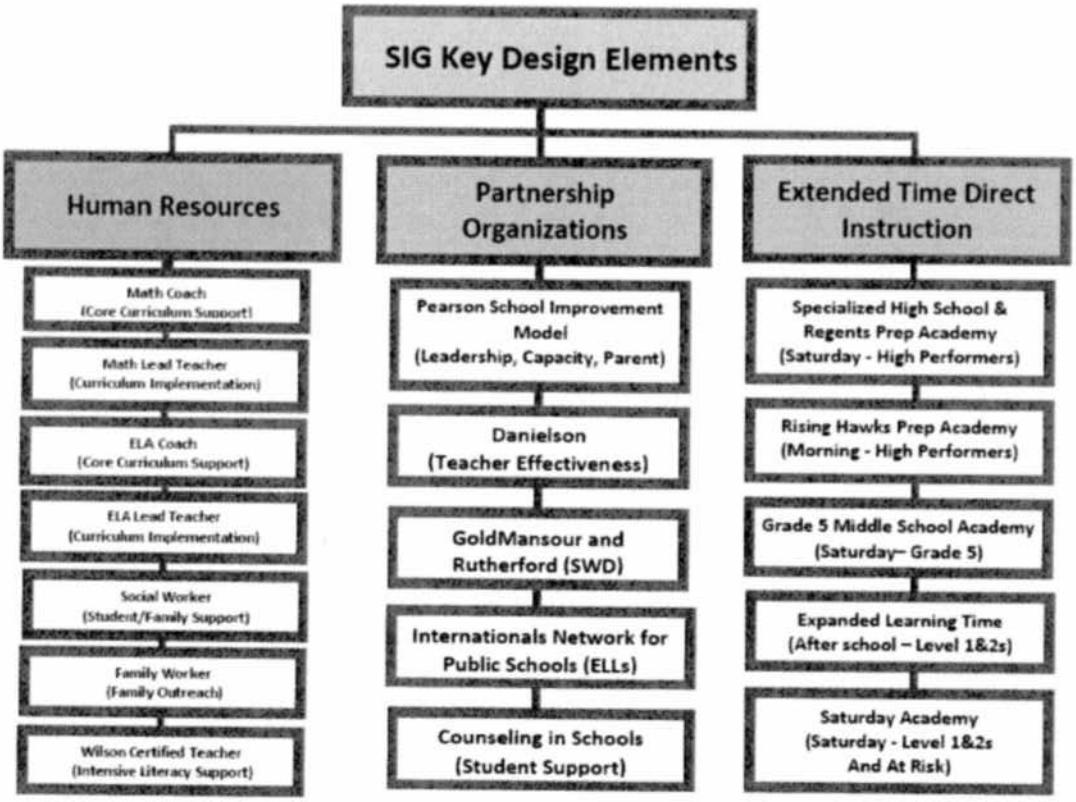
i. School vision, mission, and goals of this plan

Roland Hayes is a community of learners which has high expectations for all students while maintaining a safe and nurturing environment. Through engaging teaching, good learning practices, and effective inclusive programs we meet the needs of all students. IS 291 is committed to including the entire school community in preparing our students to be college and career ready and productive contributing members of society. Our goal at IS 291 is to empower our students to think independently and critically, make good decisions, and to celebrate the differences in individuals. In order to achieve our mission, we plan to focus on staffing the school with effective and highly qualified teachers and building capacity among & improve the effectiveness of the current staff. We also plan to enhance the curricula by incorporating multiple entry points and technology to promote literacy through all content areas for all students with specific supports for ELLs and SWDs. We will also intensify support around student social emotional development.

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

The school plans to achieve its vision, mission, and goals outlined in this SIG plan by implementing a sustainable **three pillar research-based system** developed to accelerate comprehensive schoolwide improvement. All Core strategies described in this plan are designed to build capacity among school leaders, teachers, parents, students and the community to ensure sustainability of best practice beyond the life of the grant. Implementation will focus on **Human Resources, Partnership organizations and Extended School Time**.

The staff will engage in ongoing PD that builds sustainable capacity. Partnerships were selected based on a proven track record of success using research-based strategies with struggling schools to improve student academic outcomes and positively impact social and emotional needs. A schedule of continuous PD, guidance, support and monitoring will be provided by the network with scheduled visits throughout the implementation of the grant to ensure the plan is implemented with fidelity. The plan is formulated to use a gradual-release model, in which there is intense support the first year which is lessened each consecutive year. Below is a chart illustrating I.S. 291's three-pillar approach to sustainable school improvement. The design reflects both SIG and non-SIG funding sources. Additional information regarding the partnerships including the rationale and their role in implementation is located in *Section F: Partnerships.*



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

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

See Attachment B

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

Roland Hayes is a middle school with 643 students from grade 6 through grade 8 located in the Bushwick neighborhood of Brooklyn. The school population comprises 21% Black, 78% Hispanic and 1% other students. The student body includes 10% English language learners and 13% special education students. Boys account for 54% of the students enrolled and girls account for 46%. 92.36% of the students qualify for free lunch and 7.64% qualify for reduced lunched. According to the statistics on NYC Coalition for Educational Justice http://www.nyccej.org/college-readiness, only 14% of students in the neighborhood graduate ready for college.

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

Since 2011, I.S. 291 has received 3 in-depth diagnostic school reviews. The 2011 JIT occurred during the time the former principal was the school leader. A brief summary of each review including capacity, strengths, and needs is indicated below:

- **Integrated Intervention Team (IIT)** March 2013 (Based on Preliminary DRAFT Report):
  - **Strengths:** The school leader creates a school community and learning environment with the input of stakeholders, which embraces and promotes student achievement.

- **Needs:** The CCLS aligned curriculum does not fully address appropriate differentiation for all student subgroups. Generic lessons lack opportunities to fully engage all learners in higher order thinking skills and differentiated learning especially for pertinent subgroups. Therefore, all students and subgroups are not experiencing high levels of academic achievement.
- **Existing Capacity:** There is increased capacity in terms of school safety and community engagement. The tone of the building is much improved and the school is positioned to accelerate school-wide improvement initiatives in the upcoming school year.

- **NYCDOE Quality Review (QR) March 2013:**
  - **Strengths:** The principal organizes resources, partnerships and time effectively to build teacher capacity and support instructional goals in order to achieve success in meeting students' needs.
  - **Needs:** Strengthen the delivery of lessons and curricula so that academic tasks promote higher levels of thinking and cognitive engagement for all students (1.1). Promote consistency in the use of instructional strategies and the delivery of lessons so that they fully challenge thinking to improve student learning (1.2). Improve the use of assessment results to ensure academic progress and inform effective instructional adjustments to meet the needs of all students (2.2).
  - **Existing Capacity:** The recent change in leadership resulted in the establishment of clear expectations for classroom practice and is being implemented through the lens of the Danielson teaching framework as well. The Instructional Leadership Team, teacher teams and instructional leads have built capacity in understanding CCLS and designing units of study aligned with the Common Core Learning Standards. Assessment data is available in the school's data binders. The school is well positioned for accelerating student outcomes in the upcoming school year.

- **Joint Intervention Team (JIT) April 2011** (former school principal)**:**
  - **Strengths:** The school provides a welcoming environment for the students, parents and caregivers. The school has developed a number of innovative extracurricular activities that are enriching the students' experience and enjoyment of school.
  - **Needs:** In the area of **Leadership,** the roles and responsibilities of the administrative team need to be redesigned in order to ensure that the duties and responsibilities of supervisors are maximized for all content area including ELLs.
  - Although there are comprehensive **curriculum maps for ELA** that are aligned with New York State (NYS) Standards in all content areas, these maps have had limited impact on the effective delivery of instruction in most classrooms and fails to focus on learning activities that specifically address the needs of struggling students.
  - Teachers are not fully using the **assessment data** to inform instruction in the classroom. Teachers are aware of the deficient skill areas of the students but are not consistently using this information to differentiate instruction in their classes.
  - **Existing Capacity:** Teachers are aware of the deficient skill areas of the students but are not consistently using this information to differentiate classroom instruction.

iv. Results from systematic school review

After each systematic school review, the school leader, leadership team, the Network Leader, Deputy Network Leader, and Network Achievement Coaches engaged in planning sessions

regarding next steps to continue building capacity, expand upon strengths, and adjust practice to address school-wide needs and improve student achievement. The overarching themes raised in state reviews as well as Quality Reviews are: 1) **Teacher Effectiveness:** to strengthen teaching practice the Principal implemented Charlotte Danielson's "A Framework for Teaching." Supervisors engage in cycles of observations with actionable feedback. Trends are identified to create teacher goals and targeted PD; 2) **Curriculum Development and Support:** The school designed curriculum maps aligned with Common Core Learning Standards that incorporate essential questions, scaffolds for subgroups, information to help bridge what students know to what they need to learn and grade-specific performance tasks. Technology has been incorporated into lesson planning; 3) **Teacher Practice;** Teachers have established rituals and protocols in the classroom. Teachers are expected to use data to recognize trends in the academic needs, and use information to inform teacher planning and to set student goals. Teachers have also been programmed to have daily teacher team meetings.

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

The principal instituted a newly constructed Instructional Leadership Team consisting of the Principal, Assistant Principal and Instructional Lead Teachers who were charged with the responsibility of reviewing school-wide data. The Instructional Leadership Team analyzed various school data reports; progress reports, state report cards, baseline and benchmark assessments, student work, teacher observations, parent surveys, etc., and then began to strategically prioritize areas for improvement. This data and a summary of school needs were shared at the School Leadership Team meeting and with the PTA executive cabinet. These constituency groups were invited to provide feedback. After considering the feedback, the Instructional Leadership Team consulted with the Network in order to prioritize the identified needs for the implementation of the SIG plan.

C. School Model and Rationale

i. Model rationale and key school design elements.

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

The crux of the school improvement plan is to improve student outcomes by focusing on three main areas: 1) improving the effectiveness of the current staff; 2) enhancing the curricula for all students; and 3) intensifying support around student social emotional development.

One of the major challenges for the school has been, despite prior efforts to implement school improvement plans, the previous plans focused on flooding the school with new staff to promote change and not building capacity within the current staff or improving their practice. The prior models were not sustainable in that once the resources were depleted, the school could not maintain any positive changes because the lack of funding resulted in the new staff which helped foster the change were excessed. The previous plans of hiring excessive staff provided more triage rather a long term solution. The new school principal, planned to transform the school prior to this grant becoming available. Despite brutal budgetary deficits, she began strategically implementing small increments of her plan to transform 32K291. In spite of being stifled by the

lack of funding, the various strategies the principal has implemented have shown some pockets of success.

The principal has been part of the Roland Hayes school community for a number of years and has witnessed cycles of 'quick-fixes' used in the school in the past. She is very familiar with all the school's stakeholders and their strengths and weaknesses. She recognizes the importance of grooming the teachers and promoting leadership in the school thereby empowering the school community in taking responsibility and an active role in improving the school. For additional information, reference the SIG Key Design Elements Chart on Page 2 and the organizational structure in Attachment G of this grant.

ii. Process for model selection and stakeholder engagement.

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

The school principal, Jacqueline Rosado, fosters a culture of excellence and collaboration at IS 291. She has cultivated an atmosphere of high expectations for students and staff and has created systems and structures to hold everyone in the school accountable in the educational process. Ms. Rosado models the analysis and utilization of data in order to make strategic decisions to move the school forward and increase student achievement. After examining trends in student data, groups of students are targeted for extra academic support. The principal strategically plans professional development based on teacher goals generated after reviewing areas for improvement noted on teacher observations, teacher reflection, and student data. In order to meet the needs of the school and improve student outcomes, Ms. Rosado is developing her staff to share leadership. She has created an Instructional Leadership Team comprised of lead teachers that support daily teacher teams. As the school leader, Ms. Rosado has structured the school program to facilitate that teacher teams meet daily in structured teams; either by department or by grade. Protocols have been put in place so that the teams use various forms of data to leverage improved student outcomes by working on specific strategies to help groups of students or to improve the school's curricula. She has worked closely with the network to assess school needs and find creative ways to ensure resources and support is available for the entire

school community despite budgetary constraints; she has expanded the arts by hiring a music teacher, she ensured that there was a teacher for the SAVE room (previously the school did not have a SAVE room), and she has ensured that teachers attend PD and can work with network achievement coaches. As a school leader, she purposefully involves staff, parents, and students in providing feedback in aspects of school-decision making, so that stake-holders can contribute and be empowered and as a means of gaining support within the school. Ms. Rosado believes that all students can learn and is passionate about ensuring that all students at IS 291 receive a quality education they deserve.

ii. Principal's biography

Principal Jacqueline Rosado Bio (***Resume Attached:*** **Attachment H):**
Jacqueline Rosado was appointed principal at I.S. 291 in May 2012. Ms. Rosado worked as a teacher and AP in I.S. 291 since 1997. Among Ms. Rosado's accomplishments are her contributions towards revitalizing the staff and maximizing resources to compensate for an $800,000 deficit. She participated in the ALPAP program where she developed skills in prioritizing the management of resources.

Ms. Rosado was appointed to I.S. 291 shortly before it was designated a priority school. In addition to having exceptional organizational skills, her expertise in instruction for Students with Disabilities makes her an invaluable resource for the special education population which is approaching 22% of the student body. Through her relatively short tenure as principal she has redesigned several leadership roles and identified key constituency groups to further efforts towards meeting schoolwide goals. Through the SIG plan, Ms. Rosado will be provided the much needed fiscal and human resources required to accelerate progress towards closing the achievement gap for students in targeted subgroups.

Track Record of Success:

- Met all PPR Goals
- In ELA the school's Progress Report shows a .6% increase in students scoring on grade level.
- In Math the school's Progress Report shows a 2.3% increase in students scoring on grade level.
- English Language Learners made AYP in 2011-2012 in ELA, Math, and Science.
- Students with Disabilities made AYP in 2011-2012 in ELA and Math
- An analysis of instructionally targeted math assessments, grade 8 math students who were having difficulty with the content presented in class were provided with small group support, targeted instructional strategies and visuals such as charts, diagrams and illustrations to address common errors and misconceptions during the after school sessions. As a result, 90% of the students who participated in the after school sessions improved their performance as noted in work products and post assessment results.
- The combined efforts of all constituencies and the aligned supports for students have resulted in fewer suspensions, specifically from 58 suspensions reported from September 2011 through February 2012 compared to 17 suspensions reported from September 2012 to February 2013.

- The school's coordinated efforts in providing appropriate supports to meet the needs of students has resulted in improved attendance and a 75% decrease in students who report to school late as noted in Automate the Schools (ATS) reports.

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

The duties and responsibilities for Assistant Principals who service in IS 291 who will serve in the building are based on rigorous, competency-based skills developed in alignment with the NYC DOE School Leadership Competencies: Assistant Principals will be expected to foster a culture of excellence at IS 291 through by exercising personal leadership skills, use and model the use of data to set high learning goals and increase student achievement, leverage their deep knowledge of curriculum, instruction, and assessment to support teachers in improving teacher effectiveness to improve outcomes for student learning. Aps will build through the instructional cabinet a culture of leadership and development of staff to appropriately share leadership while building a strong school community. For additional information regarding the duties and responsibilities of Assistant Principals see Section G.

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

Current Supporting Leadership Profile:

I.S, 291 is a former SURR school. During the years as a SURR school, the budget expanded allowing for increased supervision by adding a budget line for a third Assistant Principal. However, with declining registers and accruing debt, the Network Leader, Human Resources and Budget Directors worked closely with the school over the past two years to balance this inflated school budget to rein in the accruing great debt. However, these necessary budgetary cuts came at great sacrifice to much needed supports and leadership. Currently, the assistant principals are organized by content and grade. There are various instructional leads in place at the school to support instruction and develop curriculum in: Math, ELA, Science, Social Studies.

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

School leadership Strategies: There is a shared vision among the school community and a sense of **urgency regarding the achievement of the schoolwide goals**. These goals were articulated to the staff and parents at the beginning of the school year, detailing all expectations with entire staff, student assemblies to introduce staff and discuss expectations, Parent/Family Orientations, Professional Development on expectations and strengthening of teacher teams, staff & students generate goals supporting the schools overarching goals and vision. The principal instituted a newly constructed Instructional Leadership Team charged with the responsibility of reviewing school-wide data to strategically prioritize areas for improvement and shared the data and plans with the school staff.

School leaders have also created opportunities for staff to collaborate in professional learning communities in which teachers create CCLS-aligned assessments, analyze the various forms of data, and determine progress towards goals and make adjustments to school-wide practices, pedagogy, curriculum, etc. This process ensures quality Teacher Teams which are supported by Instructional Leads who provide guidance to the teams as well as monitor the work of the teams. This information is brought back to leadership to be discussed during the Instructional Leadership Team.

The school leader has made strategic decisions in several areas and maximized the school's budget. The school budget is reviewed periodically to reallocate funds as necessary to support progress towards the achievement of school-wide goals as determined by examining school/student data.

- **Human Resources:** Strategic hires have been made; highly qualified teachers, a music teacher, a SAVE room teacher, and teachers strategically chosen for extended learning programs. There have been changes in staff (U-rated teachers, excesses, ATR assignments) and the development of Instructional Leadership Team in order to strengthen teacher teams.
- **Programmatic changes include:** Strategically leveraging monies to maximize time on task – combined 37.5 minutes with afterschool program in order to maximize time students spend in supplemental programs, programming music classes into the school program as enrichment for students, early morning program start date moved up due to student demand for additional academic enrichment/support. Special programs sporadically incorporated into the school day through partnerships and vendors; Lincoln Center Jazz, Respect for All assembly program featuring JLine Dance Crew (motivational young speakers), Fusha Dance Company, and Dance Teaching Artist providing 6 weeks of dance instruction to three 6th grade classes.

Ensuring Buy-In and Support

The strategies employed by the principal and assistant principals will ensure buy-in and support from the entire leadership team by maintaining an atmosphere of transparency. The team will analyze data from multiple sources to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement. Through effective communication, the principal will continue to strengthen a school culture that relies on data to inform adult learning, professional development, and decision making. Teacher teams and the Instructional Leadership Team along with the School Leadership Team will engage in goal setting to implement a plan that builds strong sustainable teams, develops leadership capacity among staff, and shares responsibilities appropriately.

A clearly defined system of supports will be in place to develop all teachers to improve classroom teaching by establishing a culture for learning with clear expectations for academic success. This will be achieved through short frequent cycles of observation, feedback, coaching, and evaluating teachers and staff. Teachers will engage in self-reflection around the Danielson framework to challenge their thinking about what improved teaching practice looks like. The purpose is to establish systems that promote learning, collaboration, and communication throughout the school. Through the SIG grant plan the school will proactively ensure buy-in and support by engaging the school community in a process of assessing/anticipating needs and by taking actions to meet school goals.

Barriers or Obstacles to Obtaining Support as well as Strategies for Overcoming Them:

The school requires an assistant principal with a driving force in curriculum development and instruction. The school is now positioned for upward trends, however; in order to maintain

this ground, the school will require the 3rd assistant principal with content knowledge who can accelerate progress, close the achievement gap and implement CCLS with continuity and fidelity. Additionally, the third assistant principal will play an essential role in maintaining close supervision through short frequent cycles of observation followed by timely and effective feedback in order to improve teaching practice. Without this additional supervisor, all of the progress made thus far will be seriously jeopardized. Additionally, due to the severe shortage in budget, providing necessary resources, supplies, PD, etc., would inhibit the school from moving forward and slow their progress which is why acquiring this grant is crucial.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Current School-Specific Staffing Picture

The school has reorganized in order to meet the City-wide Instructional Expectations of the NYC Chancellor. The current organizational structure comprises of Assistant Principals (2), Math and ELA Lead Teachers (2), and Instructional Leads (members of the instructional cabinet) that lead teacher team meetings which take place during the school day and are scheduled by grade. In an effort to build capacity within the existing staff key positions will be funded under SIG.

Change Needed in School Staffing

In order to build capacity within the existing staff there are several key positions that will be necessary within the Instructional Leadership Team. A dedicated coach in both ELA and Mathematics will provide comprehensive instructional coaching in Literacy and Mathematics. They will directly collaborate with teachers and provide specific strategies for improved instructional delivery. They will serve as a direct resource in identifying appropriate research-based instructional strategies and interventions to improve achievement in literacy and mathematics. Specific emphasis will be placed on appropriate strategies for improvement in the academic achievement of English Language Learners, Students with Disabilities, and struggling readers. Coaches will not carry a teaching load, but will spend the majority of their time modeling and conducting demonstration lessons for classroom teachers, collaborating with Lead Teachers and administrators in determining appropriate resources and support for teachers.

Lead teachers will have classrooms that will serve as a model for utilizing best practices and demonstrating new and effective teaching strategies and curriculum. They will also support the professional development of other teachers by assisting them with setting goals in order to improve teacher practice, facilitating regular grade level or subject area planning meetings, and building trust and collegiality among teachers. Instructional leads have been identified in each grade level and content area. These leads will support the Instructional Leadership Team in moving the instructional agenda.

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

Next year's teacher leaders will be:

Ms. Waite – 8th grade ELA	Ms. Richards- 6th grade Math	Ms. Jubica – Science
Ms.DePace- 8th grade Math	Mr. Duverneau – 7th grade Math	Mr. Morales – ELLs
Ms. Nicholson – 7th grade ELA	Ms. Carbado – 6th grade ELA	
Ms. Stanislas – Special Education	Ms. Shakespeare – Social Studies	

To support instruction, the Literacy and Mathematics Coaches and teacher leaders will work closely with one another with the goal of developing leadership and expertise. The Literacy and

Mathematics Coaches will meet with each teacher leader twice a week in order to help examine assessment results, plan model lessons, and develop artifacts to be used as resources by the rest of the school. Model lessons, activities, and resources will all be memorialized and made available for later use through their addition to an online wiki space.

To develop capacity, the Literacy and Mathematics Coaches will co-plan and co-deliver professional development sessions with each teacher leader, and will co-facilitate Teacher Team meetings with each one on a rotating basis. This will help ensure that the school retains a core group of leaders to depend upon in future years. Teacher team meetings will include curriculum assessment and refinement, and lesson planning using component 1e of the Danielson Framework for teacher practice, and examination of assessments such as tests and student writing and Common Core-aligned end of unit tasks completed by students. As the tasks are assessed and discussed, the teams will add commentary and use select pieces as benchmarks for unit plans. Teacher Teams review student work and discuss strategies for implementing CCLS and collaborate to include supports for struggling students, ELLs and SWDs in the curricula as well as make modification to the curricula driven by the analysis of student work. The instructional strategies and revisions support students with the rigors associated with CCLS and support students in making progress to achieve their goals. Lessons are CCLS aligned.

The Literacy and Mathematics Coaches will not work solely with teacher leaders. As teacher and student needs are identified through both observations and formal assessment results, the Literacy and Mathematics Coaches will be asked to meet with teachers in need of support. Expectations for their work include records of topics discussed, mutually agreed-upon next steps for both coach and teacher and plans to measure the impact of their work together. The Literacy and Mathematics Coaches will operate with the goal of transforming teacher need into teacher expertise. As with the teacher leaders, model work will be memorialized.

Identified Instructional Leads will turnkey and support CCLS expectations and implementation. Instructional Leads will facilitate Professional Development and take advantage of Professional Development opportunities (including visiting exemplary schools).

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

The school leader will meet with the network staff to discuss resources and options. The Principal will then meet with the school's instructional leads during an Instructional Leadership Team meeting and teachers during a faculty conference and if more in-depth conversation is necessary, during their C-6 teacher team meeting. The SLT will be informed of the model being implemented and will be given an opportunity to provide feedback to this process.

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

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

vacancies, transfer options, as well as professional development, citywide award programs, and leadership opportunities to promote staff retention.

The process and identify the formal school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license.

Identify any barriers or obstacles to assigning the appropriate staff as required by the model and school design, as well as strategies for overcoming them.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

F. Partnerships

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

Partner Organization	Rationale	Role in Implementation / Expectations
The Internationals Network for Public Schools (INPS)	There is a need to provide staff members with expert professional development for teachers servicing ELLS and increasing the number of strategies a teacher has for monitoring the understanding of his ELLs.	• work with the staff to decrease the achievement gap between ELLs and the general education students • use the school's existing curriculum to develop curricular scaffolds for ELLS and model instructional strategies specific to the needs of ELLs • increase the ELL's participation in classroom discussions
Pearson (School Improvement Model -SIM)	Guidance will be provided in the creation of systems that ensure high quality implementation of resources and progress that is monitored accurately and effectively. School leaders also need strategies to develop and strengthen relationships with families and the community.	• Evaluate and strengthen the practices and systems in place at the school • Support the use of data to assess the progress and impact of school initiatives and practices, as well as the impact of allocated resources. • deliver professional development on strengthening the school's relationship with students' families and the surrounding community

The Danielson Group	New York City is adopting the Danielson framework to support teacher effectiveness, it is imperative that both school leadership and classroom teachers have a deep understanding of the framework.	• initially incorporate small-group observations with supervisors to examine teacher practice and calibrate with a Danielson consultant • Determine the areas of teacher practice that require the greatest amount of support. • Focus on guiding conversations and feedback that increase teacher readiness and ability to think deeply about instructional choices and their effect on student learning.
GoldMansour & Rutherford	Staff members need support creating and implementing scaffolds for Special Education students, while still maintaining expectations and rigor demanded by the curriculum. Professional development for teachers needs to be thorough and hands-on, with a variety of UDL-based strategies and resources	• provide hands-on and intensive coaching sessions directly with teachers • Building their capacity to assess individual student and whole class needs, implement differentiated reader and writer workshops, create rigorous curriculum that includes modifications and scaffolds for SWDs, and develop behavioral supports and structures. • lead teachers in an initiative to maximize the growth and performance of all students, including SWDs.
Counseling in Schools	Many families and individual students in the school are in need of social and emotional intervention.	• conduct an initial needs assessment to determine the services best suited for at-risk students and students already known to have serious needs • Provide individual and group counseling, support adult family members' ability to gain a productive understanding of their child's and their own experiences.

ii. Evidence of Partner Effectiveness Chart (Attachment C)
See attachment C.

iii. Partner accountability
Both parties will use benchmarks based on various sources of data to determine their respective responsibilities, as outlined in an action plan. Action plans and progress toward benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly. If there is little or no progress being made, the plan of action will be revisited and revised as necessary.

G. Organizational Plan

i. Organizational chart
See I.S. 291 School Organizational Chart labeled as "Attachment G."

ii. **Day-to-day operations under the school's structure**
Governance and Management: I.S. 291 has developed a strategic plan for indicating the manner in which it will operate. This includes one Principal and three assistant principals. There will be an AP ELL, AP ELA/Social Studies and AP Math/Science. Under this SIG plan, the school will engage in a distributive leadership model by re-instating 2 Coaches (1 ELA and 1

Math) and will continue to maintain 2 Lead Teachers (1 for ELA and 1 for Math). The Instructional Leadership Team is composed of the above mentioned staff members who will meet weekly in order to assess progress towards schoolwide goals and act as a think tank for removing obstacles that inhibit student growth. This team will perform duties and responsibilities as described below:

School's Operating Priorities:

Principal: The principal is the instructional leader who monitors the implementation of all school initiatives and oversees Galaxy and all budgetary decisions including the following:

- Interpret, enforce and develop school policies and procedures aligned with School-based decisions, and state and federal law.
- Provide leadership in the recruitment of Highly Qualified staff members and as well as oversee teacher selection and assignment.
- Provide leadership for and share responsibility in the development and implementation of a yearlong professional development plan that improves teaching practice and outcomes for students.
- Supervise and evaluate staff performance through the lens of Danielson.
- Develop, maintain, evaluate, implement and enhance curricular and extracurricular programs that reflect student achievement and growth in the cognitive demand.
- Adherence to the Citywide Instructional Expectations including Danielson and CCLS.
- Provide leadership for the planning, development and implementation of the school's curriculum including the Core Curriculum in ELA and Math as well as the development of CCLS aligned units of study in all content areas.
- Develop a systematic plan for the evaluation of initiatives and systems in order to make appropriate modifications when necessary
- Utilize and maintain an efficient and effective operation of facilities and make provisions for appropriate environment health and safety standards.
- Foster a positive safe learning environment for staff, students, parents and the community through the utilization of effective communication skills.
- Work in collaboration with school leadership teams to develop long- and short-term plans, goals and objectives through a systematic needs assessment process.
- Provide educational and administrative leadership in making and carrying out decisions
- Provide leadership in the development of effective student support services including in student attendance, discipline and external partnership.

Delegation of Responsibilities/Relationships with Key Stakeholders

Assistant Principals: This position's responsibilities are to provide leadership and build a structure of collaborative relationships in the school and community so that all students have a variety of opportunities to succeed and be productive members of the community. These duties will include but not be limited to:

- Implement an evaluation system of teacher effectiveness through the Danielson Rubric.
- Engage in actions that contribute to the achievement of schoolwide goals.
- Provide instructional leadership for school staff; identifies, implements, and monitors school-wide strategies that challenge high achievers and accelerates learning for students in the bottom third based on the NYC Progress Report.

- Assist in developing appropriate professional development opportunities designed to improve skills in teaching early adolescents.
- Assist in the development, implementation and evaluation of data-driven assessment in collaboration with the Instructional Leadership Team
- Monitor and evaluates staff implementation of school improvement plans and effective instructional and assessment practices.
- Maintain a safe and orderly school environment
- Uphold the school discipline code aligned with the NYCDOE Discipline code utilizing discipline data to track effectiveness of behavioral interventions.
- Assist with the development of effective community relationships; conducts activities that increase community support.

Coaches and Lead Teachers: Coaches and Lead Teachers will work with school leaders, school teams and individual teachers to provide support in improving teaching strategies. Qualitative data (looking at student work) along with quantitative data (assessment trends) will be utilized to support teachers in developing lesson plans with multiple entry points, and to develop questions and strategies and scaffolds for learners with a diverse range of needs. Additionally, Coaches and Lead Teachers will carry out the duties indicated below:

- Develop and support a culture of reflective feedback among teachers.
- Collaborate in designing, developing and professional learning programs that model principles of adult learning and promote best practices in teaching, learning and assessment.
- Support teachers in adapting curriculum and instruction to meet individual needs of students.
- Coach teachers, model best practices, co-teach and provide feedback to teachers
- Maintain and submit written logs to document professional development throughout the school year.

iii. Annual professional performance review (APPR) process

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

Beginning in the 2013-14 school year, teachers will select from one of two options during the Initial Planning Conference, to take place by no later than the last Friday in October: Option 1) 1 formal observation and a minimum of 3 informal observations or Option 2) A minimum of 6 informal observations. The formal observation will have a pre-observation conference where the teacher can provide up to 2 artifacts and/or a pre-observation conference form. The observation will be a full period and the teacher will be rated on the Danielson rubric. A post observation conference will be held within 20 days and a post observation report will be provided to the

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

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

The IS 391 principal and administrative team will carry out the citywide instructional expectations implementing Daniels using the plan instituted this past year. The schedule will be maintained by the APs and principal.

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

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

H. Educational Plan

i. ***Curriculum.***

Expeditionary Learning's English Language Arts and Literacy curricula will serve as the foundation for the ELA curriculum, though the units and lessons will not be delivered exactly as packaged. During the summer of 2013, the Instructional Leadership Team will examine on a daily basis the Expeditionary Learning units using the lens of the Tri-State Quality Review Rubric for Lessons & Units to ensure full alignment to Common Core, promotion of the Six Shifts, instructional supports for teachers and students (including ELLs and SWDs), and a system of regular assessment are all present. When necessary, modifications will be made to ensure alignment to Common Core and the New York State Testing Program, as well as ensure rigorous engaging work, and multiple entry points, for the student population.

The Instructional Leadership Team will make necessary modifications to the units to promote alignment with Science and Social Studies curriculums. The Team will consider content and skills in their curricular decisions. For example, Expeditionary Learning's 7th-grade

Curriculum Map lists slavery as the focus for the 3rd module and water as the focus for the 4th module. The units may be flipped so that the slavery module would be horizontally aligned with Social Studies' Civil War and Reconstruction unit, as outlined in the New York City Social Studies Scope and Sequence. Students would still have the prerequisite background knowledge for the water unit, as weather and the water cycle are covered in the 6th-grade science curriculum.

Pearson Learning, Connected Mathematics Project, CMP3 curriculum and resources will serve as the foundation for the Math curriculum. During the summer of 2013, the Instructional Leadership Team will begin their professional development sessions as part of the New York City Department of Education's roll out of the prescribed common core aligned curriculum. The teachers will then begin to re-write or update the curriculum maps, using the lens of the Tri-State Quality Review Rubric for Lessons & Units to ensure full alignment to Common Core, promotion of the Six Instructional Shifts, instructional supports for teachers and students (including ELLs and SWDs), and a system of regular assessment. When necessary, modifications will be made to ensure alignment to Common Core and the New York State Testing Program, as well as ensure rigorous engaging work for the student population.

The curriculum will be adapted so that units of instruction will lead to common tasks and common assessments throughout 6th, 7th, and 8th grade levels. The teacher lesson plans will be written using a common template and clearly articulate the strategies identified and suggested from teacher team inquiry analysis.

ii. ***Instruction.***

Lead Teachers will focus on strategies for building content knowledge (in ELA, Science, and Social Studies & Math) with an emphasis on students attaining information through engagement with text, as opposed to passively receiving information through lecture. Students will be exposed to a variety of discipline-specific authentic texts, with instruction reflecting the approaches dictated by the authentic texts. Disciplinary literacy will be a major focus, with teachers modeling unique to the content areas. Social studies teachers, for example, will emphasize the thinking historians lean upon heavily, such as using sequence of events to determine cause and effect. Science teachers will show students how different scientific texts require different types of summaries.

As part of the model classroom **Lead Teachers** will demonstrate best practice regarding questioning, classroom discussions, daily assignments, and assessments to allow all students the opportunity to employ higher-order thinking (DOK 3-4) in content areas to ground their thinking in text. Whether students are drawing conclusions, making predictions, or sharing assertions, they will always be required to refer to text to explain and support their thoughts.

To focus on the shift involving Academic Vocabulary, teachers will share with students strategies specific to the vocabulary demands of their content areas. In Social Studies, teachers will cover strategies for determining the denotative and connotative meanings of words. In science, teachers will support students' understandings of word roots, prefixes, and suffixes, as academic scientific vocabulary relies heavily on these components. ELA teachers will center support around Tier II words in order to increase access to a wide range of information texts, with strategies including multiple opportunities to hear vocabulary, multiple opportunities to use vocabulary in discussions, and direct word study.

Mathematics

Shift One: Focus: Instructional Strategies:

Students will build upon their prior work in measurement and in multiplication and division to include an in depth understanding of the concepts and language of ratios and unit rates. Ratio and proportion are addressed for an extended period of time as compared to previous years, to extend teaching and learning beyond the basic concept of writing and solving proportions. This allows for the idea of proportional relationships which leads to a deeper understanding and ability to view proportions from different perspectives. Delving deeper into slope/rate of change in the real world, we begin preparing our students for ninth grade mathematics.

Shift Two: Coherence: Instructional Strategies:

Students build on their experiences with ratios, unit rates, and fraction division to analyze proportional relationships. They decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship using equations. The ability to explore rate of change to a deeper level allows for a connection to slope. This provides a direct connection to the study of slope and linear functions.

Shift Three: Fluency: Instructional Strategies:

Students expand their understanding of the number system and build their fluency in arithmetic operations with and without a calculator. Fluency is developed and reinforced through the grades and within the grades by using rational numbers in problems in all modules. Use of calculators promotes fluency in executing basic calculations. Students are able to use money references or calculators to confirm solutions. Teachers help students become more fluent in fractions, decimals, long division, and operations with integers. Teachers expose students to the use of graphing calculators in comparing slopes.

Shift 4: Deep Understanding: Instructional Strategies:

All rational and irrational numbers are manipulated on number lines and the coordinate plane. Students use a double number line, bar diagrams and acquire the ability to compare their values using inequalities. The extended study of proportional relationships gives the opportunity to deconstruct and explain the foundational concepts behind proportional relationships. Students are able to solve systems of linear equations using graphing, substitution or elimination methods. Students are also able to see how systems of linear equations work in order to design and solve real world problems when there are two unknown quantities, and comparing results for cost effectiveness.

Shift 5: Application: Instructional Strategies:

Students apply these skills to compare rational numbers in real life situations; example: temperature comparisons, ocean depths, elevator movement. Proportional relationships are applied to cooking recipes, travel speeds and scale drawings. Students will be able to use their understanding of proportional relationships to solve real world problems involving scale drawings, currency conversions, and finding unit price for comparison of best bargains.

Students are able to see how systems of linear equations work in order to design and solve real world problems when there are two unknown quantities. Students learn how to make informed decisions comparing the cost of two or more related values.

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

School days each year will not be fewer than 180 days. The 2013-2014 school year will be 183 school days. School will be in session Monday-Friday from 8:00 AM to 2:20 PM for core instruction. Targeted students will receive small group instruction for an additional 37.5 minutes. The 37.5 minutes has been restructured with extended learning time in order to increase student instructional time.

Supplemental instruction will be offered Monday – Wednesday from 7:00 AM to 8:00 AM, Monday – Wednesday from 2:23 PM to 5:00 PM, and on Saturday from 9:00 AM to 12:00 PM.

Please refer to Attachment I for sample schedule.

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

Assessment will play a major role in instruction. Each unit will have a pre-assessment, an interim assessment, and a post-assessment. Assessments will be a combination of multiple choice and written response. Teachers will be provided with rubrics corresponding to each written assignment, and digital spreadsheets used to enter and examine student scores. During the initial implementation of each unit, teachers (with the support of the Literacy Coach) will examine student work during Teacher Team meetings in order to accomplish a number of goals. They will evaluate work according to corresponding rubrics, determine trends representing strengths and weaknesses, and create a portfolio of student writing benchmarks to be added to their units. The student writing benchmarks will be used both for future evaluation, and as models to be shared with students.

Teachers will receive professional development focused on using the data tracking software, defining the different types of trends (student, teacher, class, and grade) that data may elucidate, and how to recognize said trends. Professional development will be differentiated according to teacher familiarity with technology, as well as experience examining trends. When necessary, support will be provided in a one-on-one context.

The principal, through her vision has managed to build a data driven culture that relies on data to feed into identifying how best to teach our students. This functional cycle is part of that culture and is an integral part of our teaching. The Data-Driven Inquiry instructional cycle is a process that helps teachers identify strategies on how to maximize student learning and involves assessment analysis and action planning.

Teacher teams systemically analyze key elements in teacher practice as well as assessment data in Mathematics and ELA, and student work including portfolios, assessments, group work interactions, etc. which results in shared improvements in teacher practice (e.g. rigorous tasks, well-sequenced units, effective instructional techniques) and mastery of goals for groups of students; Mathematics/ELA specialists and teachers exchange student data to create richer portraits of student learning needs and achievements.

In the beginning of the school year all students will be given a Common Core Aligned baseline assessment which is provided through Pearson Publishing. Pearson Publishing is also the provider of the math class text book and teacher resources. Once the baseline assessment is given, teachers will begin the process of grading their individual class assessments and identifying common trends and deficiencies to be shared with other teachers in the same grade level, during their common planning period. The schedule is listed below:

Monday	Tuesday	Wednesday	Thursday	Friday
Inter-disciplinary Student Work Analysis	Content Area Curriculum Writing, planning and updating, pre-assessment preparation, end of unit assessment preparation/ Student Work Inquiry		Inter-disciplinary Student Work Analysis	Student Data Analysis/ Aris/ACUITY, DataCation

The baseline assessment will give teachers valuable information on areas that need to be targeted to maximize student learning and targeting individual student needs. These targeted areas of instruction will be addressed during one period per week (AIS) Academic Intervention

Services, during the regular school day and provide the entry points for differentiated instruction. This information will also be used to identify the students who will populate the various after-school, before school, and Saturday Academy programs for extended learning (enrichment and remedial classes), targeting the bottom third of the school, the bottom third of every class, and our over aged population.

A benchmark assessment will be administered in all grade levels after the completion of two units of instruction as outlined in the "Chancellor's Expectations". The benchmark assessment results will be used during teacher inquiry to further adjust the content curriculum and continue to target individual student learning goals. The two benchmark assessments will be given prior to the New York State Mathematics and English Language Arts Assessment. After the state assessment the last two units will be taught and a final exam will be given. In addition to the baseline, benchmark, state assessment, and final exam, teachers will write an end of unit common assessment to be administered after the completion of every unit. Teachers will also give students quizzes before the unit assessment is given. A sample of our Data-Driven Instructional cycle is listed below:

TIME FRAME	UNIT/ASSESSMENT	NOTES
September 9, 2013	Pearson Baseline assessment	Approximately 60 minutes.
3 Weeks September 11, 2013 – October 2, 2013	Unit 1 Number Systems: Multiplying and Dividing Decimals and Fractions.	
Interim Assessment # 1 October 3-4, 2013	Common Teacher prepared assessment for unit 1 based on Pearson Learning.	Approximately 1 hour
1 Week October 7, 2013-October 11, 2013	Re-teach objectives from Unit 1 Number Systems: Multiplying and Dividing Decimals and Fractions.	Re-teach based on assessment result analysis.
5 Weeks October 14, 2013-Nevember 15, 2013	Unit 2 Ratio and Proportional Reasoning	
Interim Assessment # 2 November 18-19, 2013	Common Teacher prepared assessment for unit 2 based on Pearson Learning.	Cumulative all objectives from Unit 1 and Unit 2
1 Week November 20, 2013 – November 27, 2013	Re-teach objectives from Unit 1 Number Systems: Multiplying and Dividing Decimals and Fractions and Unit 2 Ratio and Proportional Reasoning.	Re-teach based on assessment result analysis.
3 Weeks December 2, 2013 – December 20, 2013	UNIT 3 Rational Numbers	
Interim Assessment # 3 January3, 2013	Common Teacher prepared assessment for unit 3 based on Pearson Learning.	Cumulative all objectives from Unit 1, Unit 2 and Unit 3 approximately 1 hour.
1 Week January 6, 2014-January 10, 2014	Re-teach objectives from Unit 1 Number Systems: Multiplying and Dividing Decimals and Fractions and Unit 2 Ratio and Proportional Reasoning, Unit 3 Rational Numbers.	Re-teach based on assessment result analysis.

5 Weeks January 13, 2014 – February 14, 2014	Unit 4	
Interim Assessment Unit 4 February 17, 2013	Common Teacher prepared assessment for unit 4 based on Pearson Learning.	Cumulative all objectives from Unit 1, Unit 2, Unit 3, and Unit 4 approximately 1 hour.
1 Week February 20, 2014 – February 26, 2014	Re-teach objectives from Unit 1 Number Systems: Multiplying and Dividing Decimals and Fractions and Unit 2 Ratio and Proportional Reasoning, Unit 3 Rational Numbers, Unit 4 Expressions.	Re-teach based on assessment result analysis.
5 Weeks February 27, 2014- March 21, 2014	UNIT 5	
Interim Assessment # 5 March 24, 2014	Common Teacher prepared assessment for unit 5 based on Pearson Learning.	Cumulative all objectives from Unit 1, Unit 2, Unit 3, Unit 4, and Unit 5 approximately 1 hour.
1 Week March 25, 2013- April 2, 2013	Re-teach objectives from Unit 1 Number Systems: Multiplying and Dividing Decimals and Fractions and Unit 2 Ratio and Proportional Reasoning, Unit 3 Rational Numbers, Unit 4 Expressions, Unit 5 Expressions and Equations.	Re-teach based on assessment result analysis.
1.5 Weeks April 3, 2014 – April 11, 2014	UNIT 6	
Interim Assessment # 6 April 23-April 25, 2014	Common Teacher prepared assessment for unit 6 based on Pearson Learning.	Cumulative all objectives from Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6 approximately 1 hour.
2-3 Weeks	Re-teach Units 1-6 & New York State Assessment Preparation.	
NYS Common Core Math	NY State Assessment	
4 -5 Weeks	UNIT 7 Geometry and Statistics	
Interim Assessment # 7	Common Teacher prepared assessment for unit 7 based on Pearson Learning.	Cumulative all objectives from Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7 approximately 1 hour.
1 Week	Re-teach objectives from Units 1- 7	Re-teach based on assessment result analysis.
	Common Teacher Prepared Final Exam	

Teacher inquiry teams meet every day and are part of two distinct teacher teams:

- Inter-disciplinary teacher team
- Content specific teacher team

The inter-disciplinary teacher teams meet every week on Mondays and Thursdays during their common planning time, (C6). Their goal is to analyze student work and look at individual student progress based on data acquired from their assessments. The role of the content specific teacher teams will help to further target the areas of instruction in ELA and Mathematics to further our goal in reaching Annual Yearly Progress goals.

Once the inquiry process has taken place, teachers meet and set up the process that will put in action the strategies that have been identified by the data. These include:

- Set up action plans for the students, student goals, action plans, AIS,
- Changing instructional strategies
- Revising the role of teacher leads: Modeling instruction, providing professional development, using the Danielson Framework to improve teacher practice.
- Modifying the curriculum by adjusting the curriculum maps and how it should be taught and modified based on student data.
- Professional development training for teachers in areas of weakness based on student academic performance.

Teacher teams meet four times per week to analyze data and determine student achievement, performance, reflect on their instructional practice, and determine the necessary intervention focus for their students.

v. ***Student Support.***

The school cultivates an environment in which all students feel safe and supported and each student is known by an adult in the building. Throughout the year, working closely with their students teachers get to know their students academic needs, but may also identify social-emotional needs of their students. If necessary, students are referred to counselors – either the school counselor or the social worker (*Counseling in Schools*). Referring students to be seen by the counselors is a coordinated effort, matching the student with the best support aimed at his/her needs. A school administrator and the school counselor greet students each morning. PPT meetings are held monthly to coordinate support for students around student needs; additional academic support, behavior, disengagement, truancy, drop-out, interventions chosen to support them. Various members of the team are selected to follow-up with students and monitor progress.

In an effort to innovate and sustain quality counseling for our Middle School population; I.S. 291 is seeking to bring on board a social worker that can provide services especially geared to our population of students. The social worker will serve at-risk young people from grades 6-8 and between the ages of 11 to 17. The school social worker will serve as an integral part of the school culture, conducting on-going case management, individual counseling, group counseling, referral services and crisis intervention. The school social worker will serve as the link between home, school and the community. As members of the educational team comprised of teachers, administrators, pupil services staff, and parents, our school social workers will promote and support students' academic and social success by providing specialized services that include: They will also conduct individual and group counseling relevant to individual and student population, provide support groups to students and their parents, allowing for transparency of

services and regular interventions, and assist in crisis prevention and intervention, conducting regular home visits.

Collaborating with the parent coordinator, the school social work staff will also help develop parent education and training. The social work staff will also collaborate with community agencies, advocate for students, parents, and the school system, and coordinate programs such as, mentoring, school-to-afterschool programs, and peer counseling, and staff development.

The school social worker would help students increase academic success, maximize educational opportunities, improve interpersonal relationships, cope with crisis situations, develop self-discipline, learn problem-solving and decision-making skills, resolve conflicts without violence, improve attendance, build self-esteem, and remain in school and graduate.

Currently the one dean mediates conflict, and is critical to the enforcement of I.S 291's Discipline Code. The dean works hard to prevent conflict in its earliest form, and enlists the help of other staff members when settling conflicts with students when necessary. The social worker would serve as an additional support to deans in terms of monitoring academic progress, student attendance as it impacts student academic standing and achievement, academic intervention, incentives and all other academically related student issues.

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

The school maintains a welcoming environment and has made significant improvement in safety and school climate. The fact remains that the student population in the school are extremely needy and are burdened with a multitude of issues. The staff has received overviews in *Life Space Crisis Intervention* but has not been able be fully trained. The School would like to partner with LSCI to incorporate PBIS and train more staff in the de-escalation techniques used in LSCI. Incorporating this into daily practice in tandem with the school's progressive discipline approach would solidify the manner in which the staff approaches the student. The LSCI approach views problems or stressful incidents as opportunities for learning, growth, insight, and change for children with chronic patterns of self-defeating behaviors.

vii.Parent and Community Engagement.

Formal and informal strategies IS 291 will be used to encourage parent/family involvement and communication. All programs and initiatives described in the SIG plan are aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning. The goal at IS 291 is to continuously build parent capacity and awareness so that parent and school can work collaboratively to increase student achievement. Specific actions and strategies to increase family and community involvement are indicated below:

- Provide parents with translated information regarding new Core Ccurriculum, student placement, school activities, student services, this SIG grant and other relevant programs.
- Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services with resources for English Language Learners (ELLs) and Students with Disabilities (SWDs)
- Coordinate ESL classes for parents.
- Provide staff development, for all school staff, regarding effective communication techniques and the importance of regular communication between the school and the family.

- Continue to institute a parental involvement policy that supports and respects all families, recognizing cultural and religious diversity.
- Establish a way for immediate and regular contact between parents and teachers when concerns arise.
- Facilitate communication between school and home and providing parents easy access to their children's progress (through Pupilpath)
- Link parents to programs and resources within the community that provide support services to families.
- Share reports on school performance with parents and solicit input for future goals.
- Provide information on how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers.
- Expand parents' decision-making capacity regarding their child's educational options and needs by providing professional development workshops for parents of all students including parents of ELLs, bilingual students and SWDs.
- Enable parents to internalize the significance of student periodic common assessment results, report cards and skills analysis of their children's performance on State standardized assessments.
- Communicate with parents continually through teacher contact, administrative and support staff contact, student progress reports, letters published in English and in languages spoken in the homes.
- Gauge parent and community satisfaction through the administration of a school specific parent survey and by administering the School Survey. Data from the formal and informal parent surveys will inform goal setting and planning that addresses parent and community needs.
- Family Worker will be hired to provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up on 407's, work with Long Term Absences, attend PPT meetings to support students and families who are at risk.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

The UFT Consultative Committee, School Leadership Team, and Instructional Leadership Team worked with the principal to identify goals and set priorities. Instructional leads met with their departments in order to review interim benchmark data and refine goals. The Principal, Lead Teachers, and Instructional Leadership Team began the process of developing the plan, identifying professional development needs and partnerships.

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

SEE ATTACHMENT J

Rationales

- **Common Core Staircase of Complexity**: In order for students to achieve college and career readiness, they must be exposed to the standards specific to the grades they are in. Furthermore, standardized tests assess student progress towards corresponding grade-level standards. Currently, many lessons focus on skills that defined by the CCLS as the work of elementary school grades. Teachers must ensure that their instruction is centered

specifically on the standards for the grade. This work needs to take place during the summer prior to the academic year so that the standards are properly reflected on curriculum maps.

- **Text Complexity**: The reading levels demanded by the Common Core represent a significant increase in complexity over previously demanded Lexile levels. State test passages reflect this increased demand. The tenth standard for reading both informational and fictional texts requires that students read texts in the 6-8 grade bands. When determining the appropriateness of texts required for all literacy-related curriculum, planning teams need to be able to measure a text quantitatively and qualitatively. Doing so effectively and accurately will help ensure students have access to texts similar to those found on state exams.
- **Backwards Planning towards Performance Tasks**: If teachers are not teaching towards the performance tasks specified on curriculum maps, student scores are unlikely to reach the interim goals set for each unit. Teachers should understand how a performance tasks guides the lessons, vocabulary, and skills covered in the unit lesson, so that all work moves in a purposeful direction.
- **Effective Modeling**: Teacher lessons at the school have largely focused on *defining* terms, skills, and strategies for students, but without modeling for students *how to employ* skills and strategies. Teachers need to become comfortable with the modeling process so that they do more than simply defining the criteria for tasks; they will provide students with the tools necessary to succeed on their tasks.
- **Argument Writing**: In order to maintain the high level of rigor and critical thinking required by the Common Core, curriculum maps and performance tasks need to contain opportunities for students to think argumentatively and write argumentatively, as opposed to persuasively. Adhering to the characteristics of argument writing will also help ensure that students are writing from sources and using text evidence, instead of relying on emotion and their own codes of morals and ethics.
- **Pearson Learning**: In an effort to improve upon the findings from the Tri-State Quality Review's Statement of Practice 4.2, (Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry), Pearson's job-embedded coaching offers intensive support for schools wishing to build capacity.
- **Pearson Learning November**: In an effort to improve upon the findings from the Tri-State Quality Review's Statement of Practice 4.4 (Teachers create a safe environment that is responsive to students varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry)
- **Pearson Learning September Implementations Essentials**: Building on its work over the past three school years to support teachers and school staff with the transition to the Common Core, the New York City Department of Education is recommending a set of math K-8 curriculum options and will spend the coming months supporting principals and teachers in becoming familiar with these new materials. One of these options for math grades 6-8 is Pearson's Connected Mathematics Program. Pearson has been selected by I.S. 291 to provide the textbook and teachers resources necessary to continue to provide math instruction that is rigorous and aligned to the Common Core Standards.
- **Pearson Learning October Grade-Specific Unit Training**: Participants experience model lessons using one unit from the CMP3™ program and strategize ways to engage

students in all three parts of the instructional model. This workshop allows participants to focus on the mathematical content and experience various strategies for problem solving within the unit. Participants solve problems, discuss mathematical concepts, and work together to reflect on effective strategies for implementing CMP3™ into their classrooms. At the end of this workshop, participants will be prepared to successfully implement the unit in their classrooms.

- **Achieve 3000:** Achieve 3000 is a research-based program with proven outcomes for supporting ELLs.
- **LSCI**: As the result of our high incident rate from last year, I.S. 291 is now considered an IMPACT school. The student population is at a high risk of violent and destructive behavior that undermines the classroom learning environment.

iii. Plan for training, support and professional development

Work with each external partner will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-bound. Both parties will use the benchmarks to determine their respective responsibilities, create deadlines for the completion of responsibilities, and specify the individuals who will complete the necessary actions. Benchmarks and responsibilities, along with related details such as deadlines and the resources necessary, will be added to an action plan.

The action plan and progress toward benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly.

Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made. If there is little or no progress is being made, the plan of action will be revisited and revised as necessary, should there be no progress after adjustments are made barring extenuating circumstance that would impede progress towards the objective, the partnership would ultimately be dissolved.

Saturday Teacher Professional Leaning: Once per month on Saturday, departments will engage in a professional learning community provide PD around curriculum mapping, looking at student work to inform curricula decisions, Core Curriculum Overview, scaffolds, multiple entry points.

J. Communication and Stakeholder Involvement/Engagement

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

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

Principals were provided with letter templates to send to parents with the instructions that families must be notified of the school's Priority status within 30 days of the State's designation. Principals were also invited to two different meetings with Senior Deputy Chancellors Shael Suransky and Marc Sternberg on August 31 to learn more about the school's Priority status, intervention model options, and next steps for the NYCDOE and school. Superintendents,

clusters, networks school support staff, and principals participated in trainings on the ESEA waiver and Priority status to turn-key the information to stakeholders. NYCDOE staff also presented the information directly at information on state accountability designations and implications during Community Education Council meetings, a meeting of the Panel on Education Policy, and other community meetings.

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

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

I.S. 291 will continue to maintain a policy of transparent consultation and collaboration with key educational stakeholders such as administrators, teachers, parents and community based organizations. These constituencies were also informed of the SIG grant and were consulted regarding the implementation of the SIG plan. Key stakeholders who serve on various school committees will meet regularly to assess, plan, evaluate and suggest improvement strategies regarding the implementation of SIG programs.

K. Project Plan and Timeline

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

The goal for year one is to begin building teacher capacity through the staffing and PD for current staff, enhancing the curricula, and intensifying support for students' social-emotional development. The foundation for this work will begin this spring. Beginning in April, reviewing various data sources to determine needs. The principal in consultation with key-stakeholders determined the above to be key leverage points through which school improvement can occur. The foundation for the work that will begin in June with PD. Prior to the partnerships for PD, the network will provide PD to ensure that all teachers begin the school year with a common understanding and vision for the work ahead (chart one in section Iii).

Work with external partners will begin with a collaborative examination of relevant data, with the goals of setting mutually agreed-upon benchmarks that are both measurable and time-

bound. Benchmarks will be revisited on a bi-monthly basis. If services are not yielding expected outcomes, both parties will determine where the accountability lies, create a plan of action to ensure future benchmarks are met, and act accordingly. Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made.

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

Early wins that will serve as indicators of successful implementation is improvement in teacher lesson planning, improved trends during teacher observations, student progress in benchmark and interim assessments, as well as increased parent involvement. Additionally, use of DataCation and Prosper by the staff, as well attendance at PDs would serve as evidence of increased by-in to the plan.

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

Services will be monitored and various types of data (student work, teacher team outcomes, assessment results, teacher observations, etc.) will be collected to determine if progress towards established goals is being made. Improvement in teacher lesson planning, improved trends during teacher observations, student progress in benchmark and interim assessments as well as increased parent involvement would be monitored bimonthly by the principal and the instructional team. Additionally, use of DataCation and Prosper by the staff, as well attendance at PDs would serve as evidence of increased by-in to the plan which would be monitored by the principal on an on-going basis will be leading indicators of success.

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

The goal for years two and three is to continue building teacher capacity through the staffing and PD for current staff, enhancing the curricula, and intensifying support for students' social-emotional development. Using a gradual release model, the hope is that the foundation of improving teacher effectiveness, the curricula, and student support, will continue but need less outside support in years two and three in that staff will provide support to one another and serve as models for incoming staff.

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min	TBA	67640	84920	98340	98340	92580
b. Student participation in State ELA assessment	%	TBA	TBA	96%	97%	98%	98%
c. Student participation in State Math assessment	%	TBA	TBA	96%	97%	98%	98%
d. Drop-out rate	%	N/A	N/A	N/A	N/A	N/A	N/A
e. Student average daily attendance	%			91%	93%	94%	95%
f. Student completion of advanced coursework		N/A	N/A	N/A	N/A	N/A	N/A
g. Suspension rate	%	TBA	5%	10%	8%	6%	5%
h. Number of discipline referrals	num	TBA	TBA	598	375	280	160
i. Truancy rate	%	TBA	TBA	1%	.75%	.50%	.25%
j. Teacher attendance rate	%	TBA	TBA	7.4%	6.5%	5.2%	4.1%
k. Teachers rated as "effective" and "highly effective"	%	Please see memo					
l. Hours of professional development to improve teacher performance	num	TBA	TBA	111hrs.	330.5	221	166.5
m. Hours of professional development to improve leadership and governance	num	TBA	TBA	73.5hrs	223	149	110
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	TBA	TBA	61.5hrs.	191	127	92.5
II. Academic Indicators							
o. ELA performance index	PI	TBA	TBA	Please see memo	Please see memo	Please see memo	Please see memo
p. Math performance index	PI	TBA	TBA	Please see memo	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%	TBA	TBA	.15%	10%	18%	25%
r. Students scoring "proficient" or higher on Math assessment	%	TBA	TBA	31.4%	34%	37%	40%
s. Average SAT score	score	N/A	N/A	N/A	N/A	N/A	N/A
t. Students taking PSAT	num	N/A	N/A	N/A	N/A	N/A	N/A
u. Students receiving Regents diploma with advanced designation	%	N/A	N/A	N/A	N/A	N/A	N/A
v. High school graduation rate	%	N/A	N/A	N/A	N/A	N/A	N/A
w. Ninth graders being retained	%	N/A	N/A	N/A	N/A	N/A	N/A
x. High school graduates accepted into two or four year colleges	%	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

d. **Drop-out rate**

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

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

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

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

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

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

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

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

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

l. **Hours of professional development to improve teacher performance**
This may include the following types of professional development activities:

• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's *Framework for Teaching* and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll	• PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD

experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

n. Hours of professional development in the implementation of high quality interim assessments and data-driven action

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

q. Student scoring "proficient" or higher on ELA assessment

r. Students scoring "proficient" or higher on Math assessment

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

s. Average SAT score

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

u. Students receiving Regents diploma with advanced designation

v. High school graduation rate

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

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

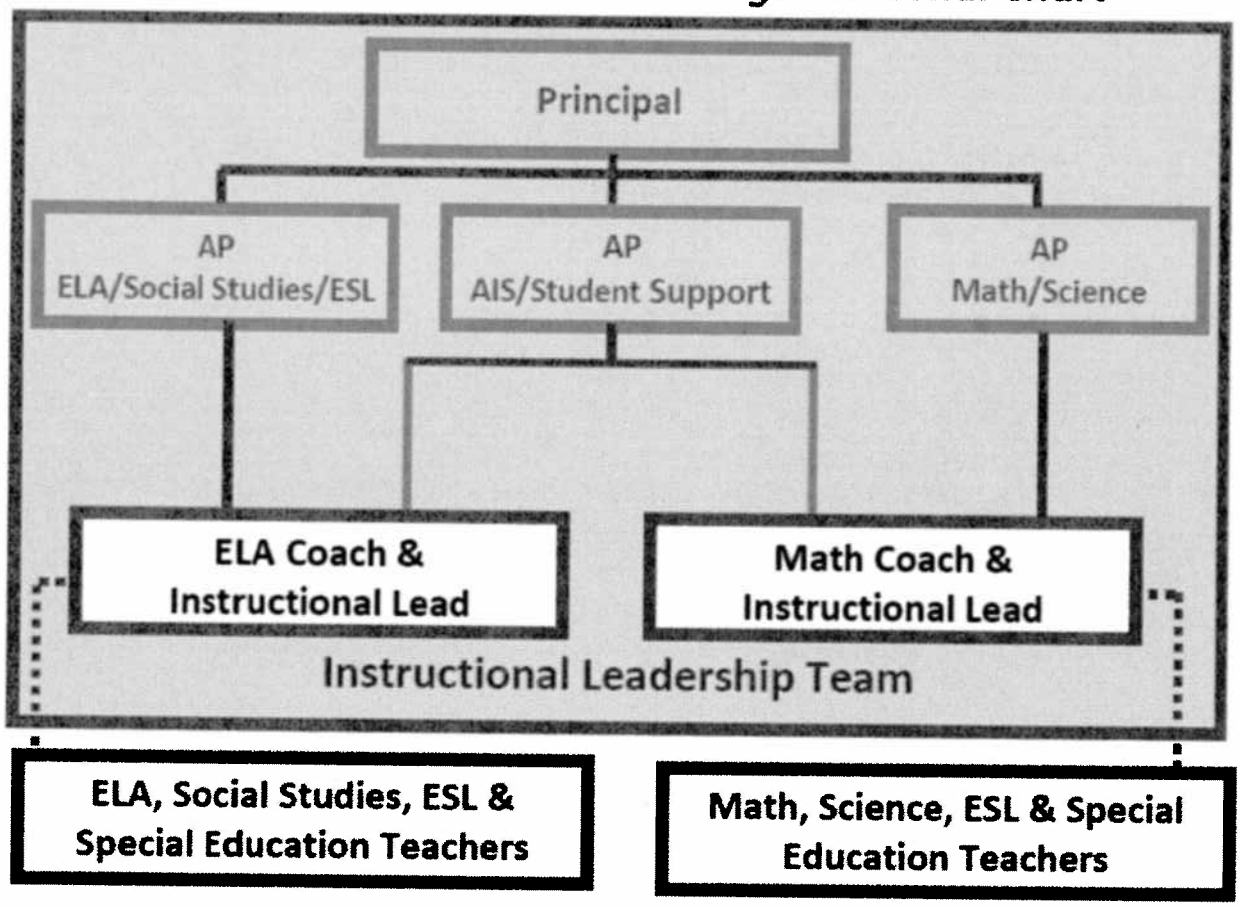
Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
The Internationals Network for Public Schools (INPS)	1. International High School at LaGuardia Community College	1. John Starky, Principal; Cindy Kerr, Network Leader jstarkey@ihsnyc.org; CKerr@schools.nyc.gov
	2. Manhattan International High School	2. Gladys Rodriguez, Principal; Cindy Kerr Network Leader Grodriguez2@schools.nyc.gov; CKerr@schools.nyc.gov
	3. Brooklyn International High School	3. Pam Taranto, Principal; Cindy Kerr, Network Leader ptarant@schools.nyc.gov; CKerr@schools.nyc.gov
	4. Bronx International High School	4. Joaquin Vega, Principal; Cindy Kerr, Network Leader jvega4@schools.nyc.gov; CKerr@schools.nyc.gov
	5. Flushing International High School	5. Lara Evangelista, Principal; Cindy Kerr, Network Leader LEvange@schools.nyc.gov; CKerr@schools.nyc.gov
	6. International High School at Prospect Heights	6. Nedda DeCastro, Principal, Cindy Kerr, Network Leader ndecastro@schools.nyc.gov; CKerr@schools.nyc.gov
	7. International High School at Lafayette	7. Jon Harriman, Principal; Cindy Kerr, Network Leader Jharriman@inths.org; CKerr@schools.nyc.gov
	8. International Community High School	8. Berena Cabarcas, Principal; Cindy Kerr, Network Leader bcabarc@schools.nyc.gov; CKerr@schools.nyc.gov
	9. Pan American International High School	9. Minerva Zanca, Principal; Cindy Kerr, Network Leader Mzanca@schools.nyc.gov; CKerr@schools.nyc.gov
	10. Pan American International High School at Monroe	10. Bridgit Bye, Principal; Cindy Kerr, Network Leader Bridgit@paihsmonroe.org; CKerr@schools.nyc.gov
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Pearson Learning	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.

	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Counseling –In –Schools	1. Automotive High School (14K610)	1. Caterina Laforgiola, Principal – Clafergola@schools.nyc.gov – 718-218-9301; Rubain Dorancy, Deputy Cluster Leader, Cluster 5 – Rdoranc@schools.nyc.gov – 718-935-4741
	2. Washington Irving High School (02M460)	2. Sarah Hernandez, Principal – Shernan4@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835
	3. Granville T. Woods Middle School 584 (16K584)	3. Gilleyan Hargrove – Ghargro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835
	4. The Heritage School (04M680)	4. Dyanand Sugrim, Principal – Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534
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)
The Danielson Group LLC P.O. Box 7553 Princeton, NJ 08543	1. 27Q223	1. Deborah Otto (dotto@schools.nyc.gov)
	1. 27q306	2. Jennifer Flandro (jflandr@schools.nyc.gov)
	2. 16K688	3. Dannielle Darbee (ddarbee@schools.nyc.gov)
	3. 75Q752	4. Fritzy Sannon-Brown (FSannon@schools.nyc.gov)
	4. 32K145	5. Lucia Perez-Medina (LMedina3@schools.nyc.gov)
	5. 29Q052	6. Linda Pough (LPough@schools.nyc.gov)
	6. 31R445	7. Timothy M. Gannon (Tgannon@schools.nyc.gov)
	7. 32K384	8. BRUNHILDA PEREZ (BPerez@schools.nyc.gov)
	8. 75K140	9. Roderick Palton (RPalton@schools.nyc.gov)
	9. 75R721	10. Mary McInerney (mmciner@schools.nyc.gov)

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
GoldMansour and Rutherford	1. PS M41 Greenwich Village	1. Kelly Shannon- Principal - 212- 675-2756
	2. PS M234	2. Lisa Ripperger-Principal - 212-233-6034
	3. PS M59	3. Adele Schroeter-Principal-(212) 752-2998
	4. PS X173/PS X236	4. Beverly Ellis-Principal-718 299-6128
	5. PS 317Q Waterside Children's Studio School	5. Dana Gerendasi-Principal-718-634-1344
	6. PS K001 The Bergen	6. Jennifer Eusanio-Principal-718-567-7661
	7. PS M124	7. Alice Hom-Principal-212-966-7237
	8. PS M63	8. Darlene Cameron-Principal-212-674-3180
	9. PS Q280	9. Lenia Matias-Principal-718-424-9031
	10. PS M89	10. Ronnie Najjar-Principal-(212) 571-5659
	11. PS M41 Greenwich Village	11. Kelly Shannon- Principal-212- 675-2756
	12. PS M234	12. Lisa Ripperger-Principal-212-233-6034

Attachment G: I.S. 291 School Organizational Chart



ATTACHMENT H

JACQUELINE ROSADO

247 Mosel Avenue, Staten Island, NY 10304

(347) 404-2782
Jrosado3@schools.nyc.gov

Professional Experience

NYC Department of Education, Brooklyn, New York, 11221
I.S. 291
Principal, May 2012 – Current

Educational leader of a middle school in the Bushwick section of Brooklyn, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula, and vision and mission of the school.

- Establish the annual master schedule for instructional programs, ensuring a rigorous and enriching learning experience for students consistent with the school's philosophy, mission statement, and instructional goals.
- Supervise the instructional programs of the school, evaluate lesson plans, observe lessons, provide teachers with frequent feedback in order to inform professional development, and encourage the use of a variety of instructional strategies and materials consistent with research on learning, student growth and development.
- Supervision of effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
- Supervision of all support services and staff.
- Create and support a culture of respect, rapport, and collegiality.

NYC Department of Education, Brooklyn, New York, 11221
I.S. 291
Principal, I.A., January 2012 – May 2012

NYC Department of Education, Brooklyn, New York, 11221
I.S. 291
Supervisor-in-Charge, August 2011 – January 2012

NYC Department of Education, Brooklyn, New York, 11221
I.S.291
Assistant Principal of Administration, August 2005 - August 2011

- Supervision of Special Education Department
  - Monitor, oversee, and provide professional development on all instruction and compliance related to students with special needs
  - Supervision of School Assessment Team
- Data & Assessment Specialist
  - Monitor all school data including all source systems
  - Supervise all assessment administration & assessment scoring
- Compliance Officer
  - Assist principal in monitoring & resolving all compliance-related issues
- Programming & Facilities

Jacqueline Rosado • (347) 404-2782 • Jrosado3@schools.nyc.gov

- Human Resources, Pupil Personnel Services, & Student Support Services
- Supervision of PPT & Attendance Teams
- Safety & Security
- Provide continuous professional development for all staff regarding all issues pertaining to responsibilities
- Supervision of Parent Coordinator

NYC Department of Education, Brooklyn, New York, 11221
Brooklyn, January 2006 – May 2012
Scoring Site Supervisor

- Evening and weekend supervision of a Mathematics and English Language Arts scoring site for 4 districts in Brooklyn under the supervision of the Brooklyn Borough Assessment Director

NYC Department of Education, Brooklyn, New York, 11221
I.S.291
Testing/Bilingual Coordinator, 2003-2005

- Supervise and coordinate all testing-related issues
- Provide professional development to all staff regarding the NYS & NYC testing program
- Administer and organize all testing school-wide
- Liaison between citywide Testing Directors and the school
- Assist Assistant Principal in maintaining all Bilingual & ESL compliance

NYC Department of Education, Brooklyn, New York, 11221
I.S.291
Bilingual SETSS Teacher, 1999-2003

- Provide SETSS instruction to all mandated students in accordance with their IEPs
- Writing meaningful IEPs
- Work directly with parents and teachers in meeting each student's individual academic needs
- Provide professional development to general education teachers regarding EIPs and SETSS as needed
- Assist Special Education teachers with writing IEPs

NYC Department of Education, Brooklyn, New York, 11221
I.S.291
Home Instruction Teacher, 1998-2003

- Provide quality home instruction to students as mandated by an IEP or the Department of Education
- Writing quality IEPs for students when necessary
- Write quality lessons for students
- Conference with parents and other DOE employees regarding the student
- Take students on trips to museums and libraries as relevant
- Write reports regarding the progress of the student

Jacqueline Rosado • (347) 404-2782 • Jrosado3@schools.nyc.gov

NYC Department of Education, Brooklyn, New York, 11221
I.S.291
6th Grade Bilingual Teacher, 1998-1999

- Provide SETSS instruction to all mandated students in accordance with their IEPs
- Writing meaningful IEPs
- Work directly with parents and teachers in meeting each student's individual academic needs
- Provide professional development to general education teachers regarding EIPs and SETSS as needed
- Assist Special Education teachers with writing IEPs

NYC Department of Education, Brooklyn, New York, 11221
I.S.291
8th Grade Science Teacher, 1998-1999

- Teach Earth Science to four 8th grade classes according to NYS Standards
- Monitor, assess, and keep all student data

Education

College of St. Rose, Albany, NY
School District Administrator – Permanent
September 2005

College of St. Rose, Albany, NY
School Building Administrator
September 2003

Brooklyn College, Brooklyn, NY
Master of Science in Education – Special Education
June 2001

John Jay College of Criminal Justice, New York, NY
Bachelor of Science in Criminal Justice
June 1993

Jacqueline Rosado • (347) 404-2782 • Jrosado3@schools.nyc.gov

Certifications

School District Administrator – Permanent
September 2005

School Building Administrator
September 2005

Special Education – Permanent Certification
September 2001

Bilingual Extension – Permanent Certification
September 2001

NYS Notary Public

Attachment I : Sample Schedule

CLASS SCHEDULE
TERM 2013-2014
Class 621 Room: 341A Program: GR. 6

Day/Period	0 Mon-Wed 7:00—8:00 Supplemental	1 Mon—Fri 8:00—8:45	2 Mon—Fri 8:48—9:33	3 Mon—Fri 9:36—10:21	4 Mon—Fri 10:24—11:09	5 Mon—Fri 11:12—11:57	6 Mon—Fri 12:00—12:45	7 Mon—Fri 12:48 –1:33	8 Mon—Fri 1:36—2:21	9 Mon-Wed 37 1/2 min 2:23 – 3:00	Mon—Wed 3:00—5:00 Supplemental
MON		ELA 341A	ELA 341A	SCI 341B	GYM	LUNCH	ART 327A	MATH 341B	MATH 341B		
TUE		MATH 341B	MATH 341B	SS 341A	MUSIC 121	LUNCH	ELA 341A	ELA 341A	MATH LAB 341C		
WED		ELA 341A	ELA 341A	SCI 341B	GYM	LUNCH	ART 327A	MATH 341B	MATH 341B		
THUR		MATH 341B	MATH 341B	SS 341A	MUSIC 121	LUNCH	ELA 341A	ELA 341A	MATH LAB 341C		
FRI		ELA 341A	SS 341A	SCI 341B	GYM	LUNCH	ART 327A	MATH 341B	SCI 341B		
SAT			Begins 9:00 AM	Supple mental	Instruction	Ends 12:00 PM					

i. **ATTACHMENT J (Section I ii): Year One Implementation Period (September 1, 2013, to August 31, 2014).**

PD Activity	Organization/ Agent Delivering PD	Measurable Outcome	How Outcomes will be Analyzed and Reported
Common Core Staircase of Complexity PD – ELA	Expeditionary Learning, Network	Increased level of rigor aligned to CCLS	Teacher Surveys, Examination of Standards in Units
Text Complexity PD – ELA	Expeditionary Learning, Network	Increased level of rigor aligned to CCLS	Lexile measures and grade bands indicated for all texts on curriculum maps
Backwards Planning – Using Performance Tasks to shape instruction – ELA	Expeditionary Learning, Network	Improved Units, Lesson Plans, and Instructional Tasks aligned to meet the CCLS	Curriculum, Unit and Lesson Plan reviews, teacher effectiveness evaluations
Argument Writing - ELA	Expeditionary Learning, Network	Improvement in student work products	Examination of curriculum maps, unit activities, and performance tasks
Scaffolds and Modifications for ELLs and SWDs – Curriculum Mapping and Instruction – ELA	Internationals, GoldMansour and Rutherford	Increased differentiation of lessons and activities designed to address student need	Curriculum, Unit and Lesson Plan reviews, teacher effectiveness evaluations
Introduction to Danielson	Danielson Group, Network	Increase teacher knowledge	Teacher Surveys
Effective Lesson Planning	Danielson Group, Network	Improvement in lesson designs and coherence	Teacher effectiveness evaluations
Questioning and Discussion Techniques	Danielson Group, Network	Increased frequency in questions and discussions that promote learning for understanding	Observations - Teacher effectiveness evaluations
Using Assessment in Instruction	Danielson Group, Network	Increased assessment opportunities and strategies utilized conducting	Observations - Teacher effectiveness evaluations

		throughout lessons	
Effective Modeling	Institute for Learning, Network	Utilization of models presented	Teacher Surveys
Mathematics Network Monthly Professional Development Sessions based on NYCDOE Citywide Expectations	Children's First Network 208 (NYCDOE)/ Achievement Coach	Turn key information to faculty in the math department: Teacher team common planning period	Documented minutes of each session
Circular 6 Content Specific Teacher Team Meetings (2 days/wk): Curriculum Development, Unit design, Task/Rubric design & student work evidence analysis to ensure CCLS alignment	Assistant Principals, Mathematics Coach, Instructional Leads	Improved alignment and coherence in units and school-wide curriculum; Improved results in student work products	Curriculum Review, Unit and Task Reviews, Documented minutes of each session
Circular 6 Inter-disciplinary Teacher Team Meetings (2 days / week)	Aps, Instructional Coaches, Instructional Leads	Improved curriculum coherence across content areas	Observations, curriculum and lesson reviews, Documented minutes of each session
Circular 6 School-wide Teacher Team Meetings Data Analysis (Student Data) (Weekly)	Principal, Assistant Principals	Increased understanding of student data utilize to provide differentiated instruction and increase student achievement	Observations, Curriculum and lesson reviews, Data analysis of in-school exam results, Documented minutes of each session
Coaching and Modeling	Pearson Learning	Collaborative Lesson Planning, modeling and teacher observation, delivery and consultant observation	Danielson Framework
Improving Mathematics Instruction	Pearson Learning	Increased question complexity and divergence; increased planning based on data; greater student engagement	Danielson Framework 3b (Questioning); 1e (Planning Coherent Discussion); 3c (Engaging Students in Learning)
Implementation Essentials	Pearson	Deeper understanding CMP3 instructional philosophy, mathematical content, and lesson structure	Danielson Framework 1e
Grade-Specific Unit	Pearson	Increased understanding of	Danielson 1e (Planning

Training		CMP3 program organization and concepts; increased collaborative planning with other teachers	Coherent Instruction); 4d (Participating in a Professional Community)
Observers/Evaluators Training	Danielson Group	Decreased bias and inference in evidence collected during observations; more accurate alignment to levels of performance indicated on component rubrics	Supervisor observation evidence; collective data on alignment norming
Train the Trainer Sessions	Danielson Group	Increased capacity of teacher leaders to train colleagues	Credentials provided by Danielson Group upon participants' completion of training
Designing a Successful Teacher Evaluation System	Danielson Group	Increased school capacity to create and structure and schedule for observations, implementation, and future training sessions.	Creation of an observation schedule that includes teachers observed, dates of observations, feedback conferences, and follow-up dates
Learning-Focused Conversations	Danielson Group	Increased quality of planning and reflecting conversations, including feedback and next steps	Teacher surveys regarding the quality of the feedback and next steps received in post-observation conferences
Monthly school-based instructional coaching and PD supports	Internationals Network for Public Schools	Increased attention, quality, and effectiveness of modifications and scaffolds for ELLs	Danielson Framework 1e (Planning Coherent Instruction)
Implementation Planning; Data Analysis & Action Planning; Reading Comprehension Across the Content Areas	Achieve 3000	Increased access to, and comprehension of, complex text; decreased student achievement gap between ELLs and SWDs and general population	Student records of reading Lexile levels; periodic assessment results
Home-School Connections	Achieve 3000	Increased family engagement and involvement supporting ELLs and SWDs	Family surveys, NYC Learning Environment Survey results
DataCation Training	DataCation	Increased efficiency and ability of school staff to determine data trends and	Danielson Framework 1e (Designing Coherent Instruction)

		use trends to guide instruction	
Support for SWDs	GoldMansour & Rutherford	Decreased students achievement gap between SWDs and general population	Periodic assessment results, unit summative assessments
Helping Students Manage Feelings and Counter Aggressive Tendencies	LSCI	Decreased incident rates; Increased trust between staff and students	OORS Incident Reports & SOHO Incident Reports; Learning Environment Surveys
High-Performance Leadership, Management, and Organization; Data-Driven Culture; High Achievement and Engagement; Sustainability for Continuing Improvement	Pearson	Increased communication between leadership and teachers; increased focus on data analysis to drive academic achievement	Learning Environment Survey

2013-14 Teacher Evaluation and Development Timeline

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

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

NYC Department of Education
Dennis M. Walcott, Chancellor

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

32K291 JHS 291 Roland Hayes

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

32K291 JHS 291 Roland Hayes

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

JHS 291 Koland Hayes

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

32K291

Attachment A
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) *See scanned version on the following page*	5. 13.13	Jacqueline Rosado
Type or print name Jacqueline Rosado		
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) *See scanned version on the following page*	5. 13.13	
Type or print name Shaneika Johnson		
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) *See scanned version on the following page*	5. 13.13	Amy Pagan
Type or print name Amy Pagan		Amy Pagan

32K291 JHS 291 Roland Hayes

Pre-Review of Full 2013 Grant Application

Page 1

Application Cover Sheet (with original signatures ...	Yes
Proposal Narrative (including District-level Plan...	Yes
Attachment A (Consultation and Collaboration Form...	Yes
Attachment B (School-level Baseline Data and Targ...	Yes
Attachment C (Evidence of Partner Effectiveness Ch...	Yes
Attachment D (Budget Summary Chart)	Yes
FS-10 for Implementation Period	Yes
Budget Narrative	Yes
Memorandum of Understanding (required for a Restar...	Yes
Assurances for Federal and Discretionary Program F...	Yes
Has the applicant submitted all of the documents I...	Yes

Additional comments:

Note attachment A signatures on different pages and not in blue ink.

Did this applicant meet all of the necessary requirements to be considered for full review?

Yes

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT # | | | | | | |

N.Y.C. DOCUMENT # | | | | | | | |

PROJECT # | | | | | | | | | |

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

Federal /State Program **SCHOOL IMPROVEMENT GRANT 1003 (g) JHS 291 ROLAND HAYES**

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

$1,700,844

N.Y.C. GRANT #

0	0	0	0	0	0	0

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	2.00	78,757	157,514
Coach (Math, Literacy, Special Ed)	2.00	78,757	157,514
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	1.00	84,611	84,611
Teacher Per Session (rate per hour)	6,303	41.98	264,612
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	239	43.93	10,504
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)	30	154.97	4,649
CENTRAL - School Implementation Manager	0.50	119,344	59,666
CENTRAL - Talent Coach	0.17	114,000	19,830
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
		Subtotal - Code 15	758,900

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.50	60,550	30,275
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	175	26.27	4,597
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	200	25.87	5,174
		Subtotal - Code 16	40,046

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Counseling in School	50,000
686 - Evaluation Consultant		0
689 - Professional Development Consultant		455,661
	Subtotal - Code 40	505,661

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	159,750
Educational Software	67,765
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	227,515

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instruction sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Object Code and Description	Destination and Purpose	Calculation of Cost	Proposed Expenditures
		Subtotal - Code 46	0

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE		144,874
ARRA FRINGE - CENTRAL		23,849
	Subtotal - Code 80	168,722

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)	$1,700,844
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	758,900
Non-Professional Salaries	16	40,046
Purchased Services	40	505,661
Supplies and Materials	45	227,515
Travel Expenses	46	0
Employee Benefits	80	168,722
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,700,844

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.

6.7.2013

DATE

SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

JHS 291 ROLAND HAYES

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

Pre-implementation Period
(April 1, 2013 - August, 31, 2013)

Categories	Code	Costs
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost (IC)	90	
BOCES Service	49	
Minor Remodeling	30	
Equipment	20	
	Total	**$ -**

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	$ 758,900
Support Staff Salaries	16	$ 40,046
Purchased Services	40	$ 505,661
Supplies and Materials	45	$ 227,515
Travel Expenses	46	$ -
Employee Benefits	80	$ 168,722
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,700,844**

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

Categories	Code	Costs
Professional Salaries	15	$ 700,625
Support Staff Salaries	16	$ 40,046
Purchased Services	40	$ 362,700
Supplies and Materials	45	$ 182,766
Travel Expenses	46	$ -
Employee Benefits	80	$ 163,660
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,449,798**

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

Categories	Code	Costs
Professional Salaries	15	$ 466,220
Support Staff Salaries	16	$ 40,046
Purchased Services	40	$ 219,000
Supplies and Materials	45	$ 137,765
Travel Expenses	46	$ -
Employee Benefits	80	$ 111,759
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 974,790**

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

Categories	Code	Costs
Professional Salaries	15	$ 1,925,745
Support Staff Salaries	16	$ 120,138
Purchased Services	40	$ 1,087,361
Supplies and Materials	45	$ 548,046
Travel Expenses	46	$ -
Employee Benefits	80	$ 444,142
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 4,125,432**

BUDGET NARRATIVE - JHS 291 ROLAND HAYES (32K291)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly teacher per session** - for teachers to attend professional development opportunities by partnership organizations and members of the Instructional Leadership Team to support teachers in improved planning, preparation, and development of units of study and lessons that support the effective implantation of the new Core Curricula in literacy and math and alignment with CCLS.	31,544	31,544	8,818	$71,906	Per session funds will continue to be used for teachers to attend professional development opportunities, however; due to possible funding limitations there may be a need to reduce the duration and frequency of some PD sessions.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly teacher per session** - will allow time for two distinct teacher teams: **Inter-disciplinary teacher teams and content specific teacher** teams. The inter-disciplinary teams meet during C6 common planning time to analyze student work and look at individual student progress based on data acquired from their assessments. The content specific teams further targeted the areas of instruction	108,812	54,000	27,000	$189,812	In the event that per session funds are limited, teacher teams will continue to meet during C6 common planning time in accordance with the School Based Option and during regular professional development days.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Technology equipment under $5,000 per unit such as **Mac Book Pro and iPads** will be used as instructional tools to enhance the instructional program and further alignment with CCLS including scaffolds and multiple entry points for ELLs and SWDs. Consumable workbooks in ELA and Math such as Ready and Rally will be used to supplement the Core Curriculum in both content areas.	159,750	135,000	90,000	$384,750	The school secures DOE IT services and a full time Technology Coordinator who will repair and maintain technology equipment purchased through the grant. Consumable workbooks will be purchased with Tax Levy Funds.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	**DataCation** is a web based program designed to increase efficiency and ability of teacher teams to determine data trends and use trends to guide instruction. Achieve 3000 and iReady is academic software that is used as an academic intervention program in ELA and Math. Both software programs have an assessment component for teachers and teacher teams to track student proficiency levels.	67,765	47,766	47,765	$163,296	The school will seek alternate funding sources to continue the use of these software licenses.
Parent and Community Engagement	Support Staff (Code 16)	**1.0 FTE Family Worker** - to provide attendance outreach, home visits, translations, coordinate monthly attendance meetings, follow up on 407's, work with Long Term Absences, attend PPT meetings to support students and families who are at risk	30,275	30,275	30,275	$90,825	Family Worker position will be sustained based on register growth.
Student Support	Professional Purchased Services (Code 40)	**Counseling in School** will provide additional student support services to students and families. This organization has demonstrated track record with bringing quality counseling and targeted programs to students and their families. The goal is to work with at risk youth in areas such as attendance and academic success.	50,000	50,000	50,000	$150,000	Counseling in school will improve the mental health of students and families to increase their capacity and address social/emotional problems in a more productive manner, thus reducing the need for supplementary counseling support.
Student Support	Professional Staff (Code 15)	**1.0 FTE Social Worker** - will be serving young people from grades 6-8 and between the ages of 11 to 17. The school social worker will serve as an integral part of the school culture, conducting on-going case management, individual counseling, group counseling, referral services and crisis intervention. The school social worker will serve as the link between home, school and the community.	84,611	84,611	84,611	$253,833	The school will conduct a needs assessment to determine if there is a need for a supplemental social worker. Should there be a need based on the student population, the school will identify various funding streams to maintain a part time social worker.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	To implement a sustainable model for improvement a three pillar research-based system was developed. A crucial element of this plan is to select partners with a track record for building capacity among school leaders, teachers, parents, students and the community. Key partners include **Pearson, Danielson, Gold Mansour (WED) Internationals Network for Public Schools (ELLs) and Counseling in Schools.** These partner organizations will accelerate school efforts to meet goals outlined in the SIG plan.	455,661	312,700	169,000	$937,361	The expectation is that Key partners including Pearson, Danielson, Gold Mansour (WED) Internationals Network for Public Schools (ELLs) and Counseling in Schools will build sufficient skill with various constituencies so that the school will achieve its shared goal of College and Career readiness and will grow capacity to develop the ability train those new to the school.

BUDGET NARRATIVE - JHS 291 ROLAND HAYES (32K291)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Training, Support, and Professional Develop	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly per session funds for Lead Teachers and Coaches** - will be used to support the planning, preparation, development and delivery of workshops that support the effective implantation of the new Core Curricula in literacy and math strategies to support the delivery of instruction	5,038	5,038	5,038	$15,114	As teaching capacity improves over the course of the grant the need for per session hours for coaches and lead teachers should decrease over time. Title I funds will be used to provide a maintenance level of per session to support instruction.
Training, Support, and Professional Develop	Professional Staff (Code 15)	**1.0 FTE Literacy Coach and 1.0 FTE Mathematics Coach** - will work closely with teachers to develop leadership and expertise. Coaches will meet with each teacher leader twice a week in order to help examine assessment results, plan model lessons, and develop artifacts to be used as resources by the rest of the school. Model lessons, activities, and resources will all be memorialized and made available for later use through their addition to an online wiki space. For additional information reference Section E of the program plan.	157,514	157,514	78,757	$393,785	The Literacy and Mathematics Coaches will not work solely with teacher leaders. Coaches will work directly with teachers in need of support to build sustainable capacity. Expectations for highly effective teacher work include data assessment to inform flexible grouping and the use of scaffolded plans to measure the impact of the coaching model which will be evident in improved evaluations based on Danielson. The literacy and mathematics coaches will operate with the goal of building sufficient capacity to transform all teachers into effective and highly qualified in so doing the role of the coaches will not be necessary .
Training, Support, and Professional Develop	Professional Staff (Code 15)	**2.0 FTE Lead Teachers** - will review and analyze school-wide data and play a key role in teacher team meetings engaging in collaborative inquiry. They will establish model classrooms. Lead Teachers will demonstrate best practice regarding questioning, classroom discussions, daily assignments, and assessments to allow all students the opportunity to employ higher-order thinking (DOK 3-4).	157,514	157,514	78,757	$393,785	Lead Teachers will work with individual teachers and teacher teams to build sustainable capacity. The expectation is that sustainable best practice would become part of the culture and fabric of the school The lead teacher will operate with the goal of building sufficient sustainable capacity to transform all teachers into effective and highly qualified teachers. The needs of new teachers would be addressed by the New Teacher Mentor.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly teacher per session** - to supplement direct services to students and extend in the school minutes, these per session funds will be used for direct service to students in a variety of **Before/After school and Saturday school learning opportunities such as Rising Hawks, Extended Learning Time, Saturday Academy, etc.** that focus on addressing students at their current level and improve their skills to reach higher levels of proficiency.	119,218	118,484	110,555	$348,257	Before/After school and Saturday school learning opportunities will continue, however due to funding limitations there may be a need to reduce the duration and frequency of some extended day programs.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per session** - will be used to supervise all Expanded Learning Time programs that focus on students with diverse learning needs from the bottom 1/3/at risk to high achievers. These programs are designed to build academic skills in ELA and Math.	10,504	10,504	10,504	$31,512	Per session for supervisors will continue to be made available through other funding sources. However budgetary constraints may call for a reduction in duration and frequency of programs.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Teacher per diem** - will be used to provide direct supplemental support in ELA to at risk students using the Push-In Model.	4,649	4,649	4,649	$13,947	This push-in model of supplemental support will be made available after the grant if the budget allows.
Use of Time	Support Staff (Code 16)	**Hourly Secretary per session** - for one secretary to enter teacher's per session hours in the EIS payroll system from September - June.	5,174	5,174	5,174	$15,522	With the decrease in per session after the duration of the grant, the payroll secretary will not require additional time.
Use of Time	Support Staff (Code 16)	**Hourly paraprofessional** - will provide support to students during AIS instruction including Achieve 3000 and iReady.	4,597	4,597	4,597	$13,791	Tax Levy funds will be used to provide for a paraprofessional to support students during AIS instruction including Achieve 3000 and iReady.
All	Employee Fringes. Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	144,874	140,630	94,500	$380,004	
		Subtotal School	***1,597,500***	***1,350,000***	***900,000***	***3,847,499***	

BUDGET NARRATIVE - JHS 291 ROLAND HAYES (32K291)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
District-level expenses: **School Implementation Manager** (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1,Y2,Y3): 0.52, 0.5, 0.5.	59,666	57,619	43,180	160,465	
District-level expenses: **Talent Coach** (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1,Y2,Y3): 0.17, 0.17, 0.17.	19,830	19,149	14,351	53,330	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	23,849	23,030	17,259	64,138	
		Subtotal Central	***103,344***	***99,798***	***74,790***	***277,933***	
		TOTAL SIG	***1,700,844***	***1,449,798***	***974,790***	***4,125,432***	
Other sources of income		Non-Core Instruction Tax Levy	338,456	338,456	338,456	1,015,367	
		Title 1 for Priority and Focus Schools	150,848	150,848	150,848	452,544	
		Other Title 1 allocations	529,806	529,806	529,806	1,589,418	
		TOTAL	***2,719,954***	***2,468,907***	***1,993,899***	***7,182,760***	