

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
Jonathan Levin High School for Media and Communications		320900011414	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
9 - 12 (10 - 12 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
339		240 EAST 172 STREET, BRONX NY 10457	
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

ORIGINAL

CONTRACT ADMINISTRATION

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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

ii. Labor-management documentation

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

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

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

C. District Accountability and Support

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

Nasib Hoxha, the principal of the Jonathan Levin High School for Media and Communications, has had extensive experience as a teacher and assistant principal in the New York City school system. He founded Jonathan Levin High School in 2002 due to his track record in keeping students safe in his previous schools.

James Waslawski, the principal of New Directions Secondary School, is a graduate of the New York City Leadership Academy's first cohort in July, 2004. Mr. Waslawski has worked his entire twenty-seven year professional career in service to hard-to-reach and disconnected youth. He was principal of a junior high school in the Bronx for the past eight years. Mr. Waslawski is completing the New School Intensive program in spring 2013.

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

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

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

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

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

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

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

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

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

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

Major partners that will be providing services critical to the implementation of both Jonathan Levin High School and New Directions Secondary School's plans are:

- Wediko Children's Services
- reDesign NYC
- CUNY-INSEB
- Play Rugby Inc.

In addition, New Directions Secondary School will work with:

- Global Kids
- CUNY Research and Graduate Center
- AUSSIE/Editure

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 Jonathan Levin High School for Media and Communications, students with disabilities comprise 24% of the school's population, 9% points higher than the citywide high school average. English Language Learners comprise 40% of the school's population, 26% points higher than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.37, which is 0.38 lower than the citywide high school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

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

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

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

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

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

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

As part of the Turnaround model, the NYCDOE is phasing-out low-performing Priority Schools and replacing them with promising new schools. The new schools have the potential to attract many students, and the Office of Student Enrollment and new school leaders are working

actively to recruit all students, including SWDs, ELLs, and students performing below proficiency. New elementary and middle schools serve the same zone or district population as the phase-out school, and new high schools have a limited unscreened admissions policy (in which students receive priority based on their attendance at an information session) giving priority to students residing in or attending school in the borough.

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

Schools submitted Attachment A, the Consultation & Collaboration Documentation Form, in order to ensure consultation and collaboration took place on the school-level plans. School-plan signatures included representatives from the principals' union – the Council of Supervisors &

Administrators (CSA), teachers' union – the United Federation of Teachers (UFT), and a parent leader.

For the new schools as part of the Turnaround model, the NYCDOE worked with the CSA, UFT, and the parent body of the district to ensure there was local-level engagement even though the new schools do not officially open until September 2013. For the UFT, proposed new leaders met with UFT district representatives on their plans and obtained their signature on Attachment A. The NYCDOE consulted with the Chancellor's Parent Advisory Council (CPAC) to determine that district representatives would engage through the scheduling of meetings and then through email with the proposed new leaders on their school-level plans.

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

Nasib Hoxha, the principal of the Jonathan Levin High School for Media and Communications, has had extensive experience as a teacher and assistant principal in the New York City school system. He founded Jonathan Levin High School in 2002 due to his track record in keeping students safe in his previous schools.

James Waslawski, the principal of New Directions Secondary School, is a graduate of the New York City Leadership Academy's first cohort in July, 2004. Mr. Waslawski has worked his entire twenty-seven year professional career in service to hard-to-reach and disconnected youth. He was principal of a junior high school in the Bronx for the past eight years. Mr. Waslawski is completing the New School Intensive program in spring 2013.

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

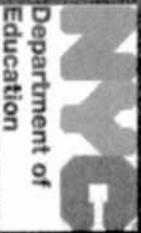
Attachment(s):

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

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

MT:bf

Spring 2012 - 2013 Network Directory



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

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

Spring 2012 - 2013 Network Directory

Network	Brand	Location	Grade Levels	Mission Statement
Network: N103 Brand: Network for Sustainable Excellence Leader: Yuet M. Chu Contact: YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4	<p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team special" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, OTEL, SIOP, etc. Our 'YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p> <p>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, 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.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p> <p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible. 	
Network: N104 Leader: Tracey Collins, I.A. Contact: tcollins5@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2	<p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible. 	
Network: N105 Brand: The Urban Assembly Leader: Jonathan Green Contact: JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH//MS: 5 Secondary: 5 High School: 11	<p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible. 	

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N106 Brand: Network For Collaborative Innovation Leader: Cyndi Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p> <p>Secondary: 2 High School: 24</p>	<p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELI and Special Education, adult learning, managing resources and more. <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several IZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p> <p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>
<p>Network: N107 Brand: A Network of Dynamic Learning Communities Leader: Nancy Scala Contact: nscalata@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p> <p>JH//MS: 4 High School: 26</p>	<p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

Spring 2012 - 2013 Network Directory

	CFN #	Grade	Vision Statement
<p>Network: N108</p> <p>Leader: Lisa H. Pitaski Contact: lpitaski@schools.nyc.gov</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Elem: 6 Secondary: 1 High School: 20</p>	<p>Mission/Philosophy: CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students.</p> <p>Organizational Structure: The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a liaison structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year.</p> <p>Special Expertise: CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.</p> <p>Mission/Philosophy: CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>Organizational Structure: Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives.</p> <p>Special Expertise: The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools onsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
<p>Network: N109</p> <p>Brand: Building a Community of Collaborative Learners and Leaders</p> <p>Leader: Maria Quail Contact: mquail@schools.nyc.gov</p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH//MS: 4 K-8: 5</p>	<p>Mission/Philosophy: CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>Organizational Structure: Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CIE and DOE initiatives.</p> <p>Special Expertise: The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools onsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Leader	Contact	Address	Grades	Mission Statement
Network: N205	Leader: Ada Gordova	Contact: agordov@schools.nyc.gov	Brooklyn: 2 Manhattan: 14 Bronx: 3	Elem: 11 K-8: 1 Secondary: 1 High School: 6	<p>Mission/Philosophy: CFN 205 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members.</p> <p>Organizational Structure: We review school data and instructional goals, and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and development and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Firmore, TRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.</p> <p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>
Network: N207	Leader: Danielle Giunta	Contact: dgiunta@schools.nyc.gov	Queens: 25	ECE: 2 Elem: 20 JH/MS: 1 K-8: 2	<p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Brand	Current Schools	Vision Statement
<p>Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Brucella Contact: jbrucella@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>ECE: 1 Elem: 10 JH//MS: 8 K-8: 9</p>	<p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs.</p> <p>Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitiation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p>
<p>Network: N211 Brand: Your Source For Success Leader: Jean McKeon Contact: jmcckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p>	<p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N4Q1 Brand: Mobilizing Collective Capacity Leader: Roxan Marks Contact: rmarks@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>Mission/Philosophy: The mission of Network 4Q1 is Mobilizing Collective Capacity. We aim for excellence and provide high quality differentiated supports for schools in order to improve learning outcomes for all students. We aim to develop the expertise and effectiveness of staff as we mobilize and build capacity in our community to ensure that our support impacts student achievement and enhances teacher pedagogy. Our goal is to empower school leaders, teachers and staff to prepare and lead our students towards college and career readiness.</p> <p>Organizational Structure: An assigned "instructional point" provides direct support for the school. Professional development is not a folder of materials or an isolated event - it is a process. That process is part of being a "reflective practitioner", of asking, "How can I make a difference to promote student achievement?" The question is, "How do I put wheels on this and get it on the road to mobilize capacity?"</p> <p>Special Expertise: We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (reaching the goal, applying learning to meet real-world challenges).</p>
<p>Network: N4Q2 Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>Elem: 13 JH//MS: 2 K-8: 7</p> <p>JH//MS: 1 Secondary: 5 High School: 13</p> <p>Mission/Philosophy: We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning.</p> <p>Organizational Structure: The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations.</p> <p>Special Expertise: Being responsive, transparent, efficient, collaborative and dedicated is what CFN 4Q2 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

CFN 409 Network		Vision Statement	
<p>Network: N409</p> <p>Leader: Neal Opremalia n409nora@schools.nyc.gov</p>	<p>Brooklyn: 26 Staten Island: 9</p>	<p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p>	<p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.</p>
<p>Network Brand: N410 The ROCKS</p> <p>Leader: Agraacia Santana Asantana2@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p>	<p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p>	<p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network/Brand	Current School/Participating Schools	Elementary/MS/HS	Vision Statement
Network: NS11 Brand: FH1360 Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh1360.org	Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8	Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2	<p>Mission/Philosophy: FH1360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
Network: NS21 Brand: CUNY Leader: Dennis Sanchez Contact: DSanche@schools.nyc.gov	Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3	JH//MS: 3 Secondary: 6 High School: 9	<p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Organization	Grades	Mission/Philosophy
<p>Network: NSS1 Brand: Fordham University</p> <p>Leader: Dr. Anita Batistli/Marge Struk Contact: abatistli@fordham.edu sstruk@fordham.edu</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 15</p>	<p>Elem: 20 JH//MS: 5 K-8: 2 Secondary: 2 High School: 6</p>	<p>Mission/Philosophy: The mission of the Fordham PSO collaboration with New York City schools is to help teachers and administrators drive academic achievement through a process of reflection, self-analysis, and the integration of perspectives gained from research into school-wide and classroom practice. The goal is to move each school toward the "tipping point" at which its culture becomes one of accountability and accomplishment.</p> <p>Organizational Structure: We acknowledge the "uniqueness" of each school and tailor our supports to meet their individual needs. Through a designated network team point person, outside consultants, Fordham faculty and resources, we keep each school prepared to meet the challenges of an evolving system by providing operational, instructional, and leadership supports that will maximize academic achievement, build teacher capacity and create environments that best serve all constituents.</p> <p>Special Expertise: Our special areas of expertise include: English Language Learners (Bilingual/TESOL) professional development by renowned faculty and technical assistance and compliance expertise from Fordham's NYC Regional Bilingual ELL Resource Network. As a result of our grant writing to date, Fordham PSO schools have received grants totaling \$2,750,000.</p>
<p>Network: NSS1 Brand: New Visions 551</p> <p>Leader: Derek Jones Contact: djones@newvisions.org</p>	<p>Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1</p>	<p>K-8: 2 Secondary: 8 High School: 15</p>	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>
<p>Network: NSS2 Brand: New Visions 552</p> <p>Leader: Barbara Gambino Contact: bgambino@newvisions.org</p>	<p>Manhattan: 3 Bronx: 22</p>	<p>Elem: 1 JH//MS: 1 Secondary: 4 High School: 19</p>	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>
<p>Network: NSS3 Brand: New Visions 553</p> <p>Leader: Alexis Perzell Contact: aperzell@newvisions.org</p>	<p>Brooklyn: 20 Queens: 1 Staten Island: 2</p>	<p>Elem: 1 JH//MS: 1 Secondary: 1 High School: 20</p>	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

	Current Schools	Schools	Mission Statement
<p>Network: NS04</p> <p>Leader: Richard J. Gallo</p> <p>Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p>	<p>Elem: 19 JH//MS: 5 K-8: 2</p>	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.</p> <p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>
<p>Network: NS05</p> <p>Leader: Wendy Karp</p> <p>Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p>	<p>ECE: 1 Elem: 15 JH//MS: 3 K-8: 6 High School: 1</p>	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Name	Contact	Grades	Locations	Mission Statement
Network: MS09 Leader: Rudolph Rujnarain Contact: rrujnar@schools.nyc.gov	Bronx: 27	ECE: 1 Elem: 2 JH//MS: 22 K-8: 2		<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CIE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
Network: NE09 Leader: Debra VanNostrand Contact: dvannc@schools.nyc.gov	Brooklyn: 11 Queens: 4 Staten Island: 6	Elem: 13 JH//MS: 8		
Network: NS10 Brand: Transition Support Network Leader: Steven Chernigoff Contact: schern@schools.nyc.gov	Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15	Elem: 8 JH//MS: 7 Secondary: 2 High School: 21		

Spring 2012 - 2013 Network Directory

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

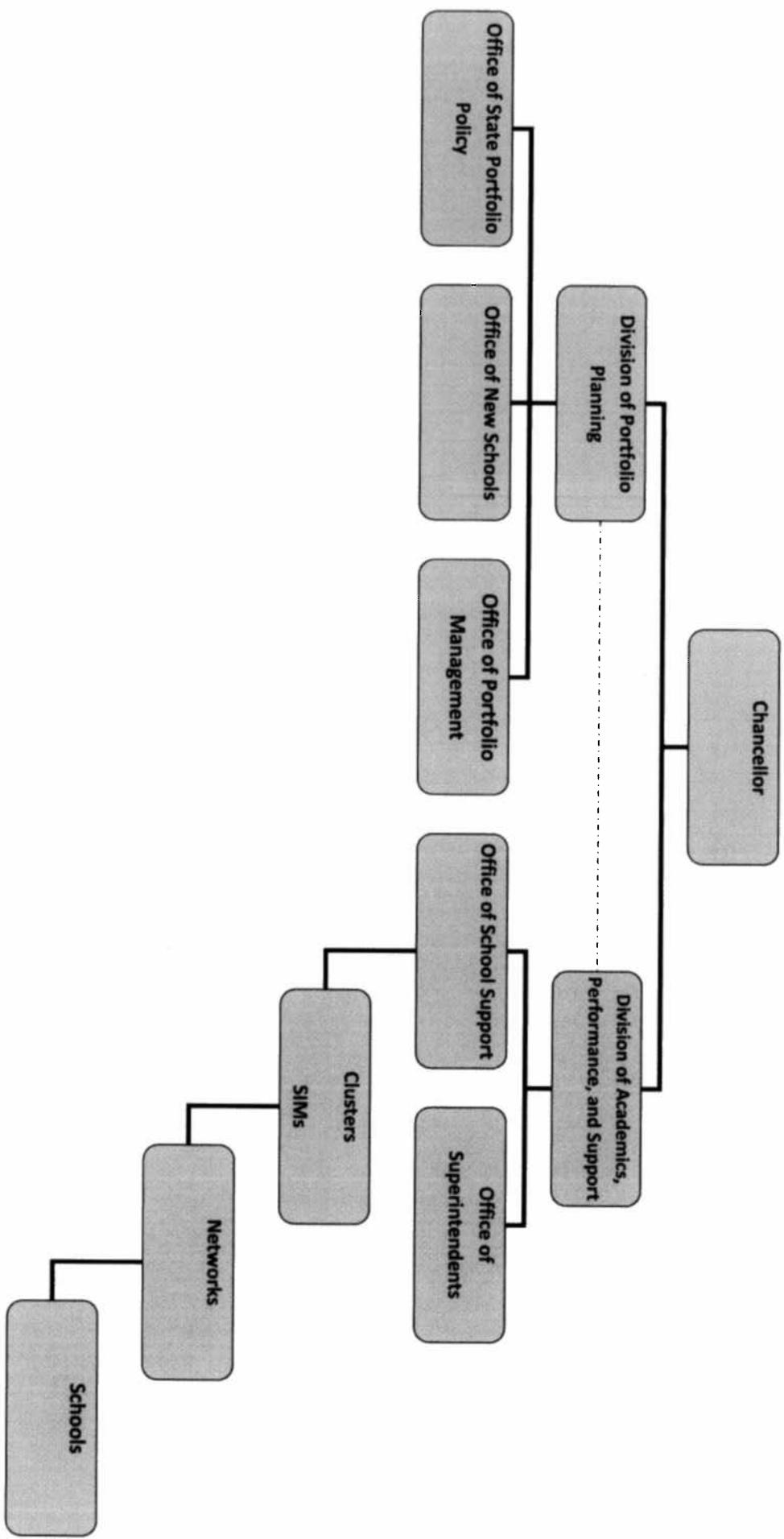
Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure

Network Leadership

Network Leader

Deputy Network Leader

Instructional Leadership

Operations

Student & Family Services

Achievement Coach

Achievement Coach

Director of Operations

Budget & Procurement Manager

Administrator of Special Education

Achievement Coach

Achievement Coach

Director Human Resources & Payroll

Data / IT, Special Education Support

Youth Development, ELL, Network Family Point

Special Education Achievement Coach

Food, Transportation, & Health

Attendance, Safety, & Suspensions



Department of Education

Note: not all networks are configured the same way.

Section Ciii

iii. Timeframe and persons responsible

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

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

Section D

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

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

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 09X414 Jonathan Levin High School for Media and Communication (Levin), which is phasing out, and the new school, 09X350 New Directions Secondary School (NDSS), which is phasing in to replace the Priority School under the Turnaround model.

Jonathan Levin High School for Media and Communications: Jonathan Levin High School for Media and Communications strives to provide students with a higher education that leads them to become fully college and career ready. Levin’s mission is to develop the skills and knowledge that will prepare a diverse student population to take advantage of the burgeoning career opportunities in media and communications. In addition to providing a comprehensive academic program, which will ensure the capacity of all students to meet graduation requirements, each student will gain a strong foundation in media literacy. Levin will provide a groundbreaking, media-based education where students will work collaboratively with professional mentors in the areas of film, television, print, and other media.

As the school begins to phase down, leadership will focus on the following goals to be achieved at the end of Year 3:

Goal 1 – PM School-Credit Accumulation: Through the use of the NYCDOE’s iLearnNYC, students will be given the opportunity to gain additional credits to continue their progress towards graduation as cited on the School Report Card. Levin expects students to gain two additional credits per semester.

Goal 2 – Language Acquisition: Due to the large ELL population, Levin anticipates offering students a combination of Media and Language Arts afternoon program to enhance their English language acquisition. Levin anticipates 20 beginner students participating in this program with a 100% improvement of at least one level on the NYSESLAT administration. Levin is using NYSIEB (CUNY) for this after-school Media program

Goal 3 –Teacher Improvement: In order to support teachers in improving upon the use of data-driven instruction, developing CCLS-aligned lessons, and implementation of lessons with multiple points of entry, Levin plans to utilize the services of reDesign and its Framework for Effective Instruction on a per session basis for all teachers. Effectiveness will be measured through teachers’ observations and students passing rates in classes and on State assessments.

New Directions Secondary School: New Directions Secondary School is a new 6th to 12th grade district school for over-aged middle and high school youth seeking a pathway to life-long success. NDSS is a transformational school for over-aged students articulating to grades 6-12 (aged 12-21) that provides a safe, supportive and stimulating academic setting for disconnected youth from the Bronx. All constituents of NDSS (students, staff and families) will develop a strong sense of identity by more fully participating in the school’s daily structure and enriched programming. The founders of NDSS believe that when young people and adults have a clear, healthy and strong sense of personal identity and life purpose and its many expressions, they are able to best learn and apply knowledge, skills and experiences to academic, artistic, athletic and pursuits of choice. NDSS’s mission is to reconnect over-aged and academically challenged youth to the value and rewards of regularly participating in school at a high level. NDSS will provide a holistic growth-centered educational environment in which all constituents are offered the means to thrive. To stimulate personal leadership and growth among the students, NDSS will offer a

high-interest curriculum, community-based learning opportunities, and an advisory structure that uses the students' and staff members' real life experiences and accumulated knowledge to promote self-awareness, mutual understanding and advanced academic success.

Goal 1 – To greatly improve student participation in school as measured by: daily attendance, percent of classes attended (period attendance across the day), progress on mastery of learning competencies as measured across the four core academic domains – literacy, math, social studies and science, hours logged on school's learning portal, and participation rates in talent class and after school activities as well as improved NY State test scores.

Goal 2 – To reduce student recidivism of school and/or personally disruptive behaviors as measured by personalized student behavior logs, advocate counselor logs, suspension rates, case worker and probation officer reports.

Goal 3 – To engage more deeply with families in order to improve student life skills as measured by a reduction in incidents of student substance use/abuse, improved physical health statistics, improved student participation and leadership in the daily group advisory sessions, and improved family reports as measured by the school's social emotional support team interviews.

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

Jonathan Levin High School for Media and Communications: The teachers will participate and engage with a variety of Community-Based Organizations (CBOs) and consultants (reDesign, CUNY Graduate Center, Play Rugby Inc., and Champs) in conjunction with NDSS.

- P.M. School: Since the school will be phasing out beginning the school year 2013-2014, Levin needs to ensure that all the students continue accumulating credits that advance their movement towards an on-time graduation. Under the iLearnNYC program, students will be given the opportunity to gain additional credits in a blended on-line and a face-to-face instruction approach.
- P.M. School and Language Acquisition: Along with CUNY, Levin will re-develop an afterschool Media Program that will combine journalism and computers with a language acquisition effort to serve Levin's large ELL population. This program will address their language deficiencies while providing them with an outlet to express their creativity in the film, television, print, and other media areas.
- Counseling: Wediko Children's Services will provide additional guidance counseling to the students on College and Career Readiness. This CBO will establish students' individual attendance and academic goals and ensure their progress towards graduation.

New Directions Secondary School: Key design elements of NDSS are noted below -

- Intensive Supports for Students and Families: The following supports will directly address Goal 2 and Goal 3 as they are intended to address the social and emotional causes of student behavior which historically lead to failure. More important, these elements intend to invigorate students' interest in school and draw families in as active members of the community and indirectly address Goal 1.
 - Consistent use of a student goal setting structure ("Step-it-up-2-thrive"), referenced in daily group advisory sessions, for academic, career, social and emotional goals that are developed from student and family intake through high school graduation;

- Twice daily talent classes, led by talent coaches, that are designed to give students the opportunity to explore interests in the arts, athletics, personal interests and other career-focused activities and to develop their talent/ability in these areas over the time they attend NDSS; and
- Daily access to a partner social-emotional support agency (Wediko Children’s Services – 8 full time staff members) and its staff of counselors, clinical social workers, and community referral resources.
- Instructional Practices and Curriculum: To support all students’ academic success at NDSS and achieve Goal 1, the following instructional approaches will be in place.
 - The school-wide use of a mastery-based curriculum organized around key learning competencies that are based on Common Core Learning Standards. The competencies measure student skill and content understanding and is supported by the NYCDOE i-Zone program in collaboration with NYSED’s Mastery Based Learning Pilot;
 - The use of a proprietary blended learning website that contains all the curriculum and course content created by teachers for student use and family access;
 - Extensive daily use of a student-teacher academic and talent coaching model that teaches every student how they best learn over time and is proven to promote student independence and mature decision making capacity; and
 - The school-wide use of the Framework for Effective Instruction (FEI) adaptive sheltered instructional model, which presents age-appropriate, grade level content knowledge to students who are just learning English or who struggle with standard academic skills. The 8 elements of sheltered instruction, as used in the FEI, are designed to give all students realistic opportunities to understand and work with lesson content and grade-level ideas even if their reading level is low or they have very limited prior experiences in school.
- Supports for Teachers and Staff: An effective school has a well-trained staff with built in supports for continual improvement. All goals above will be supported by NDSS’s strategic approach to supporting teachers and staff.
 - Professional coaching and support for all teachers and administration provided by Wediko Children’s Services, Editure/AUSSIE, reDesign NYC, i-Zone NYC, Mastery-based Learning Pilot throughout the school year;
 - A system for specific and actionable feedback for teaching to support consistent evaluation of and improvement in teachers’ instructional practices;
 - A teacher staffing model to ensure a small class-size ratio of 17:1 for academic classes;
 - A partner staffing model to ensure a student to counselor ratio of 20:1 and a talent coach to student ratio of 27:1.

NDSS will employ all of the above noted structures, systems, and support agencies to provide a highly personalized school to all of its students. This highly personalized approach to youth development and academic growth will provide the necessary environment for students to highly value what the school offers them and to accelerate their overall progress.

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

See Attachment B for each school.

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

Levin serves the core of students that were enrolled in the original Taft. Over 60% of the school population is either ELL or Special Education students, some of whom are initially placed in the 11th and 12th grades. In addition, the school has an over 50% student mobility rate on a yearly basis. The student population is reflective of the neighborhood, in general, where students are ELLs, may be illiterate in their native language, have not attended school for very many years, are transient due to homelessness, or may be undocumented immigrants in the U.S.

To be eligible for NDSS, a student must be: at least one year over age for their current grade; have a track record of low academic performance as measured by NYS literacy and math scores for first-time sixth graders or simply student grades and testing history for all other students; and a behavior referral from a guiding adult such as a teacher, parent, guardian, case worker, or probation officer that attests to a student's behavior challenges in school. Given the incoming student demographics for Levin and current intake trends from NDSS's middle school choice profile, NDSS's student population will likely be 30-40% students with disabilities and 35% officially English Language Learner with another 25% coming from households which do not speak English. It is estimated by the Office of Student Enrollment that approximately 60+% will have had a previous attendance rate of less than 80% for elementary or middle school (15 to 20 points below the average for these grade levels); and 90+% free or reduced lunch. By design, 100% of NDSS's students will be over-aged for their articulating grade.

NDSS is designed to serve a student population that would have typically matriculated to Levin, but starting at an earlier grade level. By working with students for up to three years prior to high school or seven years in total, NDSS will ensure they will receive the needed instruction, curriculum and support to be actively engaged, confident and self-regulating high school students with clear college-going or career-starting habits.

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

In April 2012 a School Quality Review was conducted for Jonathan Levin High School for Media and Communications by the New York SED. NDSS's program and instructional models were designed with the collaboration and support of NYCDOE's Office of New Schools and the Office of Post-Secondary Readiness. NDSS's model for daily student support services, creation of a strong youth development culture of success, and its asynchronous / mastery-based learning model are all appropriate responses to the academic, social and emotional challenges that have led to the low performance of Jonathan Levin High School students.

iv. Results from systematic school review

School Strengths

- Hallways reflect media theme, student photography displayed to celebrate schools' accomplishments and its students
- Teachers and staff are supportive of students
- School leadership allocated common planning for all teachers

The following challenges noted during the School Quality Review have impacted the school's ability to ensure student success:

- Limited evidence that the data analysis collected addressed specific areas of ELA and Math that need to be targeted for PD to support student achievement

- Lack of student engagement, lessons do not provide multiple entry points for all learners
- Lesson plans inconsistently reflect meaningful strategies to address specific skills, abilities, and academic needs of individual students and/or subgroups
- School leaders should follow up regularly to monitor how planning is impacting teacher instruction and student achievement
- Classroom observations indicate that many teachers need supervisory guidance to improve pedagogy
- Low attendance rate
- No evidence of a comprehensive plan to meet the needs of individual and/or small groups of teachers

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

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

Jonathan Levin High School for Media and Communications: As the school begins to phase down, the school will focus on teacher improvement as a priority need in the implementation of the SIG plan. The SQR points out a need for data gathering, analysis and utilization to drive classroom instruction. The SQR also labels teachers as failing to develop CCSS-based lessons that include multiple points of entry for the diverse student population Levin serves. The report also calls for an observation cycle that leads to a teacher development and an individualized improvement plan.

New Directions Secondary School: The new school that is replacing the Priority School will prioritize several challenges cited in the SQR. NDSS will use SIG-funded consultants and teacher meeting times as well as specific leadership strengths to design and implement regular data collection and analysis structures that are part of the weekly Data Driven Instruction (DDI) meetings. Professional development provided by SIG-funded partners – CUNY, reDesign, and Editure – will frequently be related to this data collection and analysis meeting. This will ensure timely monitoring of progress towards school improvement goals.

Student engagement will be measured in frequent classroom observations by principal and teaching peers, in feedback reports from coaches and consultants and in the regular review of student work products. Engagement will be ensured by the FEI sheltered instructional model, use of a culturally relevant pedagogy and by NDSS’s reduced staff to student support ratio.

Lesson planning according the key elements of the mastery-based curriculum and the adapted FEI model will be supported by Editure and reDesign coaches. The work and observations of these coaches will be reviewed and discussed at the school’s leadership cabinet to ensure that school administration is supporting the specific needs of individual teachers. Classroom observations will be focused on areas of development that have been supported by professional development and coaching interventions.

Poor student attendance and punctuality in school will be addressed by the team of advocate counselors, daily attendance meetings and interventions put in place thorough daily advisory class and individual sessions.



i. Model rationale and key school design elements.

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out Levin and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2016. At the same time, as the change agent for the school site, NDSS will phase-in seven grades over four years' time, in order to address the challenges faced by the closing school under a new mission, leadership, and faculty.

Jonathan Levin High School for Media and Communications: As the school begins to phase down, the school will focus on language acquisition, attendance, and improving instruction. NYSIEB (CUNY) will help to address the deficiency in language acquisition; which greatly affects the acquisition of credit and achievement of the targeted ELL population which comprises 42.7% of the school's student body. A supportive counseling program will help to address social, cultural issues that affect attendance and academic success. The CBO Wediko Children's Services will provide us with a guidance counselor per grade to assist all students to establish individual academic and attendance goals. They will also ensure that students make adequate progress towards achieving the goals by establishing interim benchmarks. The Framework for Effective Instruction will be used to improve the skills of teachers, through particular professional development to better serve their targeted population. They will conduct professional development on data gathering, analysis and its usage on lesson development and implementation. They will also provide professional development on CCSS and multiple points of entry lessons.

New Directions Secondary School: As the Turnaround for the school site, building 09X410, NDSS's program and curricular structures are specifically designed for a student population with a poor attendance and achievement track record in literacy and math. They are derived from the pioneering work of New York City transfer high schools and the NYCDOE's i-Zone mastery-based learning pilot as well as CUNY's Research and Graduate Center.

NDSS will first address and improve daily student attendance and punctuality in school. To accomplish a broad-based attendance improvement for the students, NDSS will convene daily attendance team meetings to case-conference late and absent students by 8:45 am each morning. As a result, the seven advocate counselors (staffed by Wediko Children's Services), a DOE attendance teacher and the principal will prioritize outreach to absent or frequently tardy students and conduct such outreach by 9:30 am. Parallel to the attendance goal is the goal to greatly improve student participation in school. We will offer talent courses, set up incentives and have counseling conversations such that all students more fully participate in and benefit from the school's supports and unique enrichment offerings.

In addition, NDSS's program organization of flexible learning cohorts with 17 or fewer students teamed with one core teacher, three content support teachers and a dedicated advocate counselor ensures that NDSS will support individual students needs through the regular effective collaboration of staff members in variety of case conferences, weekly meetings and looking at student work sessions. Classroom teachers will meet a minimum of twice weekly to both a) discuss specific student success as well as next steps (inquiry team meetings assisted by Eskolta, Editure/AUSSIE and other consultants) with specific attention paid to ELA and mathematics achievement goals, student interim data and actual student work products; and b) a second time

to evaluate the impact of the school's program and curriculum on student achievement (curriculum design team meetings co-facilitated by reDesign and Editure/AUSSIE). New and appropriate instructional strategies and adjustments to the school's instructional model will be implemented through weekly and monthly professional development sessions.

In Year 1, professional development and support priorities will be provided through classroom coaching, meetings with consultants and the daily supervisory focus of the school principal. Anticipated Year 1 foci for NDSS professional development and support are: implementing and maintaining the school's academic-support and youth-centered culture in classrooms and all other school programs with the support and inputs from partner organizations such as: Play Ruby Inc., Global Kids and Community Word Project; effective planning and use of the school's mastery-based curriculum and assessment practices for all designated learners – on-track, SWD and ELL; and effective implementation of the school's modified Framework for Effective Instruction (a sheltered instructional approach) to reinforce the schools four core values across classrooms and programs.

These core elements, and their many expressions, of NDSS's SIG plan will be implemented to ensure that students of NDSS are effectively reconnected to school so that they feel and know they are supported in every possible way – academic, social, emotional and relational – to consistently experience success in school.

ii. Process for model selection and stakeholder engagement.

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

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



i. Characteristics and core competencies sought for school principal

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

Jonathan Levin High School for Media and Communications: The principal who will preside over Levin as it phases out must be someone who is prepared to motivate staff to continually

improve their practice through a transitional period, while keeping acute focus on improving student outcomes.

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

ii. Principal's biography

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

Jonathan Levin High School for Media and Communications: The principal of Levin will oversee the school as it phases down. The principal of this school should be a dynamic, collaborative leader who is able to enfranchise his staff in order to lead them in providing an excellent level of instruction and support to a group of students who are dealing with a myriad of difficulties both academic and emotional in nature. The principal should have a deep understanding of, and empathy for, the population of this school which is designed to serve a constituency of overage and under-credited students. The principal should be proficient in communicating and implementing City-wide expectations and the elements of Special Education reform and adapting them for his staff and students. The principal should be a true instructional leader who can guide his staff in embracing the NYC Teacher Evaluation Plan.

New Directions Secondary School: The new principal who will lead the new school replacing the Priority School is James Waslawski. Mr. Waslawski is a graduate of the New York City Leadership Academy's first cohort in July, 2004. A native of Detroit, where he began his formal teaching career in 1996, Mr. Waslawski has worked his entire twenty-seven year professional career in service to hard-to-reach and disconnected youth. Whether as an English tutor and teacher in Mulhouse, France, a rural beekeeper working in remote village schools of the Central African Republic or as a volunteer for the Kalamazoo County juvenile court system, he has crafted and held a vision of youth development, intellectual potential and leadership that places young people at the center of their own growth. For the past eight years Mr. Waslawski successfully led The Captain Manuel Rivera Jr. School (PS/MS 279) in District 10, Bronx. His legacy at PS/MS 279 was to develop the expertise of staff members, cultivate appropriate adult attitudes and engage the dreams and talents of his most challenged students to make the school their adopted home – a place for them to “be” and flourish with their peers. By offering a personal leadership style that accommodated any student or family dilemma presented to him, Mr. Waslawski led PS/MS 279 to become a “family” school, with significant progress being made by its most marginalized students.

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

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.

Jonathan Levin High School for Media and Communications: The Assistant Principal in charge of the implementation of the SIG plan will be responsible for creating the budget, its implementation and fiscal monitoring of it. He/she will also will gather and analyze data to assess the success of the different components. The Assistant Principal will also be responsible for establishing goals and benchmarks that clearly delineate progress while assuring meeting them.

New Directions Secondary School: During the first two years of the school, NDSS will not have an assistant principal position in place. The school's Children First Network, in collaboration with the School Implementation Manager, will work closely with the school to ensure implementation of its core instructional and student support elements under SIG. In Year 3, the year the school's high school grades are enrolled, NDSS will have an Assistant Principal. The Assistant Principal's role will be to assure the smooth transition of the blended learning platform along with highly engaging classroom instruction into the high school grades. The Assistant Principal will provide the instructional support to high school teachers for the successful implementation of the blended learning platform as well as high quality instructional practices. This individual is likely to have been part of the school community since Year 1.

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

Jonathan Levin High School for Media and Communications: The school principal is the lead teacher on this effort. He is responsible for the planning and implementation of this program as well as the analysis of its success. He will also have an Assistant Principal who will directly supervise the different components of the SIG plan. Given the phasing out of Levin, the main challenge for the administration will be to keep teachers highly motivated and eager to take part on every effort the school participates under the SIG. To address this challenge Levin expects to use per session funds to pay for teachers' professional development. We also anticipate creating incentives for teachers who are demonstrating progress in using the concept and techniques learned during the professional development.

New Directions Secondary School: The proposed school leader for NDSS, James Waslawski, is a seasoned instructional leader with nine years of experience leading a large (1000+ student, 80+ instructional staff) locally zoned, Title 1, K to 8 school in the same neighborhood as NDSS. This individual has been on the leading edge of instructional improvement and teacher supervision as part of the NYCDOE Teacher Effectiveness Pilot for two years and as a principal representative on the New York State Board of Regents Taskforce on Teacher Effectiveness. He has led his previous school to four "A" grades on the NYC School Progress Report and a "good standing" status with NYSED in the 2011 - 12 school year.

This proposed school leader brings with him the consultant relationships that will provide strong curricular and instructional leadership in the school during its first three years. He has worked with the proposed Editure/AUSSIE curriculum consultant for four years successfully designing Common Core Learning Standards-aligned curriculum for middle and elementary schools. Committed support for the school leader will be provided by the Business Manager (a member of the school's design and implementation team), as well as the Wediko and Play Rugby program directors.

E. Instructional Staff

i. Current school staff overview and changes needed for model

With the opening of a new replacement school and the shift in grades to be served at the Priority School's by start of the model implementation in September 2013, there will be key changes in the staffing needs at this school site. Regardless, by start of the 2013-2014 school year, each school's faculty will be in place with the capacity to carry out the improvement initiatives described in this plan and serve the needs of the students.

Jonathan Levin High School for Media and Communications: Currently, Levin has 29 teachers, but it is expected that the instructional need will reduce to 13 in Year 1 and only one Assistant Principal will remain. All remaining instructional staff is highly qualified and their effectiveness will be enhanced through new initiatives previously described.

New Directions Secondary School: NDSS plans to employ 12 classroom instructors during its first year, four more in Year 2 and nine additional teachers in Year 3. At its full development as a 6th through 12th grade secondary school, NDSS expects to employ about 34 instructional staff members – 23 core classroom teachers and 11 support and talent teachers. Prior to Year 1, NDSS will recruit qualified teachers who are committed to serving this student population. It is expected that all staff members will be new to this instructional and youth development support model. NDSS is unique in its combination of instructional supports, personalized student learning and talent development activities. This SIG plan is instrumental to providing the necessary resources to train and support the start-up team to develop and perfect the school's key quality and fidelity systems.

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

Jonathan Levin High School for Media and Communications: Remaining staff are responsive to resources being offered through professional development and are committed to the understanding that an important core issue is the acquisition of language and the well-being of each class of students. Levin will also use the Lead Teacher to assist colleagues to achieve the target goals of professional development. This invaluable resource will be made accessible to all teachers for consultation and for interclass visitations.

New Directions Secondary School: The start-up team at NDSS will have to be able to be effective in a non-traditional school setting where all staff members share roles and responsibilities, and are open to the development of new and necessary communication and instructional skills that are part of a highly reflective, adaptive, learning organization. Every staff member will be asked to participate in professional leadership in a staff meeting or student learning context. For one hour per day, every staff member will have the opportunity to work directly with a small group of students, tutoring or coaching them on next steps to take for learning

All teachers will have to be willing to learn to work in a team-teaching classroom setting – analyzing student data and planning next steps together. Teachers will have to apply knowledge of effective pedagogy to ensure the effective delivery of a mastery-based curriculum that engages all learners every day in each class. All teachers will be trained in effective language development practices that are to be used in all instructional settings. (e.g. a three-tiered vocabulary approach, language warm-up exercises, etc.). The school will provide a variety of

coaches, consultants and supervisory supports to help teachers; however teaching staff must be able to prioritize need and access such supports strategically.

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

Jonathan Levin High School for Media and Communications: The new school is currently in the process of interviewing instructional staff (please see next question for more details). During this process, candidates are informed about the Turnaround model design where the new school is replacing the Priority School, and are invited by the new school to apply for available teaching and other staff positions. All members of the Levin school community will be kept informed regularly through the use of electronic communication of the implementation, deadlines, and results of the SIG plan.

New Directions Secondary School: All staff members of NDSS will be introduced to this SIG plan at the same time. Staff will be given the opportunity to participate in extensive professional development prior to school opening, as well as ongoing professional development throughout the year. Professional development will be facilitated by the principal and by the partner organizations.

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

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

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

F. Partnerships

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

Jonathan Levin High School for Media and Communications: Levin's network will assist the school in the process of graduating students before the school is no longer in operation. reDesign will conduct professional development for the teachers to enhance their effectiveness. We will share the services of NYSIEB (CUNY) and Global Kids with NDSS. NYSIEB will work with ELL students on language development through the Media Program while Global Kids will work with students on developing after school sports activities to enhance their school engagement level. iLearnNYC will give students the opportunity to accumulate credits needed for graduation. These programs will be planned, implemented and assessed in conjunction with the phase-in school.

New Directions Secondary School: Partner organizations that NDSS intends to engage will provide the following services to the school community:

Development of a regular-attending, college-going, career-planned student culture: Wediko Children's Services is a social-emotional support organization that provides during-school and after-school wrap-around services to all NDSS students through the full-time work of seven advocate counselors, a clinical social worker / supervisor, and youth development program specialist.

Play Rugby Inc. (PRI) is a youth development and wellness organization that provides students of NDSS with talent development courses in the arts and athletics. PRI will place three to six talent coaches/teaching artists in the school to effectively engage all students in Talent 1 and Talent 2 teaching blocks (beginning and end of day). PRI will partner with NDSS on the design of an adaptive talent development curriculum that offers students a variety of options to explore career and college study options.

Global Kids is a youth empowerment and curriculum development organization that will partner with NDSS to assist in the development of a culturally relevant pedagogy.

Community Word Project is a youth empowerment and artistic development organization that will partner with the school to assist in the development of its culturally relevant curriculum and pedagogy (in language arts and social studies).

Development of a culturally relevant, data-focused, student-centered, school-wide pedagogy: CUNY's Research and Graduate Center is a statewide research project that was launched to assist staffs of schools with significant numbers of English Language Learners in the development of effective, efficient and relevant models for engaging students and staff members in a successful language development program.

reDesign Inc. is a curricular, pedagogical development, and support organization that supports many New York City transfer high schools and schools with the most demanding student populations. reDesign imparts professional learning around their Framework for Effective Instruction, a sheltered instructional model for all classroom settings, through workshops and follow up coaching visits to teachers' classrooms.

Editure/AUSSIE is a curricular and pedagogical support provider that offers customized professional learning workshops and school-based processes (facilitates professional learning communities) based on a school's teaching context (student and staff community), available resources and district mandates (use of Danielson and CCLS for instruction).

Eskolta LLC. is a curricular, pedagogical and leadership support organization that will partner with NDSS to design, implement and analyze the school's common interim assessments, its

flexible school day schedule, and the quality control and review processes school leadership uses to inform key school decisions done collaboratively with staff.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C for each school.

iii. Partner accountability

Since both Levin and NDSS will share the services of the partner organizations, both school leaders plan to check in on the progress of the services being provided for the first year contract.

Jonathan Levin High School for Media and Communications: Levin will work with the partners to elaborate achievement targets that serve as measurement of their performance. Student-counseling partners will be measured by the establishment and the attainment of individualized goals for each student. The effectiveness of their teachers' professional development sessions will be measured by the use of satisfaction surveys, and in particular through the implementation of the new Teacher Evaluation System.

New Directions Secondary School:

Wediko Children's Services – Weekly meetings with the clinical program director, youth development specialist, and advocate counselors (daily attendance and child study conferences). To evaluate the partner we will look at student behavioral outcomes as measured on a clinical observation rubric and assessment charts kept by Wediko staff, attendance and punctuality, reduced behavioral incidents, improved functioning of students at daily group advisory sessions, improved grades and progress through school, quality of documentation. We know if the partnership is effective or not by: student attendance not improving or classroom disruptions to learning are daily / frequent. To address poor outcomes we will conduct supervisory and support conferences with Wediko advocate counselors, school administration and the clinical supervision. Progressive staff discipline will be activated if necessary. Restructuring plans will be devised as needed.

Play Rugby Inc. – Weekly meetings with the lead talent coach and periodic observations of class room experiences with students, and results from student surveys on PRI activities. To evaluate the partner we will analyze student participation rates in after school activities, conduct classroom observations of talent classes and set up support visits by school administration. If the partnership is not working we would observe poor after school attendance, low participation in PRI. athletic and artistic activities during the school day. To correct the problem we may juggle classroom talent coaches or after school personnel, or terminate an instructional strand if it is just “not working” or we don't have the resources to do it well.

Global Kids – Monthly leadership cabinet meetings with all program directors, periodic observations of classrooms receiving GK direct support and after school experiences, and results from student surveys on GK activities. The measures to evaluate this partner would be student success in GK supported classrooms and with GK co-created curricula, and student participation rates in after school activities organized by GK. We would know things are not working by poor after school attendance, low participation in GK advocacy and interest-based activities during the school day and after school. To correct this we may juggle classroom program staff, review of GK curriculum inputs and re-strategizing of their use, or terminate an instructional project in the afterschool if it is just not working or is too hard to pursue.

CUNY Research and Graduate Center - Weekly meetings with CUNY coach and the instructional support team. We would measure CUNY's effectiveness by student language development growth as measured by achievement rates of ELL and non-formal ELL students on common interim assessments and general engagement and participation of ELL students in daily school classroom activities as measured by attendance rates and participation rates in school-wide activities and instructional supports. If language development structures are inconsistent across the school, as observed in classroom observations done by principal, and student surveys report feeling lost in the acquisition of new vocabulary and "being heard" in school, the leadership cabinet would re-assign of different teachers to the coach, have a supervisory conversation with teachers who are struggling with the language development coach and seek the re-assignment of CUNY coach if necessary..

reDesign NYC - Weekly meetings with reDesign NYC coach and the instructional support team. Debriefings from lab-site experiences and supervisory observations of classroom teaching by school and network administration. We would evaluate reDesign effectiveness by student engagement and academic growth as measured by achievement rates of students on common interim assessments and general engagement and participation of students in daily school classroom activities as measured by attendance rates and participation rates in school-wide activities and instructional supports and by staff surveys completed after training. If high teacher frustration with the instructional model is noted along with frequent classroom disruptions by students who feel lost or unsupported as observed or reported in student surveys, school administration would re-assign the reDesign coach to different teachers, conduct supervisory conversations with teachers who are struggling with the reDesign NYC coach's implementation of the FEI and, if necessary seek the re-assignment of reDesign coach.

Editure/AUSSIE - Weekly meetings with AUSSIE consultant and the instructional support team, Debriefings from lab-site experiences, curriculum and program documents-produced, supervisory observations of classroom teaching by school and network administration. Editure's effectiveness would be measured by student engagement and academic growth on common interim assessments and general engagement and participation of students in daily school classroom activities as measured by attendance rates and participation rates in school-wide activities and instructional supports. If there is high teacher frustration with the instructional model that is inconsistently or poorly implemented, or frequent classroom disruptions by students who feel lost or unsupported as observed or reported in student surveys, school administration will re-assign the Editure coach to different teachers, hold supervisory conversation with teachers who are struggling with the consultant's implementation of the mastery based curriculum and assessment system or re-structuring of the coach's work if necessary.

G. Organizational Plan

i. Organizational chart

See Attachment G for each school.

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

Jonathan Levin High School for Media and Communications: Decisions are made by school administration in consultation with School Leadership Team and UFT. Additionally, teachers meet three times a week on Inquiry Teams based on the subject area they teach. During these

meetings, teachers not only use data gathered from ARIS, STARS, or SESIS, but also use exemplars they collect from their own students.

New Directions Secondary School: At the new school, the principal, business manager and Wediko supervisor are present for 7:30 am scanning of students in the cafeteria. At 7:50 am, the office family worker and DOE guidance counselor relieve the principal and Wediko supervisor at scanning. Principal and Wediko supervisor meet with and connect with students and staff members in the cafeteria. The Play Rugby lead talent coach and DOE PE teacher move students into Talent Block 1 at 7:55 am and students either report to the first floor gym upstairs, the dance studio down the hall or room B 50a/B 50b. The Wediko supervisor, seven advocate counselors, PE teacher, DOE guidance counselor and principal meet at 8:45 am for case conferencing of students who are not present or consistently late. Outreach decisions (for calls, texts, or home visits) are made by the attendance team and executed from 9 am to 10 am. Instructional support cabinet takes place three times a week at 8:00 am when coaches, consultants and all teachers are on prep during Talent Block 1. During the two other times per week the staff meets in Curriculum/School Design Team or Data Inquiry Team meetings from 8 am to 8:40 am. Instructional decisions, resource allocation decisions (human and material/technological) are made during these meetings. At 11:40 am, students begin daily group advisory sessions and school administration makes visits with group approval. At 1:50 pm, case social work and emotional support case conferencing begins during the Talent Block 2 and continues until 2:40 pm dismissal. Support and next step decisions are made by program staff from Wediko in consultation with the principal after a debriefing of the daily group advisory is done by all advocate counselors.

iii. Annual professional performance review (APPR) process

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

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

A summative End of Year Conference will take place between the last Friday in April and the first Friday in June. Teachers can provide artifacts for review/discussion at the Conference. Artifacts must be submitted no later than the last Friday in April. If the Principal needs more

artifacts to rate a component, they must request them of the teacher. If the teacher does not provide, they will be scored as Ineffective (1) on that component. Teachers will be provided with forms including rubrics with evidence statements.

At NDSS, the observation and feedback cycle will mirror the structures and supervisory support practices implemented as part of the NYCDOE’s Teacher Effectiveness Pilot. Staff will be led once a month in a norming activity by the Editure/AUSSIE consultant so as to increase understanding of the meanings implied on the Danielson Rubric for teaching effectiveness in use by the DOE. The principal will like the successful teacher performance to the effective use of the school’s main PD foci for the school year – mastery based learning and consistent use of the FEI for all classroom lessons.

As noted previously, teachers will select from one of two options during the Initial Planning Conference. Option 1 is to receive 1 formal observation and a minimum of 3 informal observations; Option 2 is to receive a minimum of 6 informal observations. Every classroom observation will be uploaded immediately via a Google document and email sent to the teacher. A verbal debriefing will take place within three days of the observation. This process has been developed and successfully implemented by the proposed school leader in his previous school for over two years.

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

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

Jonathan Levin High School for Media and Communications:

Levin’s tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment T. The final schedule will depend on teacher Initial Planning Conference.

September 2013	Faculty Conference to discuss the implementation of the new assessment method.
September 2013-June 2014	<p>Pre-Observation Conferences using Domain 1E: “Designing Coherent Instruction.”</p> <p>Classroom Observations will be conducted every two weeks using Domains 2 and 3.</p> <p>Post-observation Conferences may be utilized to give teachers feedback to be implemented to improve their</p>

	teaching practices
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New Directions Secondary School:

NDSS’s tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment T. The final schedule will depend on teacher Initial Planning Conference.

Activity	Timeframe 1 Aug -Nov	Timeframe 2 Dec - Mar	Timeframe 3 Apr-Jul
Professional teaching goal setting with coach and principal	X		X
3 partial period observations with follow-up feedback and review	X	X	
One full lesson observation with feedback and written/verbal evaluation		X	X
Analysis of student data from common interim assessment	X	X	X
Conference reflecting on goals	X	X	X
Monthly staff meeting activity on Danielson rubric meanings	X	X	X
Reflection on efficacy of school PD		X	X

Priority School:

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

i. Curriculum

Jonathan Levin High School for Media and Communications: The Turnaround model being proposed by Levin will bring the curriculum, instructional practices and assessment strategies in line with evidence-based practices, the New York State Learning Standards and with the Common Core State Standards. The SQR review findings, which were echoed by our needs assessment activities, all point to a need to improve the rigor and quality of the curriculum, and ensure fidelity of implementation across grades and subject areas. Moreover, the formative and summative assessment systems that will be put into place will provide real-time, targeted and individualized data on each student’s performance and achievement to support the effective implementation of the new curricular and instructional approaches. With support from reDesign and curriculum content experts, Levin will revamp the ELA, math, science and social studies curricula over the three-year project period and provide sustained and intensive professional development in their use. The central components of this model will include establishing an

assessment system that will allow teachers to more adequately respond to students' academic needs and behavioral issues.

The Principal and Assistant Principal, along with the PSO-CUNY will develop and implement a system to monitor and analyze student achievement data. This team will also be responsible for establishing new goals and benchmarks when prior ones have been attained. If previously set goals are not accomplished, the team will be responsible for setting new targets and ensuring success. Additionally, Levin will continue conducting an afterschool Professional Development committee comprised of teachers and school administrators.

New Directions Secondary School: NDSS is developing a mastery-based curriculum organized using the Common Core State Standards. Our curriculum design team has created Learning Competencies for each of the four core subject areas on each grade (about 20 for each 6th and 7th grades). A Learning Competency, as defined at NDSS, is a specific measure of content area knowledge. As described in the NYS CCLS or consistently measured on NYS Gr 6 – 8 tests, a Learning Competency is successfully expressed by students using specific key intellectual skills that are taught across all classes in the school. Students will be working on demonstrating mastery on some learning competencies in more than one, up to three, different academic or talent classes across the school day. Thus, work “done” or completed in one class can count towards demonstrated mastery in a couple of classes. Students move through a curriculum, course and grade based on the evidence of mastery level work turned in on specific Learning Competencies. A student is said to have “mastered” a competency when they have 15 to 25 examples of such mastery level work for a specific course. Some students may take more than ten months to accumulate evidence of such mastery on some standards, while others may take less than a standard school year to produce such work/evidence. A second key feature of the school's curriculum is that it is designed to be culturally relevant and of high interest to all students. NDSS is using curriculum partners – reDesign NYC, Global Kids, Community Word Project and Editure/AUSSIE to ensure that the school develops curriculum from a broad, relevant and compelling diversity of perspectives for use at appropriate levels for middle and high school classroom instruction. NDSS is also partnering with the NYCDOE Department of Equity and Access to provide the start-up team of teachers with this important intellectual and curricular lens as they develop curriculum in the planning summer of 2013 and in the first year.

ii. **Instruction**

Jonathan Levin High School for Media and Communications: Levin will put in place targeted planning and delivery of instruction support to assist teachers in their mastery of the instructional shifts. Through job-embedded professional development; infusion of technology and strengthening of teachers' use of data, teachers can better ensure student success. Teachers will participate in at least 10 days of site-based training each school year, and ongoing, job-embedded professional development in their respective content areas. reDesign will provide training and ongoing support in the CCSS instructional programs in ELA and math, and will oversee the training and implementation of these instructional programs.

All school leaders will be directly involved in the implementation of this process. Professional development will be pursued for school leaders on coaching and the assessment of teacher effectiveness through PSO-CUNY. The CUNY School Support Coordinator and Achievement Coaches will provide professional development to the Principal and Assistant Principals, Lead Teachers, and Chairperson Meetings. They, in turn, will turn-key the information to the Levin

staff members. All teacher evaluation and development work described in this plan will be governed by NYSED policy.

New Directions Secondary School:

Instructional Shifts in Literacy: #1 – balancing informational and literary texts is achieved through the purchase of Scholastic’s Codex ELA core curriculum libraries, the purchase of 108 Achieve 3000 licenses, and the integration of social studies content objectives into the ELA/SS team teaching block. Scaffolding of informational text using concept charts, reciprocal reading strategies, and identification of text structures will take place in every core academic class. #2 - close reading in the content areas of social studies and science is accomplished through the team teaching of science and social studies with the language arts teacher. #3 – the staircase of complexity with more time on less numerous, but more complex texts while providing specific scaffolding and strategies is accomplished through the mastery-based curriculum design and the asynchronous nature (students work directed by individualized next steps) of the small-size learning cohorts of 17 or fewer students. With smaller classes teachers place more emphasis on specific students successfully doing a close reading with discussion of complex texts. #4 – Text-based answers that direct student attention back into the text are developed and explored in the learner-centered, sheltered instructional model. Students are engaged daily in conversation and analysis of what they have read – often with 3 to 5 days on just a few complex passages. In curricular task design and student assessment rubrics, NDSS will embed rich questions students are commonly compelled to explore. #5 – Writing from multiple sources is accomplished in the mastery-based curriculum model that uses key Learning Competencies that overlaps intellectual skills across the curriculum. Much of the social studies and science curriculum is used as the source to launch writing on topics and in modalities which promote thinking, analysis and creativity. #6 – The development of academic vocabulary is specifically addressed in the lesson, unit and course plans which identify words and strategies students are to use to learn words in every class period. The work of the CUNY coach and reDesign coach will support the development of teacher skills in the execution of these vocabulary production activities (oral language exercises in every class).

Instructional Shifts in Mathematics: # 1 – more time on fewer concepts is achieved through the use of Connected Mathematics Program modules (multiple pathways to lesson entry and extension of learning) in the curricular units. With 60 to 90 minutes of math every day, students will be allocated the necessary time to explore math content at the conceptual model. Classroom observation of math instruction will focus on the development of conceptual mathematical thinking that connects to everyday life. #2 - Build on knowledge from year to year, in a coherent learning progression is achieved through the regular use and analysis of common student interim assessments which assess for accumulated student math knowledge over time. Analysis of these assessments will direct time, attention and physical resources to address student gaps in math knowledge. #3 – Push students to know basic skills at a greater level of fluency, again achieved through the use of Carnegie Math and NDSS's daily 30 minute math tutorial period. #4 – Show mastery of material at a deep level is achieved through the mastery-based curriculum and assessment model. To gain “credit” or verify mastery of a concept a student has to have 15 to 25 examples of work that show concept understanding as expressed fluently using specific skills outlined in the relevant learning competency. #5 – Develop mathematical rigor through application is achieved through the team teaching of the math and science teachers. Teachers will have opportunities to identify the reinforcement of math skills in the context of science or social

studies learning. #6 – Practice math skills with an intensity that results in fluency is achieved through the team teaching model, the 60 to 90 minute math block and the daily Learning Lab/tutorial that gives students immediate feedback with specific next steps. In addition, the academic after school program will keep students focused for an extra 90 minutes three days per week.

iii. **Use of Time:** The regular school year will comprise of approximately 183 instructional days. Each school will use their time as follows:

Jonathan Levin High School for Media and Communications: Students will be in session from 7:50 AM to 2:30 PM. Every student will take the core subjects and additional elective classes. Focus will be given to provide students with additional instructional time on ELA and Math which are the subject areas where Levin's students are not making adequate yearly progress as per the 2012 NYS School Report Card. Additionally, students will have the opportunity to participate in credit accumulation classes during after school hours. For students who do not need any additional courses, they will be able to participate in sports activities or the Media Program.

**Bell Schedule
School Year 2012-2013**

Period	From	To
1	7:50	8:37
2	8:40	9:27
3	9:30	10:17
4	10:20	11:07
5	11:10	11:57
6	12:00	12:47
7	12:50	1:37
8	1:40	2:27
9	2:29	3:16
Teachers' Schedules	A Schedule (Period 1-8) ~ 7:40 AM - 2:30 PM	
	B Schedule (Period 2-9) ~ 8:30 AM - 3:20 PM	

The Principal and Assistant Principal will ensure that quality instruction is taking place throughout the school day. Additionally, using Title I and SIG funds, an afterschool program will be established to accelerate credit accumulation for students who has unsuccessfully taken academic courses in the prior term.

New Directions Secondary School: Subject to SBO vote, NDSS will offer 30 minutes of extended day instruction each day and extended academic learning support (after school) 3 times per week in 90 minute segments. This academic after school will run concurrent to sports, arts and interest-based after school programs, opportunities and clubs.

Sample schedule:

7:30 – 7:50 AM (non- UFT staff)	Breakfast & Morning Check-In
7:50 – 8:37 AM	Talent 1 PE / Perf Arts – (4 sections) <ul style="list-style-type: none"> • use of gym for (54); dance studio (27); 1 room for visual art (27)

8:40 – 9:40 AM	Core Block A (two sets) • Math / Sci - ELA / SS
9:40 – 10:40AM	Core Block B (two sets) • Sci / Math - SS / ELA
10:40 – 11:10 AM (4 th period)	Learning Lab A • SETTS/Lang Development-ESL/Learning Comp Lab; Counseling
11:10 – 11:40 11:42 – 12:13	Lunch • Advisory in family groups / classrooms (CBO Staff)
12:15 – 1:15 PM	Core Block C (students receive intensive subject area instruction) • Math/ELA/Science/SS
1:15 – 1:45 PM	Learning Lab B • SETTS/Lang Development-ESL/Learning Comp Lab; Counseling
1:48 – 2:40 PM (8 th period)	Talent 2 PE/Perf or Visual Arts (six sections) • gym (54) dance studio (27) 2 rooms for visual arts and robotics (27)

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

Jonathan Levin High School for Media and Communications: Professional development will be offered during after school hours to ensure teachers effectiveness in planning, implementing and assessing quality instruction for all students. Principal and Administrative Team, with the assistance of PSO-CUNY, will develop and implement a system to monitor student achievement using data tools (ARIS, Acuity, STARS, etc.) to create and support a data driven culture. We anticipate that every teacher will be trained on how to obtain students’ data from the current available systems, analyze the data and use it to establish goals for students as well as to drive instruction. We will continue conducting an afterschool Professional Development committee comprised of teachers and administrators.

New Directions Secondary School: NDSS is partnering with Eskolta LLC to develop the process for common interim assessment design to be administered four times per school year:

September	November	February	May
Literacy/SS	Literacy/SS	Literacy	Literacy/SS
Math	Math	Math	Math
Science	Science		Science

Common interim assessments will be decided upon by the school’s curriculum design team (entire instructional staff which meets formally once a week). Some assessments will be derived from assessments the staff assembles from a variety of published resources. We will use already-piloted testing items to ensure validity and consistency of format. The teachers will decide which questions students will receive in a given round of common interim assessments based on the school’s curriculum calendars developed in the planning and implementation summer. A final review of all common interim assessment tests will be done by the curriculum design team to ensure that no tested items are included for content or skills which have not been taught.

Data analysis of common interim assessments will take place at the DDI and student work review meeting the week following the test’s administration. Eskolta coaches will train teachers on a data and student work review protocol that the school’s leadership will facilitate. In these

meetings instructional staff will conduct an item analysis, review the concepts taught and plan specific re-teaching lessons for the main class period or during one of the two daily tutorial (Learning Lab) periods. Specific “Next Step” sheets will be completed by the core (homeroom) teacher for each one of their 17 students in all subject areas. Students will receive “next step” feedback during both the core instructional block and during the appropriate Learning Lab session.

v. **Student Support**

Jonathan Levin High School for Media and Communications: Partners will be engaged to support:

- Language Acquisition (NYSIEB – CUNY)
- Teacher Improvement (reDesign)
- Attendance and Social Emotional Health of Students (Wediko). Wediko counselors will meet students to establish individual attendance, and academic goals as well as to ensure their progress on college and career readiness. Students will meet with the counselors during their lunch period, afterschool and on Saturdays.

School leaders and PSO-CUNY reviewed SQR recommendations and will set systems of accountability in place which ensures every student’s academic and social success. NYSIEB-CUNY, and Wediko will serve to target students with sporadic attendance, experiencing socio/emotional difficulties, not making adequate academic progress, or not achieving college and career readiness.

New Directions Secondary School: Academic Supports include: A partnership with i-Zone’s iLearnNYC to implement a mastery-based curriculum and grading model that utilizes increasing levels of blended learning across the 6-12 continuum; a student to academic teacher model of 17:1, student to counselor model of 20:1 and student to talent coach model of 27:1 for all students and all classes; a thirty-minute “recovery” or tutorial classes after core instructional blocks B and C to assist students with mastery of lesson goals and more time to dig into lesson content; and the school-wide use of a language development model that systematically develops academic language and content specific vocabulary in every class, including the adaption of the sheltered instructional model proven successful with language learners and struggling students.

Social-emotional supports include: the intensive and focused work of an advocate counselor for every learning cohort of 17 students; school-wide use of a comprehensive goals setting process for every student; daily group advisory sessions for 30 minutes after lunch; daily attendance intervention as needed (support of 11 member attendance team); twice daily talent classes that are organized to address student interests, curiosity and talent development desires on a wide range of pursuits and interests; and the monthly programming of a minimum of eight youth development activities.

Additional student supports will come from the extensive referral network for students and families provided by Wediko Children’s Services, the Taft Ed Complex Health Clinic and the New Settlements Student Success Center that is housed inside the space of NDSS.

vi. **School Climate and Discipline**

Jonathan Levin High School for Media and Communications: Levin will maintain a safe environment through self-contained classes. The school will also use the NYC Discipline Code

as the guideline on discipline. It will also keep parents informed of any violation of the school code while keeping a log of these contacts. Additionally, the school will make every student accountable for complying with the behavior expectations of a student. The Principal and Assistant Principal along with teachers will enforce the school discipline code. After school activities will be utilized to keep students highly motivated and engaged in school activities, classes and programs and therefore less inclined to infringe school regulations.

New Directions Secondary School: NDSS is designed to serve a student population where up to 100% of the student population is high needs with respect to behavior and emotional support. NDSS will train all staff members and build adult and student competency in a choice theory of behavior management that is based on the work of William Glasser. The school's core values – Choice, Self-awareness, Life experience, and Safety – are based on the reality that staff teaches behavioral regulation and self-efficacy as much as they teach literacy, math, science and social studies. By design, all staff members will be taught the processes the school will use to cultivate empathy, active listening, emotional intelligence and self-regulation in the students and their families. While staff will sparingly use traditional means of student discipline – removal of privileges, restricted access, suspension and detention – NDSS will give all students many chances to learn from behavioral mistakes, poor choices and hurtful feelings. NDSS's climate and discipline model's main goal is to build social competency – to move beyond compliance – and to practice self-regulation, choice making, and self/peer advocacy. Wediko Children's services will provide the base of this training along with the principal and other consultants and this behavioral development theory will remain a strand of the school-wide professional development focus in every year – it will need continual norming and refreshing.

vii. Parent and Community Engagement

Jonathan Levin High School for Media and Communications: Parental involvement and participation in school activities continue to be a challenge particularly in the Levin school community. The school leaders along with teachers will continue striving to develop a community of learners that includes parents as an integral constituent. Our Parent Association meetings will be scheduled during evenings and/or Saturdays to increase their participation. They will also continue being part of the School Leadership Team and of every key decision within the SIG proposals.

School Principal, Assistant Principal and Parent Coordinator along with PSO-CUNY and CFN 521 will develop activities to include all constituents of the school community such as the Levin Award Ceremony and the Shakespearean Festival. Guidance Counselors along with teachers will ensure every student's academic and social success by creating a safe and nurturing environment where students could develop to their fullest potential.

New Directions Secondary School: NDSS will employ three formal mechanisms for parent and community engagement. First, student family intake interviews will occur on-going across the school year. Interviews will be staffed by Wediko advocate counselors, Wediko Program Director and Principal. During open school family week (early September each school year), families will come in and learn more specifically how NDSS helps youth academically and socially. Families will participate in workshops that help explain the social-emotional support model and provide support strategies so that the school and family work in a unified way to back the progress of the students. Goal Review conferences (like parent-teacher conferences) will take place three times a year. Finally, school functions such as plays, dance performances, sports

events, and awards dinners will all involve the active recruitment of school family presence, with transportation subsidies being provided. Informal mechanisms will exist within the school culture, such as staff and Advocate Counselor efforts to ensure student attendance, or impromptu mediation of student – family disputes by trained staff. Open door access to certain school staff members so that students and families know we are always available.

I. Training, Support, and Professional Development

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

i. School leadership/staff involvement in SIG plan development

Jonathan Levin High School for Media and Communications: School leadership created the plan in consultation with the network team. All teacher evaluation and development work described in this plan will be governed by NYSED policy.

New Directions Secondary School: The essential nature of this SIG plan is to financially and organizationally support NDSS in the execution of this plan that is designed to better serve the students of the community. The school’s design team, prospective consultants, and various members of the NYCDOE have provided essential feedback on this school design over the past five months.

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

Jonathan Levin High School for Media and Communications: Administration will conduct a series of efforts to improve students’ credit accumulation, and college and career readiness:

- **PM School:** Students will be given the opportunity to re-take failed courses to bring them up to par with their appropriate high school level. Levin's teachers will conduct the classes.
- **Media Afterschool Program:** This program will serve to entice students to attend school regularly while providing students with a unique opportunity for language development through the use of media instruction. Students will be provided with computers and access to the internet to conduct media-based language projects.
- **Professional Development:** Teachers will participate in professional development sessions throughout the year aimed at improving their practices. These sessions will be provided by reDesign. Teachers will have an opportunity to become a community of learners and to self-assess and improve their current professional practices.
- **Guidance Support:** Students will receive individualized guidance support to ensure proper credit accumulation and college and career readiness. These counselors will provide students assigned to them with the individualized attention based on a reduced caseload. It is important to note that these counselors will serve students in roles other than the traditional school counselor such as advisory and goal setting both on attendance and credit accumulation. They will also conduct weekly check-ins to monitor students’ individual progress on attaining these goals.

New Directions Secondary School: The chart below details the implementation plan in Year 1:

Event/Timeframe	Purpose	Desired outcome	Key persons
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Event/Timeframe	Purpose	Desired outcome	Key persons
Open family week, 3 rd and 4 th week of September	Build a collaborative relationship with students and families	Students and families are aware and use school services	ALL school staff Wediko staff PRI, GK, CWP staff CFN403 & Med staff
Language Devel wkshp series (once monthly on Saturdays from Sept through Feb 2014)	Build understanding of school's model and develop teacher skills at vocabulary teaching and sheltered instruction	Systematic use of the three-tiered vocabulary development charts in each lesson and all content areas, effective use of trans-languaging strategies in all classes	CUNY coaches reDesign coaches
On-going weekly program impact and curriculum design team meetings co-facilitated by principal and consultants 9/13-6/14	Continue school's development of a mastery-based, CCLS-focused curriculum in all core 4 subjects for grades 6 to 9 (Year 1)	Highly proficient and effective curriculum design process with robust teacher participation to develop our school's curriculum	All school instructional staff in the Core-4 Principal Editure/AUSSIE reDesign coach Eskolta LLC consultant
On-going weekly Data Driven Inquiry team meetings co-facilitated by principal and consultants 9/13-6/14	Review, analyze and develop next steps for student learning and support	Highly personalized student learning experienced with feedback that improves student progress each term	Eskolta LLC, Editure/AUSSIE, reDesign, All NDSS Staff members
Late fall retreat/ 10-18 to 10-20, 2013	Program effectiveness evaluation – reworking of Learning Competencies. Programming adjustments – mid-year goal setting	Better articulation of Learning Competencies based on actual student work and needs Four succinct mid-year program goals Staff bonding	All staff members Principal Editure/AUSSIE reDesign NYC coach Eskolta LLC
On-going weekly DDI inquiry team meetings Sept to June 2014	Design process for data-driven teacher-principal conferences Review student progress on work assignments, put in place relevant strategies for	Data-dialogue process in set and used 3 times per year Teachers receive focused feedback and appropriate PD based on student	Eskolta LLC All instructional Staff

Event/Timeframe	Purpose	Desired outcome	Key persons
	accelerated and improved progress	needs and resources	
School climate and culture conference – December 13 to 14 th 2013 and March 28 to 29 th 2014	Reinforce our school’s discipline and behavioral model with all staff members Evaluate program effectiveness – norm understandings	More effective use of our youth development / empathy model	Wediko David Levine (consultant) ALL staff members School leadership team

iii. Plan for training, support and professional development

Jonathan Levin High School for Media and Communications: The effects of training, support, and professional development and any subsequent modification will be measured through teacher observations and interim students’ assessment data. School leaders will adapt professional development to the needs of individual teachers. School goals and benchmarks will be established and closely monitored to ensure progress.

September 2013- June 2014 Professional development will be conducted by reDesign on the Common Core Learning Standards. The expected outcome is a significant improvement in teachers’ classroom practices and thus an improvement on credit accumulation and college and career readiness. These outcomes will be measured by frequent cycles of classroom observations and marking period passing rates. All teacher evaluation and development work described in this plan will be governed by NYSED.

The Principal and Assistant Principal will constantly gather and analyze data to assess the effectiveness of the program. Using SIG funds, an assessment committee comprised of school leaders and teachers will compare results against the goals and benchmarks previously established.

New Directions Secondary School: The plan for regularly evaluating the effects of training, support and professional development is to do so weekly through the format and agenda of the program impact / curriculum design team and Data Driven Inquiry team meetings. Every teacher meets in these two meetings weekly. Teachers have two preparation periods per day, with two of these ten periods being dedicated to the evaluation of the school’s impact and effectiveness with students.

Sixty to seventy class periods per school year will be dedicated to analyzing teacher performance data, curricular units and assessments, student work and student test data results. In addition we will discuss program adjustments, teacher and student support needs in our weekly leadership cabinet (which includes CBO partners and consultant organizations), monthly UFT consultation and School Leadership Team meetings.

Brief on-line teacher surveys after every professional development opportunity will also be given and reviewed the following week by the principal and consultants. Changes will be made in the schedule as needed. The two instructional model retreats will also evaluate overall professional development effectiveness and the weekly curriculum development team meetings will evaluate curriculum and instructional impact on teachers and students.

Response measures are noted in the Partnerships Section F, bullet iii.

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

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

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

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

Jonathan Levin High School for Media and Communications: 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.

New Directions Secondary School: SIG plan focus and implementation are part of the intake and recruitment conversation with all students, families and prospective staff members. Since NDSS is a new school and SIG funds and associated programs are key aspects of the school implementation model, we will communicate our program, instructional design, youth development support services and professional development supports to each of these key

stakeholders. Consultation and revision will come through the monthly UFT consultation committee meetings, the two instructional staff retreats, the two all-staff social-emotional support conferences and the school's New School Quality Review process during our first year.

K. Project Plan and Timeline

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

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

Jonathan Levin High School for Media and Communications: The Priority School's goals and strategies for implementation of the SIG plan in 2013-2014 are as follows:

- Increase graduation rate through improved instruction.
- Improved English Language Arts acquisition.

These goals will contribute to the increased graduation rate since students will be able to acquire the English Language skills they need to master the content on each subject area. They will also be more motivated to attend school to participate on the extracurricular activities at their disposition.

New Directions Secondary School: The new school's goals and strategies for its 2013-2014 SIG plan implementation are as follows:

1: To improve student participation in school as measured by: a daily attendance average of 85% or higher, similar attendance rates for classes across the school day and school year, 100% student participation in four or more youth development activities for the school year, progress on mastery of learning competencies across the four core academic areas – 40% increase in the number of hours and percent of students logged on school's learning portal, and higher than 80% participation rates in talent classes and their after school extensions (as measured across the school year). Key strategies for year-one implementation include: effective development and implementation of daily group advisory program and its related goal-setting structure, successful training of teachers in the effective use of the school's mastery-based curriculum and academic coaching model, successful outreach and partnership with student families by principal, Wediko staff and teachers, effective partnership development between principal, support staff and Wediko, Play Rugby, Global Kids and Community Word Project staff members.

2: To reduce student recidivism of school and/or personally disruptive behaviors by 50% from the beginning to the end of the school year, as measured by counselor logs, suspensions or removals from class, the number and nature of behavior modification plans done, number and nature of family intervention meetings, number and nature of recurring referrals to outside student support agencies. Key strategies for year-one implementation include daily support to students by the advocate counselor during class-time, daily advisory class, informal lunch groups, morning breakfast check-in and quarterly meetings with family or guardians to discuss and re-set student goals. Regular, quality family engagement will also support improved student coping skills as measured by a reduction in incidents of student substance use/abuse and self-harm, improved physical health statistics and improved student leadership.

#3: Significant instructional impact on academic achievement and progress rates as measured by NY state test scores in ELA and math as well as significant student progress measured by the school's mastery-based grading system (a percentage of 75% or more on learning competency mastery for the year in all courses). Key year-one implementation strategies for this goal include the successful development and implementation of mastery-based courses, units, and content tasks by all teachers, high attendance at impactful and relevant professional development opportunities which receive high reviews on teacher surveys and successful implementation of the school's instructional, academic coaching and language development models by FEI, Editure and CUNY consultants.

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

Jonathan Levin High School for Media and Communications: For the Priority School, increased engagement as an early indicator of improved graduation rate will be measured by improved attendance as measured each month. Levin hopes to see at least a 3% increase throughout the first year. In addition, a scholarship improvement of at least 3% will also indicate improved student outcomes. Each marking period, Levin will produce a school scholarship report at the school, grade, and teacher level in order to gauge improved report card grades.

New Directions Secondary School: Meanwhile, at the new school early wins will be:

- By September 18th, all 108 seats taken by regularly attending students with a daily average first-period attendance rate of 80% or better;
- 100% teacher participation at summer professional development days, with support staff and CBO staff present for key workshops and with all sessions being co-facilitated by DOE and CBO staff leaders;
- Documentation of all key learning competencies (18 to 23) per grade and subject area along with the publication of the first three curricular unit plans for each subject and grade by end of Aug.; and
- 100% participation of enrolled students and hired staff members at NDSS's August Bridge Program (August 13-14).

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

Jonathan Levin High School for Media and Communications: The Priority School will examine average GPA (school wide), scholarship reports, credit accumulation, and attendance. Principal and Cabinet will collect data from STARS and ARIS and will analyze in relation to goals. The Assistant Principal will be in charge of disseminating this information to the teachers to assist them in improving the classroom instruction.

New Directions Secondary School: The Priority School will examine:

- 1) Student participation rates in our program and engagement in learning as measured by: daily attendance rates – both aggregate and by period for school day and by event for youth development activities, the degree and depth of student mastery of key learning competencies in the core four subject areas, the degree and depth of student acceleration in learning by cohort and by subject, the degree and depth of student leadership observed in daily group advisory, the student responses to survey questions given through school's web site.

- 2) Incidence of student misbehavior as measured by counselor logs, suspensions or removals from class, the number and nature of behavior modification plans done, number and nature of family intervention meetings, number and nature of referrals to outside student support agencies.
- 3) Academic impact and teacher effectiveness as measured by numbers of key learning competencies mastered by students per subject area, reviews of student work products and testing data, and student responses to survey questions given through school's web site.

Data for the above indicators will be collected by school administration, support staff, and by the instructional leaders for each grade and content area. Much of this data will be material for weekly inquiry team, curriculum team and program impact meetings as well as daily attendance conferences (each morning with counselors and admin staff). In addition, there will be two whole staff retreats per school year where these indicators, school quality review data, and annual achievement data will be analyzed and strategically addressed.

Student participation rates and engagement will be derived from Jump Rope and ATS as well as the review of student work products and tabular testing results. It will be reviewed by all teachers, administrative and support staff members and published as meeting artifacts or placed in annualized student records.

Student behavioral data will be printed from Jump Rope, Wediko's own management system, NYCDOE's Online Occurrence Reporting System (OORS), and the i-Logs of our advocate counselors – all in accordance to student confidentiality guidelines. It will be discussed as part of a regular (daily/weekly) meeting agenda, with next steps added to the data report. Each regular meeting will begin with a review of the follow up measures. Annualized data on student behavior will be discussed twice yearly at a staff retreat.

Academic impact and teacher effectiveness data will be collected from Jump Rope and ARIS. It will be reviewed by the leadership cabinet and discussed weekly with teachers (academic impact) or in quarterly one-on-one meetings with the principal. Teacher Effectiveness Data must also be reported to the DOE via the ARIS input screen.

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

Jonathan Levin High School for Media and Communications: As year two and three approach, we anticipate incrementally increasing the rigor of the professional development provided to all teachers. We also expect that all teachers will be able to fully develop lessons aligned with the CCSS and to successfully implement them in the classroom. This will result will be measured through the continuous cycles of observations using the Danielson Framework. It will also be measured by the students' results on scholarship results, credit accumulation, and passing rate on city and state exams.

New Directions Secondary School: The new school's goals and key strategies during Years Two and Three of the SIG implementation are as follows:

1: To maintain high student participation in school as measured by: a daily attendance average of 88% or higher, consistent attendance rates for classes across the school day and school year, 100% student participation in seven or more youth development activities for the school year, consistent progress of student mastery of learning competencies in the four academic areas – Consistent 90% student logins on school's learning portal to extend and complete learning tasks, and 100% participation rates in talent classes and some after school extensions of them -

measured across the school year. Key strategies for year-two and three success include: continued development and effective use of daily group advisory periods for all students at a 20:1 counselor to student ratio, 100% student use of our goal-setting structure, demonstrated teacher ownership of the school's mastery-based curriculum and academic coaching model, measurably productive and relevant outreach and partnership with student families by principal, Wediko staff and teachers, effective partnerships between DOE staff and Wediko, Play Rugby, Global Kids and Community Word Project staff members.

#2: The creation of a supportive, dynamic student-centered school/youth culture that reinforces student self-regulation, social competency and personal leadership, as measured by: all students experiencing a reduction of personally disruptive behaviors, as noted by counselors, suspension reports in-class and common area incidents, and fewer highly restrictive behavior modification plans. Key strategies for years-two and three successes the development and exercise of student leadership and advocacy as nurtured in advisory groups and in the form of peer-mediation, student council and general student participation in school decision making structures.

#3: Consistent measurable instructional impact on academic achievement and progress rates as measured by NY state test scores in ELA and math as well as significant student progress measured by the school's mastery-based grading system (a percentage of 80% or more on learning competency mastery for the year in all courses). Key year-two and three success strategies for this goal are: the full and comprehensive development and implementation of mastery-based courses, units, and content tasks by all teachers, including the high school blended learning courses developed by school staff; continued high participation in school-based PD structures such as lab-site classes, peer observations, weekly meeting participation; continued collaboration on the implementation of the school's instructional, academic coaching and language development with FEI, Editure and CUNY consultants and school-based coaches.

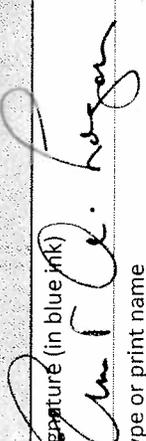
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 and Communications

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

09X414 Jonathan Levin High School For Medicine
 and Communications

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Type or print name		
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Signature (in blue ink)	6/6/13	
Type or print name	Michael Molgrew	
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		

09X414 - Jonathan Levin N.S. for
Media and Communication

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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			
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) Jane Reiff			
Type or print name Jane Reiff			

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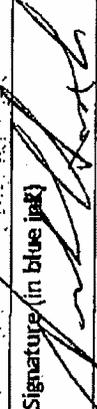
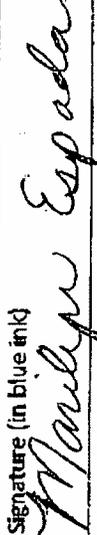
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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>James Naslawski</i>	5/28/13	
Type or print name James Naslawski		
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) <i>Amy J Arundell</i>	5/25/13	
Type or print name Amy J Arundell		
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		

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Principals Union President / Lead Signature (in blue ink)  Type or print name Nasib Hoxha		Date 5-17-13	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.
Teachers Union President / Lead Signature (in blue ink)  Type or print name Michael Grant		Date 05-17-13	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.
Parent Group President / Lead Signature (in blue ink)  Type or print name Marilyn Espada / Parent Association President			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.

Attachment B - 09X414 Levin
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	*School's Baseline Data (2010-11)	Target for 2013- 2014	Target for 2014- 2015	Target for 2015- 2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	n/a	68780	70300	72200
b. Student participation in State ELA assessment	%		n/a	n/a	Please see memo	Please see memo	Please see memo
c. Student participation in State Math assessment	%		n/a	n/a	Please see memo	Please see memo	Please see memo
d. Drop-out rate	%		12%	n/a	<3%	>3%	<7%
e. Student average daily attendance	%		86.6%	n/a	90%	92%	92%
f. Student completion of advanced coursework			30%	n/a	10%	15%	18%
g. Suspension rate	%		11.6%	n/a	12%	9%	7%
h. Number of discipline referrals	num		83	n/a	20	25	30
i. Truancy rate	%		5.0%	n/a	6%**	6%**	11%**
j. Teacher attendance rate	%		95.2%	n/a	97%	95%	96%
k. Teachers rated as "effective" and "highly effective"	%			n/a	70%	72%	80%
l. Hours of professional development to improve teacher performance	num			n/a	300+	300+	300+
m. Hours of professional development to improve leadership and governance	num			n/a	80	100	140
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	90	60	45
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		n/a	n/a	30%	38%	40%
r. Students scoring "proficient" or higher on Math assessment	%		n/a	n/a	40%	45%	48%
s. Average SAT score	score		442	n/a	n/a	n/a	n/a
t. Students taking PSAT	num		113472	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%		0	n/a	n/a	n/a	n/a
v. High school graduation rate	%		66%	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%		22%	n/a	n/a	n/a	15%
x. High school graduates accepted into two or four year colleges	%		50%	n/a	n/a	n/a	n/a

09X350 New Directions Secondary School (NDSS) is designed to be a school that reconnects long term truant, over-aged, disconnected middle and high school students to a standards-based, fully supportive school setting that uses a Choice Theory student behavior management scheme and allows students to progress through the 6 – 12 continuum at an asynchronous rate. The school's figures are estimates that could end up radically better or worse. Since NDSS is a transfer program its student success rates and challenge indicators (indices) are some of the toughest in the city/state.

NDSS will not have a graduating class until spring 2017, and no PSAT or SAT scores until 2016.

student achievement—the three studies that involved the least professional development (5-14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

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

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

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

s. Average SAT score

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

u. Students receiving Regents diploma with advanced designation

v. High school graduation rate

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

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

Attachment C - 09X414 Levin
Evidence of Partner Effectiveness Chart

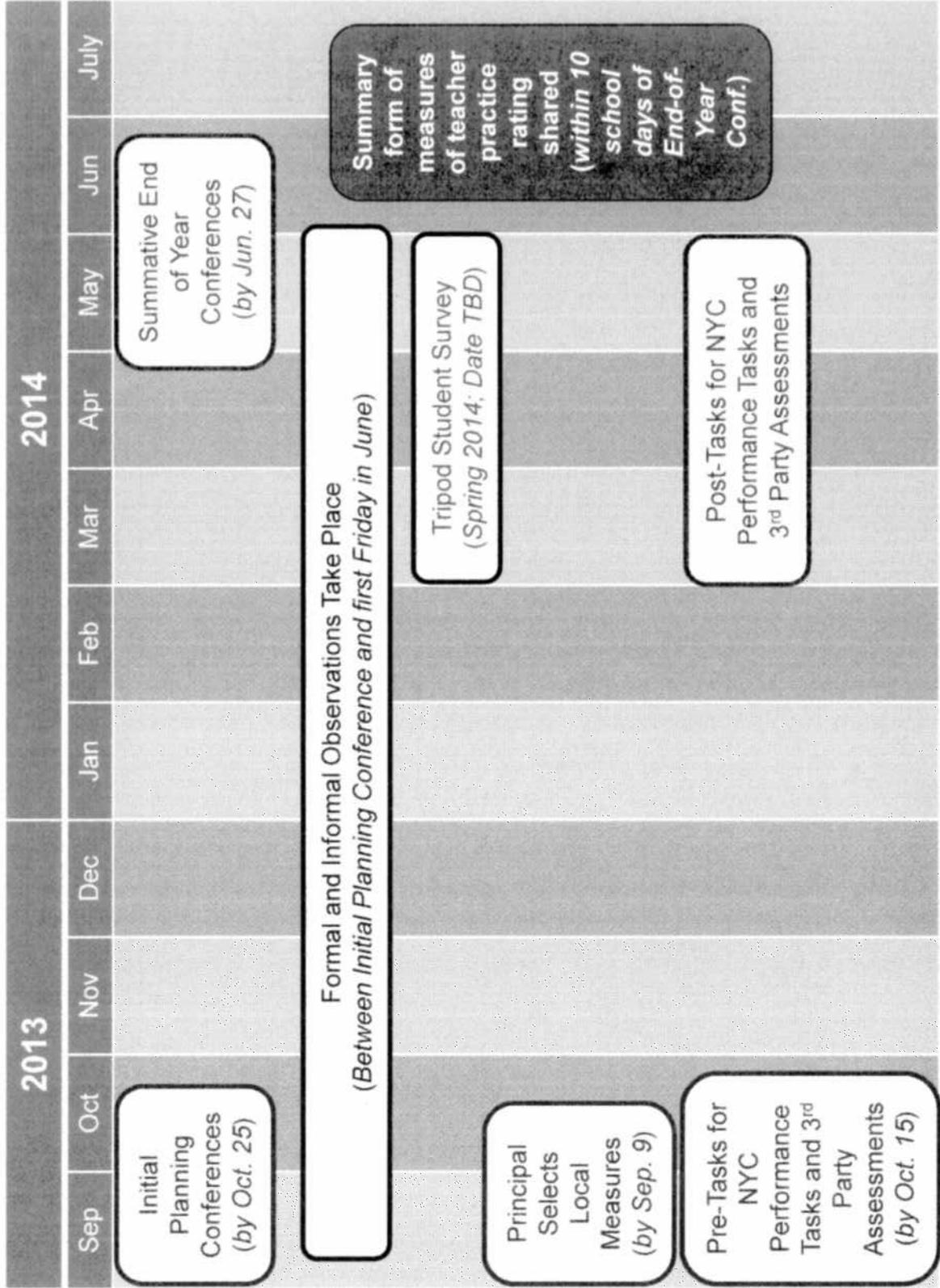
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner- services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Wediko Children's Services Kristen J. Renshaw, LCSW Co-Director- krenshaw@wediko.org cell: (646) 481-0184/(617) 872-4182 fax: (646) 410-0345 www.wediko.org Social-emotion support counseling, attendance tracking, college and career readiness planning</p>	<ol style="list-style-type: none"> MS 363 (APLE)- Academy for Personal Leadership and Excellence P.S./M.S. 206- The Jose Celso Barbosa School M.S. 391- The Angelo Patri Middle School The High School for Fashion Industries P.S. 207- Rockwood Park P.S. x12- Lewis and Clark School Channel View School for Research FLAGS- Foreign Language Academy of Global Studies LYFE Program- Living for Young Family through Education- North Queens Community High School Olympus High School W. Brooklyn Community High School High School for Excellence and Innovation Office of Multiple Pathways, OPSR and NYCDOE 	<ol style="list-style-type: none"> Angelo Ledda (Principal) aledda@schools.nyc.gov (718) 220-3139 (T) (718) 220-6018 (F) Camille Forbes (Principal) Cforbes2@schools.nyc.gov (212) 860-5809 (T) (212) 860-6080 (F) Graciela Abadia (Principal) Gabadia@schools.nyc.gov (718) 584-0980 (T) (718) 584-1358 (F) Daryl Blank (Principal) Dblank@schools.nyc.gov (212) 255-1235 x8192 Linda Spadaro (Principal) (718) 848-2700 Kuvana Jones (Principal) Klones7@schools.nyc.gov (718) 409-9040 Patricia Tubridy (Principal) ptubrid1@schools.nyc.gov (718) 634-1970 Leba Collins(Principal) LColln@schools.nyc.gov (718) 585-4024 Ashley Washington (Director) AWashington7@schools.nyc.gov(212) 609-8538 (P)
<p>reDesign NYC Ruth Oshman, ruth@redesignnu.org Ph: 781-367-6457 / fx 617-879-0298</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p>	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p>
<p>3 Mulford St, Brookline, MA 02445</p>	<ol style="list-style-type: none"> 10. North Queens Community High School 2. Olympus High School 3. W. Brooklyn Community High School 4. High School for Excellence and Innovation 5. Office of Multiple Pathways, OPSR and NYCDOE 	<ol style="list-style-type: none"> 1. Winston McCarthy, Principal WMcCart@schools.nyc.gov 2. Seth Schoenfeld, founder and 1st principal. sschoenfeld@schools.nyc.gov 3. Liliana Pollo, founder and 1st principal lip038@mail.harvard.edu 4. Tyona Washington, Principal, twashington@schools.nyc.gov 5. Lynette Laurentig, Director of New School Designs, OPSR

<p>wellness organization that provides students with talent development options in the arts and athletics. Play Rugby will partner with NDSS on the design of an adaptive talent development curriculum that offers students a variety of options to explore career and college study options.</p>		
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<p>Brookline, MA 02445 reDesign NYC Ruth Oshman, ruth@reDesignnyc.org Ph: 781-367-6457 / fx 617-879-0298</p> <p>3 Mulford St, Brookline, MA 02445</p>	<ol style="list-style-type: none"> 1. High School for Excellence and Innovation 2. Office of Multiple Pathways, OPSR and NYCDOE 3. North Queens Community High School 4. Olympus High School 5. W. Brooklyn Community High School 6. High School for Excellence and Innovation 7. Office of Multiple Pathways, OPSR and NYCDOE 	<ol style="list-style-type: none"> 6. Tyona Washington, Principal, twashington@schools.nyc.gov 1. Lynette Lauretig, Director of New School Designs, OPSR 7. lilauret@schools.nyc.gov 8. Winston McCarthy, Principal WMCart@schools.nyc.gov 9. Seth Schoenfeld, founder and 1st principal. sschoenfeld@schools.nyc.gov 10. Liliana Pollo, founder and 1st principal lipo38@mail.harvard.edu 11. Tyona Washington, Principal, twashington@schools.nyc.gov 12. Lynette Lauretig, Director of New School Designs, OPSR 13. lilauret@schools.nyc.gov
<p>Partner Organization Name and Contact Information Partner Organization Name and Contact Information description of type of service provided.</p> <p>Global Kids - Cocco Killingsworth, coco@globalkids.org P. 212.226.0130 ext: 105 F. 212.226.0137 137 East 25th Street, 2nd Floor New York, NY 10010</p> <p>GK is a youth empowerment organization that will partner with the school to assist in the development of its culturally relevant curriculum and pedagogy (in language arts and social studies). GK will also develop and run an after school program opportunity.</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <ol style="list-style-type: none"> 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.
<p>Partner Organization Name and Contact Information description of type of service provided.</p> <p>Edutire – Literacy, Math, & Technology</p> <p>AUSSIE (Edutire) Job-Embedded PD Support Contact: Bernadette McKinlay</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> <ol style="list-style-type: none"> 1. 12X098 Herman Ridder 1. 10X118 William W Niles 2. 11X287 The Forward School 	<p>References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <ol style="list-style-type: none"> 1. Principal: Claralee Irobunda@schools.nyc.gov Ph 718 589 8200 2. Principal: Elizabeth Lawrence@schools.nyc.gov 1) Ph 718 5842330 3. Principal: Adrienne Phiher@schools.nyc.gov

<p>Eskolta LLC Michael Rothman, Director t: 347 206 4392 e: mrothman@eskolta.org Eskolta LLC is a New York City-based school design firm specialized in turning around the dropout problem by helping adults reinvent schools to engage adolescents in meaningful learning. Eskolta draws upon a network of successful New York City transfer schools that serve students who, by all measures, should have been high school dropouts and help them achieve high school graduation. We turn the lessons learned from these innovative schools into support that helps struggling high schools turn around.</p>	<p>services.</p> <p>Bronx Writing Academy</p> <p>Brooklyn HS of the Arts</p> <p>East Brooklyn Community High School</p> <p>Jill Chaifetz Transfer School</p> <p>New Design High School</p> <p>Olympus Academy</p> <p>P.S. 89 Bronx</p>	<p>Kamar Samuels, principal ksamuels@schools.nyc.gov</p> <p>Margaret Lacey-Berman, principal mlacey@schools.nyc.gov</p> <p>Pat McGillivud, principal pat.admin@ebdhighschool.org</p> <p>Anne Fennelly, principal afennelly@schools.nyc.gov</p> <p>Scott Conti, principal sconti@schools.nyc.gov</p> <p>PJ Murray, principal pmurray12@schools.nyc.gov</p> <p>Ralph Martinez, principal rmartin72@schools.nyc.gov</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>CUNY-INSEB Maria T. Sanchez, PhD. Project Director, CUNY-Institute for Emergent Bilinguals 212-817-8497 msanchez3@gc.cuny.edu</p> <p>CUNY-INSEB supports school leaders and teachers through the professional development in the areas of pedagogical practice with emergent, resource planning, and language development program implementation</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> <p>Urban Science Academy M.S. 331 (Bronx) I.S. 230 (Queens) P.S. 153 (Queens) Medford Elementary School</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <p>Patrick Kelly (PKELLY6@SCHOOLS.NYC.GOV) Serapha Cruz (SCRUZ3@SCHOOLS.NYC.GOV) Fiona Tyson (ftyson@schools.nyc.gov) Susan Bauer (SBAUER@SCHOOLS.NYC.GOV) Maria Andreotti</p>

2013-14 Teacher Evaluation and Development Timeline



Teacher-School Leader Conferences

Measures of Teacher Practice

Measures of Student Learning

James E. Waslawski

45 W. 132nd St.

Apt. 15D

New York, NY 10037

917-544-5084 / jaslaw37@gmail.com

Curriculum Vitae

2010 – Present Representative of NYC Dept. of Education to NY State Board of Regents Special Committee on Teacher and Principal Evaluations, Albany, NY

Selected among 1300+ principals to implement the Teacher Effectiveness Support and Evaluation system at PS/MS 279 and to report findings and give feedback to this sub-committee of the New York State Board of Regents. Discuss, debate and guide policy and logistical decisions through the work of this sub-committee and our experiences with implementation of a new teacher effectiveness rating system.

2004 – Present Principal, NYCDOE – PS/MS 279, District 10, Bronx, NY

Raised student achievement in mathematics from the high 30's to the mid 60's in three years. Improved early grade reading success by implementing a daily push-in guided reading program in grades k to 2. Successfully implemented new DOE accountability measures to lead the school to a status of "good standing" in mathematics and literacy for the 2004 – 2005 and 2006 – 2007 school years. Created and designed a restructuring of the administrative team that transitioned the school from a "vertical three house" design to a single horizontal leadership structure with accountability by content area across all nine grades. Introduced a seven period day schedule that allowed for common planning time each day on all grades and for academic intervention directed to specific groups of students by push-in team teachers each day. Planned and implemented a constructivist, standards based, math curriculum (Investigations and CMP) in grades k to 8 as part of our significant improvement in mathematics the 2006 – 2009 school years.

2007 – 2010 Aspiring Principal Mentor, NYCLA, Long Island City, NY

Support the daily learning aspiring principal interns in all aspects of school functioning. Design a program for learning that supports effective exposure to all aspects of being a school leader and includes a daily reflection on process and personal development. Create opportunities which specifically address intern needs around leadership and communication in a school setting. Provide written and verbal feedback on assign tasks and performance.

2003 – 2004 Aspiring Principal, New York City Leadership Academy - Cohort 1

Participation in a thirteen month intensive leadership training program designed to develop transformational leaders for high-needs New York City public schools. The unique leadership development curriculum included a summer intensive of eight weeks, a year of mentorship which required shadowing a senior mentor principal in their school and a planning summer which prepared interns to enter a public school as principal in the fall of 2004. This standards-based curriculum used problem-based and action-learning methodologies to prepare future school leaders to lead instructional improvements in a high-needs school environment.

2002 - 2003 Comprehensive School Reform Building Facilitator, P.S. 197M

Schedule and coordinate all training sessions provided by the Modern Red Schoolhouse Institute; Learn, master and be able to demonstrate all relevant tasks for using MRSh program model for developing a standards based curriculum across grades K to Six in our school; Work with staff to build instructional capacity and complete model implementation objectives in between formal training sessions; Report on all activities progress and problems with District Five and NYSED oversight personnel; Collaborate in the development and execution of the Principal's plan for school-based staff development.

Summer 2002 New York City Teaching Fellows, Fellow Advisor, Districts 72 and 12, Bronx NY, Fordham University

Supported a cohort of 26 teaching fellows assigned to high school social studies or junior high English at four different high schools and three middle schools in the Bronx; monitored fellows' progress in their summer school placements and university coursework; provided constructive feedback to fellows on lesson

Attachment G – 09X414 Levin
Organizational Chart

**Jonathan Levin High School for Media and Communications
Table of Organization September 2013**

<i>Subject</i>	<i>Staff Name</i>	<i>Room</i>	<i>Ext.</i>
LEADERSHIP			
Principal	Hoxha, Nasib	133	1331
AP Organization/Supervision	Rosa, Florentino	131	1314
ADMINISTRATIVE STAFF			
Secretary	Tedesco, Angela	133	1332
GUIDANCE DEPARTMENT			
Guidance Counselor	Acevedo, Raul	B27	5272
PARENT COORDINATOR			
Parent Coordinator	Lopez, Celsa	139	1396 /1391
FACULTY			
English/Art/Media	Cerrone, Don	177	1771
English	Shearer, Andrew		
ESL	Cancela, Fabia		
ESL	Ruiz, Yara		
Math	Layvey, Sampson		
Math	Mancebo, Osvaldo		
Physical Education/ <i>Dean</i>	Espinoza, Edwin	101	1018
Physical Education/ <i>Dean</i>	Longsworth, James	101	1013
Science	Grant, Michael	Lab	1110
Science	Hull, Barbara	Lab	1110
Social Studies	Cantera, Vilma		
Social Studies	Kirchmann, Laszlo		
Special Education	Parra, Publio		
Special Education	Niewiadomski, Judith		
PARAPROFESSIONALS			
Para	Almanzar, Luisa		
Para	Perdomo, Olga		
COMPUTER TECHNICIAN			
Computer Service Technician	Roopchand, Alan		5490
SCHOOL AIDES			
School Aide Supervisor	Ortiz, Abimael	roving	radio
School Aide/Admin . Office	Guiot, Jackie	163	1633
School Aide/Girls Locker Room	McKinney, Barbara	post	radio
School Based Support Team (SBST)			
Psychologist	Ms. Wilkiria DeJesus	B21	5211
Speech/ Therapist	Ms. Raysa Polanco	B23B	5233

Resume
Nasib Hoxha
228 Livingston Street
Norwood, NJ 07648
347-738-3007

<i>Experience</i>	<i>Employer</i>	
July 1, 2002 – Present Principal	Jonathan Levin H.S. for Media and Communications	Bronx, NY
July 2001-June 2002 Assistant Principal	Evander Childs High School	Bronx, NY
April 2001-June 2001 Assistant Principal	District 5 Superintendent's Office	Bronx, NY
September 2000-April 2001 Assistant Principal Supervision	Yonkers Public Schools	Yonkers, NY
September 1995-August 2000 Assistant Principal - Administration	William H. Taft High School	Bronx, NY
September 1994-August 1995 Interim Acting A.P. Administration	James Monroe High School	Bronx, NY
February 1989-September 1994 Teacher – Industrial Arts	Evander Childs High School	Bronx, NY
September 1984-January 1989 Teacher – Industrial Arts	Adlai E. Stevenson High School	Bronx, NY

Advanced Certificate in Administration – January 1994, CUNY
Masters in Industrial Arts - June 1986, CCNY
Bachelor of Science Industrial Arts – June 1984, CCNY
Music and Art High School – June 1977



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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION																																									
N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #																																							
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AGENCY CODE	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;">3</td> <td style="width: 10%;">0</td> <td style="width: 10%;">5</td> <td style="width: 10%;">1</td> <td style="width: 10%;">0</td> <td style="width: 10%;">0</td> <td style="width: 10%;">0</td> <td style="width: 10%;">1</td> <td style="width: 10%;">0</td> <td style="width: 10%;">0</td> <td style="width: 10%;">5</td> <td style="width: 10%;">1</td> </tr> </table>		3	0	5	1	0	0	0	1	0	0	5	1																											
3	0	5	1	0	0	0	1	0	0	5	1																														
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) Jonathan Levin HS for Media and Communications																																								
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

\$808,846

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	1,406	41.98	59,004
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	135	43.93	5,931
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
CENTRAL - School Implementation Manager	0.23	119,344	27,902
CENTRAL - Talent Coach	0.08	114,000	9,273
CENTRAL - Policy and Operations, New Schools	0.11	95,000	10,356
Subtotal - Code 15			112,465

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

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

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	WEDIKO Guidance Counselors, Play Rugby Inc, Global Kids, Community Word Project	466,090
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Redesign NYC, Editure, AUSSIE, CUNY Graduate and Research Center,	125,000
Subtotal - Code 40		591,090

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	84,570
Educational Software	0
General and Instructional Supplies	1,500
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	86,070

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	4,961
ARRA FRINGE - CENTRAL	14,259
Subtotal - Code 80	19,220

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)	\$808,846
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

N.Y.C. GRANT #

0	0	0	0	0	0	0
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EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0 0 0 0 0 0 0 0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	112,465
Non-Professional Salaries	16	0
Purchased Services	40	591,090
Supplies and Materials	45	86,070
Travel Expenses	46	0
Employee Benefits	80	19,220
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		808,846

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

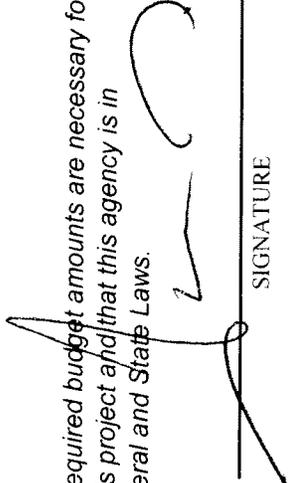
Program Office Approval: _____

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.

C.A. 2013

DATE: _____ SIGNATURE: 

Eduardo Contreras, Chief Operating Officer, Portfolio Planning
NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

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	\$ 112,465
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 591,090
Supplies and Materials	45	\$ 86,070
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 19,220
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 808,846

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 117,348
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 640,590
Supplies and Materials	45	\$ 1,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 20,685
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 779,623

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 103,390
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 349,555
Supplies and Materials	45	\$ 39,449
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 16,498
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 508,891

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 333,203
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 1,581,235
Supplies and Materials	45	\$ 126,519
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 56,403
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 2,097,360

BUDGET NARRATIVE: Jonathan Levin High School (09X414)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Curriculum	Professional Purchased Services (Code 40)	Edture will be used to assist the school with the implementation of appropriate instructional units and standards based Common Core Learning Standards (CCLS) curriculum. Edture will conduct three CCLS design workshops for each of the two years and they will offer 17 days of in-class coaching and/or planning teamwork to assist staff with instructional shifts and task assessment design.	30,000	30,000	1,500	\$61,500	Procured services will not be required since the school will be phasing out.
Instruction	Professional Staff - Hourly or Per Diem Spendts (Code 15)	Hourly Teacher Per session Jonathan Levin High School will conduct a Credit Accumulation afterschool program for students who are not making academic progress. This programs will meet twice a week, thus giving each student the opportunity to accumulate up to 2 credits per term. 4 Teachers X 45 Days/Term X 2 Terms X 1.5 Hours/Day X \$41,98.	22,669	22,669	22,669	\$68,008	Jonathan Levin High School for Media and Communications will phase-out at the end of the third year.
Instruction	Professional Staff - Hourly or Per Diem Spendts (Code 15)	Hourly Supervisor Per Session There will be one supervisor for both Credit Accumulation and Media programs. 1 Supervisor X 90 Days X 1.5 Hours/ Day X \$43.93.	5,931	5,931	5,931	\$17,792	Jonathan Levin High School for Media and Communications will phase-out at the end of the third year.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	These computers will be utilized for the Media Program and Language Development program. We anticipate buying a class set of 30 computers.	84,570	0	16,914	\$101,484	Jonathan Levin High School for Media and Communications will phase-out at the end of the third year. These computers will be inherited by the phasing in school.
Student Support	Professional Purchased Services (Code 40)	MEDIKO Guidance Counselors will be used to supplement student services on achieving college and career readiness. They will provide intensive interventions during the 2014 and 2015 school years to ensure that students are redirected to attend school, accumulate credits and make viable college and/or career plans. They will also help with securing student internships and assist school leadership to establish and monitor individual attendance and academic goals. Mediko counselors will provide bi-weekly advisory sessions on social-emotional concerns, academic issues, school-closure counseling, college planning and career readiness.	225,000	180,000	45,000	\$450,000	Jonathan Levin High School for Media and Communications will phase-out at the end of the third year.
Student Support	Professional Purchased Services (Code 40)	Global Kids Inc. will work with the school Media after school program to develop student interest in issues of advocacy. Students will research topics through trips, internet access and document their work through student made videos and produced television content. Students will work on three issue campaigns per year and produce five products per year to document their efforts.	10,000	15,000	0	\$25,000	Procured services will not be required since the school will be phasing out.
Student Support	Professional Staff - Hourly or Per Diem Spendts (Code 15)	Hourly Teacher Per session Jonathan Levin High School will conduct a Media afterschool program with emphasis on language development. Students will produce media projects associated with their language development stage. 2 Teachers X 45 Days/Term X 2 Terms X 1.5 Hours/Day X \$41,98	11,335	11,335	11,335	\$34,004	Jonathan Levin High School for Media and Communications will phase-out at the end of the third year.
Student Support	Supplies, materials Supplemental books and Software (Code 45)	Instructional office supplies for School-based supplemental guidance counselors.	1,500	1,000	500	\$3,000	Jonathan Levin High School for Media and Communications will phase-out at the end of the third year.

BUDGET NARRATIVE: Jonathan Levin High School (09X414)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Redesign NYC and the CUNY Graduate and Research Center will provide workshops and in-class coaching for staff to develop instructional proficiency, using the sheltered instructional model adapted by our phase-in partner school, New Directions Secondary School . CUNY will specifically conduct four workshops and provide a coach every two weeks for teacher development in the area of language development. Redesign will provide three workshops for teachers and provide 15 coaching days to support staff in the development of consistent classroom practices that validate student language experience and promote an academic language culture within the school/classroom.	45,000	30,000	0	\$75,000	Procured services will not be required since the school will be phasing out.
All	Employee Fringes Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	3,051	3,051	\$3,051	9,153	
		Subtotal Phase-out	439,055	298,985	106,899	844,940	
Curriculum	Professional Purchased Services (Code 40)	Professional Development and implementation support of school's mastery-based curriculum and sheltered instructional model using redesign NYC and Editure/AUSSIE. Redesign NYC will provide three all-staff workshops on the components and use of our sheltered instructional model as well as 25 or more coaching days to be used by school leadership for all teachers. Specific goals are to create effective instructional spaces with minimal student disruption resulting from disconnection, boredom or simple lack of understanding. Editure will be engaged to convene and help refine the school's curriculum design process and to improve the efficacy of the team in developing appropriate Learning Competencies, unit plans and assessment tasks. The consultant will also conduct once weekly classroom coaching on curriculum / assessment use and implementation. Specific goals are: creation and effective use of mastery based curriculum across content domains and grades. Whole staff efficacy at developing curricular units, planning lessons and designing assessments.	\$0,000	70,000	70,000	\$190,000	This work will shift to school-based teams and instructional coaches . The Redesign and Editure coaches will be part of our school team through Year IV until all initial teaching staff is hired. During all four years funds from the school's Tax Levy budget and Title I budget will be used to support this work. SIG funds are used as a subsidy here to start the school with an effective profile of staff support.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Computer Purchase: Five Smartboard purchases (\$4,407/unit) for use in classrooms just inherited from phase-out school. Smartboard use is essential for the school's blended learning portal to be a viable teaching and learning tool in the classroom. In 2015-2016 we will add 9th and 10th grades with many of these students entering as over-aged transfer students from other nearby high schools. Smart board availability is critical for the instructional staff to provide an authentic asynchronous, mastery-based high school teaching and learning experience.	0	0	22,035	\$22,035	Reso-A funds will be secured for future technology enhancements. Tax Levy funds will be used to maintain bulb and connector availability.
School Climate and Discipline	Professional Purchased Services (Code 40)	Wediko Children's Services - Social emotional student and family support partner for whole-school model. A Professional Development provider to school-based staff members for implementation of safe and supportive school structures. Wediko will provide Advocate Counselors on a 1:7.1 basis; develop and deliver the structure and curriculum necessary for daily group advisory sessions; work with school staff to convene daily attendance and behavioral case conferences for students and families; develop and lead professional development sessions (4 per year) and support groups for staff on the implementation and effective use of our school's discipline and student support model.	180,000	225,000	135,000	\$540,000	Other grant funds & Tax Levy funds will be used to sustain the CBO co-directorship with NDSIS in years beyond Year III. SIG funds are used as a subsidy here to start the school with an effective profile of student support.

BUDGET NARRATIVE: Jonathan Levin High School (09X414)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Student Support	Professional Purchased Services (Code 40)	Play Rugby Inc, Global Kids and Community Word Project will provide talent exploration opportunities and/or choice and voice advocacy opportunities in their during-the-school-day interventions and in their after school program/club offerings. At NDSS we take the development of youth talents outside of the academic disciplines very seriously and this component of our SIG program is a key element in re-motivating and re-directing chronically truant and disconnected youth to attending school and valuing an academic education. These three vendors will offer six different talent courses to be taught with DOE staff in Talent 1 and Talent 2 blocks from September through June. They will also collectively service 75% or more of our student population in an after school or Saturday sports, arts or advocacy project over the course of the whole school year.	51,090	90,590	98,055	\$239,735	These activities will be paid for by a Youth Development and programming grant program such as AIDP or Learning To Work funds. As we develop our high school cohort we will be eligible for additional large grants that can sustain the social-emotional support program offered above by Weidko and the Youth Development supports offered by Play Rugby and these other organizations.
Use of Time	Professional Staff - Hourly or Per Diem Sponds (Code 15)	Hourly Teacher per session - for an academic-focused after school program taught by NDSS teachers. This program is to provide academic intervention and language development support to students who desire an after school program and is mandated for students participating in the after school arts and athletic programs within the Play Rugby Inc Sports and Leadership Academy. This program will meet for 90 minutes three days a week from October through May and will interface with the John Levin High School Media Arts after school program. Hourly Per Session for 4.5 hours after school teaching x 4 Teachers for 30 weeks = 540 hours x 50.19 for after school academic coaching, test prep and tutorials to reinforce student learning across all classes to help students achieve learning targets of Common Core Learning Standards from October-May.	25,000	25,000	25,000	\$75,000	We plan on funding the academic component of the Play Rugby SLA from our Tax Levy budget in each successive year. Our budget will grow by 4X's from Year 1 to Year IV.
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.	1,910	1,910	\$1,910	5,730	
		Subtotal Phase-In	308,000	412,500	352,000	1,072,500	
		Subtotal Phase out + Phase In	747,055	711,485	458,899	1,917,440	
District-level expenses for Phase out and 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): 0.24, 0.27, 0.27.	27,902	30,367	22,017	80,286	
District-level expenses for Phase out and Phase in Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1, Y2, Y3): 0.08, 0.09, 0.09.	9,273	10,092	7,317	26,683	
District-level expenses for Phase out and Phase in Director of Policy and Operations, New Schools	Professional Staff (Code 15)	The Director acts as a liaison between the DOE's Networks, Offices of Superintendents, Enrollment, Portfolio and Space Planning. Provides guidance and support to turnaround school leaders regarding enrollment and operational issues around school opening. Director also works to develop New School Development policy regarding funding, community engagement and enrollment, as it pertains to students moving from phase-outs to phase-ins. FTE (Y1, Y2, Y3): 0.11, 0.13, 0.13.	10,356	11,955	9,121	31,431	
Fringes central positions (Phase out and Phase in)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	14,259	15,724	11,537	41,520	

BUDGET NARRATIVE: Jonathan Levin High School (09X414)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
		Subtotal Central Positions	61,790	68,137	49,992	179,920	
		TOTAL SIG	808,846	779,623	508,891	2,097,360	
		Non-Core Instruction Tax Levy	728,966	621,451	637,895	1,988,312	
		Title I for Priority and Focus Schools	70,034	34,302	17,151	121,488	
		Other Title I allocations	344,981	233,707	196,957	775,646	
		Title III	20,000	30,000	40,000	90,000	
		TOTAL	1,972,827	1,699,083	1,400,895	5,072,804	