

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

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Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
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Legal School Name for the Priority School Identified in this Application		School Beds Code	
MS 142 John Philip Sousa		321100010142	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
6 - 8 (7 - 8 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
429		3750 BAYCHESTER AVENUE, BRONX NY 10466	
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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CONTRACT ADMINISTRATION
ORIGINAL NB

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>

Louisa Palmer, newly identified as the interim acting principal for MS 142 John Philip Sousa, is a highly regarded instructional leader, recently serving as an Achievement Coach with CFN 407 a wide range of initiatives including the Network Common Core Ambassadors series, Assistant Principal Leadership Development series and the Citywide Teacher Effectiveness Intensive. She has served New York City schools for twenty-one years, as a secondary level teacher, staff developer with UFT Teacher Center, Literacy Coach, instructional team leader and administrative advisor.

Jean Gallarello, principal of Bronx Alliance Middle School, has extensive instructional and leadership experience at the middle school level. She taught for ten years, spent five years as a Literacy Coach and two years as Assistant Principal. She is a graduate of the NYC DOE LEAP program and will complete 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.

MS 142 John Philip Sousa will partner with The Center for Educational Innovation – Public Education Association (CEI-PEA) and Datacation. Major partners that will be providing services critical to the implementation of Bronx Alliance Middle School’s plan include Creative School Services, Ramapo for Children, and Studio in the Schools.

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 MS 142 John Philip Sousa, students with disabilities comprise 22% of the school's population, 3% points higher than the citywide middle school average. English Language Learners comprise 5% of the school's population, 7% points lower than the citywide middle school average. Only 17% of the students at the school are proficient in English Language Arts, putting the school in the bottom 13% citywide. Only 28% of the students at the school are proficient in Mathematics, putting the school in the bottom 15% citywide. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.73, which is 0.20 lower than the citywide middle school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

The NYCDOE has changed the composition of seats for students in the high school admissions process by de-screening seats in programs that maintain unfilled seats. Typically, schools that have screened programs are allowed to rank students who meet that program's admissions

criteria, and only those students who are ranked may be matched to that school. However, this has historically led to situations in which students, who may be just slightly under the admissions criteria, are denied access to a desirable seat, while some school seats remain unfilled.

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

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**

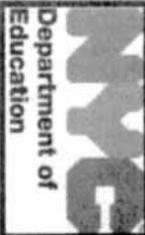
[Click here to download a copy of the School Allocation Memorandum.](#)

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>Leader: Marina Cofield Contact: mcofield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6</p>	<p>JH//MS: 22 Secondary: 3 High School: 5</p>
<p>Network: N102</p> <p>Leader: Alison Sheehan Contact: ashuehan3@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 16 Bronx: 1</p>	<p>Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8</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 		

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	Contact	Schools	Vision Statement
<p>Network: N103 Network for Sustainable Excellence</p> <p>Brand:</p> <p>Leader: Yuet M. Chu Contact: ychu@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p>	<p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p>	<p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCS and regional offices.</p> <p>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, interventions and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p> <p>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.</p> <p>The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. Contact: tcollins@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p>	<p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p>	
<p>Network: N105 The Urban Assembly</p> <p>Brand:</p> <p>Leader: Jonathan Green Contact: jgreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p>	<p>JH//MS: 5 Secondary: 5 High School: 11</p>	

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N106 Network For Collaborative Innovation</p> <p>Leader: Cyndi Kerr ckerr@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p> <p>Secondary: 2 High School: 24</p>	<p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more. <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several IZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p> <p>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 A Network of Dynamic Learning Communities</p> <p>Leader: Nancy Scala nscala@schools.nyc.gov</p> <p>Contact:</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>

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

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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</p> <p>Queens: 4</p> <p>Elem: 11</p> <p>JH//MS: 8</p> <p>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>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>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>
<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</p> <p>Manhattan: 7</p> <p>Queens: 1</p> <p>JH//MS: 9</p> <p>K-12: 1</p> <p>Secondary: 7</p> <p>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>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>
<p>Network: N201</p> <p>Leader: Joseph Zaza</p> <p>Contact: jzaza@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 7</p> <p>Queens: 19</p> <p>Staten Island: 1</p> <p>Bronx: 2</p> <p>K-12: 1</p> <p>Secondary: 1</p> <p>High School: 30</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>Mission/Philosophy: CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments.</p> <p>Organizational Structure: We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs.</p> <p>Special Expertise: We provide expert support to high schools.</p>

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Network	Contact	Geography	Grades	Vision Statement
Network: N202 Leader: Nancy Di Maggio Contact: ndimaggio@schools.nyc.gov	Brooklyn: 1 Manhattan: 1 Queens: 25 Bronx: 2	Elem: 15 K-8: 2 High School: 13	<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>	
Network: N203 Leader: Dan Feigelson Contact: Dfeigel@schools.nyc.gov	Manhattan: 25 Bronx: 4	ECE: 2 Elem: 21 JH//MS: 1 K-8: 5	<p>Mission/Philosophy: CFN 203 serves a diverse network of elementary and K-8 schools that believes in the power of inquiry based workshop teaching wedded to strong youth development. Our guiding philosophy is that all kinds of students from all kinds of schools deserve equal opportunities for meaningful academic and socio-emotional learning. We pride ourselves on the individual relationships we establish with our schools, and offer high quality, long term professional development as well as being responsive to day-to-day concerns and crises.</p> <p>Organizational Structure: Each of our schools has a network point person who works closely with schools on instructional, operational, and any unique needs, alerting appropriate people and following through until the task is completed. Our instructional and youth development specialists coordinate their work closely and often visit schools together to devise 360-degree support. Operational staff provide targeted business and administrative support, making regular school visits to assist principals and school staff with a variety of work streams.</p> <p>Special Expertise: We pride ourselves on our ability to help schools make instructional decisions based on both qualitative and quantitative data. Network staff members include an instructional technology specialist, a former district math director, and a former member of the Teachers College Reading and Writing Project.</p>	

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Network 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/I/MS: 5 K-8: 3</p>
<p>Network: N205</p> <p>Brand: LEARN 205 (Learning Enrichment and Responsive Network)</p> <p>Leader: Joanne Joyner-Wells/Mary Jo Pisacano jjoyner@schools.nyc.gov mpisaca@schools.nyc.gov</p>	<p>Queens: 28</p>	<p>Elem: 19 JH/I/MS: 1 K-8: 8</p>
<p>Mission/Philosophy: CFN 204 strongly believes that knowledge sharing fuels relationships and our learning community thrives based on this belief. The network provides expert cross-functional instruction and operations support to schools with students in grades Pre-K through 8. Our blueprint to promote student achievement and ensure that students are college and career ready is to focus on strong leadership, skilled teaching and reflection within a standards-based system.</p> <p>Organizational Structure: CFN 204 principals depend on the network's ability to clearly communicate with members of each school community by providing access to information and materials that meet their individual needs. A CFN "Point Person" from the team is assigned to each school as a thought partner to help inform all instructional and operational decisions.</p> <p>Special Expertise: In addition to our experienced operations and instructional staff, we also have a designated Instructional Data Specialist and 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>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 Foundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCLS lab sites for ELLs.</p>		

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	Contact	Location	Schools	Vision Statement
<p>Network: N205</p> <p>Leader: Ada Cordova acordova@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p>Elem: 11 K-8: 1 Secondary: 1 High School: 6</p>	<p>Mission/Philosophy: CFN 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 communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR 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>
<p>Network: N207</p> <p>Leader: Danielle Giunta dgiunta4@schools.nyc.gov</p> <p>Contact:</p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH//MS: 1 K-8: 2</p>		

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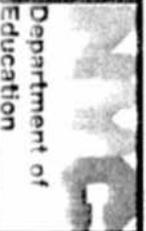
Network Information	Current schools per borough/level	Vision Statement
<p>Network: N208</p> <p>Leader: Daniel Purus dpurus@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 3 Queens: 16</p>	<p>Elem: 3 JH//MS: 15 K-8: 1</p>
<p>Network: N209</p> <p>Leader: Marlene D. Wilks Mwilks@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3</p>	<p>ECE: 1 Elem: 20 JH//MS: 1</p>
<p>Mission/Philosophy: 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>		

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Network	Group	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-visitation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/VD, 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: jmcKeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p>	<p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>

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



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Network/Brand	Contact	Geography	Level	Mission 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> <p>Mission/Philosophy: CFN 404 is a network of 30 small high schools that values teaching and learning, professional development, instructional leadership and youth development. Students are at the core of everything we do. Advisory and personalization are key components of schools in our network. Our goals include: improving teacher effectiveness using Danielson's Framework, looking at student work to improve teacher practice, developing performance tasks aligned to CCLS, supporting implementation of the special education continuum, and accountability.</p> <p>Organizational Structure: Our network has 3 teams: Student Services, Operations, and Instruction. We work cross-functionally to provide optimal support. We pair and share around areas of success and areas of learning.</p> <p>Special Expertise: We provide our schools tailored support in the areas of Special Education, Galaxy, and School Quality Review.</p> <p>Mission/Philosophy: We are a diverse network of high schools and middle schools that recognizes and responds to the needs of all constituencies within our school communities. Over the past seven years, our team has developed a culture that respects individuality while enabling schools and leaders to work collaboratively through the sharing of best practices, intervisitations, and professional learning communities in support of citywide initiatives.</p> <p>Organizational Structure: CFN 405 is a team of highly-qualified professionals with a proven track record of student achievement. Our instructional team members have previous experience as teachers, assistant principals, and principals and understand the needs of our schools. The very experienced and strong operational team members ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support the needs of the schools.</p> <p>Special Expertise: We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCLS/TE institutes.</p>	
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: We are a diverse network of high schools and middle schools that recognizes and responds to the needs of all constituencies within our school communities. Over the past seven years, our team has developed a culture that respects individuality while enabling schools and leaders to work collaboratively through the sharing of best practices, intervisitations, and professional learning communities in support of citywide initiatives.</p> <p>Organizational Structure: CFN 405 is a team of highly-qualified professionals with a proven track record of student achievement. Our instructional team members have previous experience as teachers, assistant principals, and principals and understand the needs of our schools. The very experienced and strong operational team members ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support the needs of the schools.</p> <p>Special Expertise: We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCLS/TE institutes.</p>	
Network: N405 Leader: William Bonner Contact: W.Bonner@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, intervisitations, and professional learning communities in support of citywide initiatives.</p> <p>Organizational Structure: CFN 405 is a team of highly-qualified professionals with a proven track record of student achievement. Our instructional team members have previous experience as teachers, assistant principals, and principals and understand the needs of our schools. The very experienced and strong operational team members ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support the needs of the schools.</p> <p>Special Expertise: We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCLS/TE institutes.</p>	

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N406</p> <p>Leader: Sandra Litrico slitric@schooils.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7</p> <p>ECE: 3 Elem: 21 JH//MS: 4 K-8: 5</p>	<p>Mission/Philosophy: CFN 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@schooils.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</p> <p>Elem: 13 JH//MS: 4</p>	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>
<p>Network: N408</p> <p>Leader: Lucius Young lyoung22@schooils.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1</p> <p>ECE: 1 Elem: 13 JH//MS: 1 K-8: 7 High School: 1</p>	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>

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	City School	Mission Statement
<p>Network: N409</p> <p>Leader: Neal Opromalla</p> <p>Contact: neal@n409schools.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>Network: N410</p> <p>Brand: The ROCKS</p> <p>Leader: Añagracia Santana</p> <p>Contact: Asantanz2@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>

Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.

Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.

Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.

Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.

Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.

Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.

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

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

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

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	Current Schools and Districts	Elementary Schools	Mission Statement
<p>Network: NS51 Brand: Fordham University</p> <p>Leader: Dr. Anita Batisti/Merge Struck Contact: abatisti@fordham.edu struck@fordham.edu</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16</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: NS61 Brand: New Visions 561</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: NS62 Brand: New Visions 562</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: NS63 Brand: New Visions 563</p> <p>Leader: Alexis Penzell Contact: apenzell@newvisions.org</p>	<p>Brooklyn: 20 Queens: 1 Staten Island: 2</p>	<p>Elem: 1 JH//MS: 1 Secondary: 1 High School: 20</p>	<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>

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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 CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>
<p>Network: N603</p> <p>Leader: Lawrence Pendergast LPender@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH//MS: 3 Secondary: 5 High School: 16</p>	<p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>

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Network	Leader	Contact	City	Elem.	Vision Statement
<p>Network: N604</p> <p>Leader: Richard J. Gallo</p> <p>Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Staten Island: 23</p>	<p>Elem: 19</p> <p>JH//MS: 5</p> <p>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: N605</p> <p>Leader: Wendy Karp</p> <p>Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 25</p>	<p>ECE: 1</p> <p>Elem: 15</p> <p>JH//MS: 3</p> <p>K-8: 6</p> <p>High School: 1</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@schoools.nyc.gov</p>		<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 1</p> <p>Mission/Philosophy: CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen understandings, improve effective practices, and promote the success of each student and school.</p> <p>Organizational Structure: The CFN 606 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing-in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations. <p>Mission/Philosophy: We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs, and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>Special Expertise: Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.</p>
<p>Network: N607</p> <p>Leader: Elmer Myers Contact: emyers@schoools.nyc.gov</p>		<p>Manhattan: 4 Queens: 1 Bronx: 24</p>	<p>ECE: 1 Elem: 22 JH//MS: 4 K-8: 2</p>

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District	School	School Type	Vision Statement
	<p>Network: NS09</p> <p>Leader: Rudolph Rupnarain Contact: rrupnar@schools.nyc.gov</p>	<p>Bronx: 27</p> <p>ECE: 1 Elem: 2 JH/I/MS: 22 K-8: 2</p>	<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CIE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach 3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
	<p>Network: NS09</p> <p>Leader: Debra VanNostrand Contact: dvanno@schools.nyc.gov</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p> <p>Elem: 13 JH/I/MS: 8</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
	<p>Network: NS10 Brand: Transition Support Network</p> <p>Leader: Steven Chernigoff Contact: scherni@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p> <p>Elem: 8 JH/I/MS: 7 Secondary: 2 High School: 21</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N611</p> <p>Leader: Roberto Hernandez Contact: Rhermandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 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 Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 32 K-8: 1</p> <p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

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

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

Sample Network Structure

Network Leadership

Network Leader

Deputy Network Leader

Instruction

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

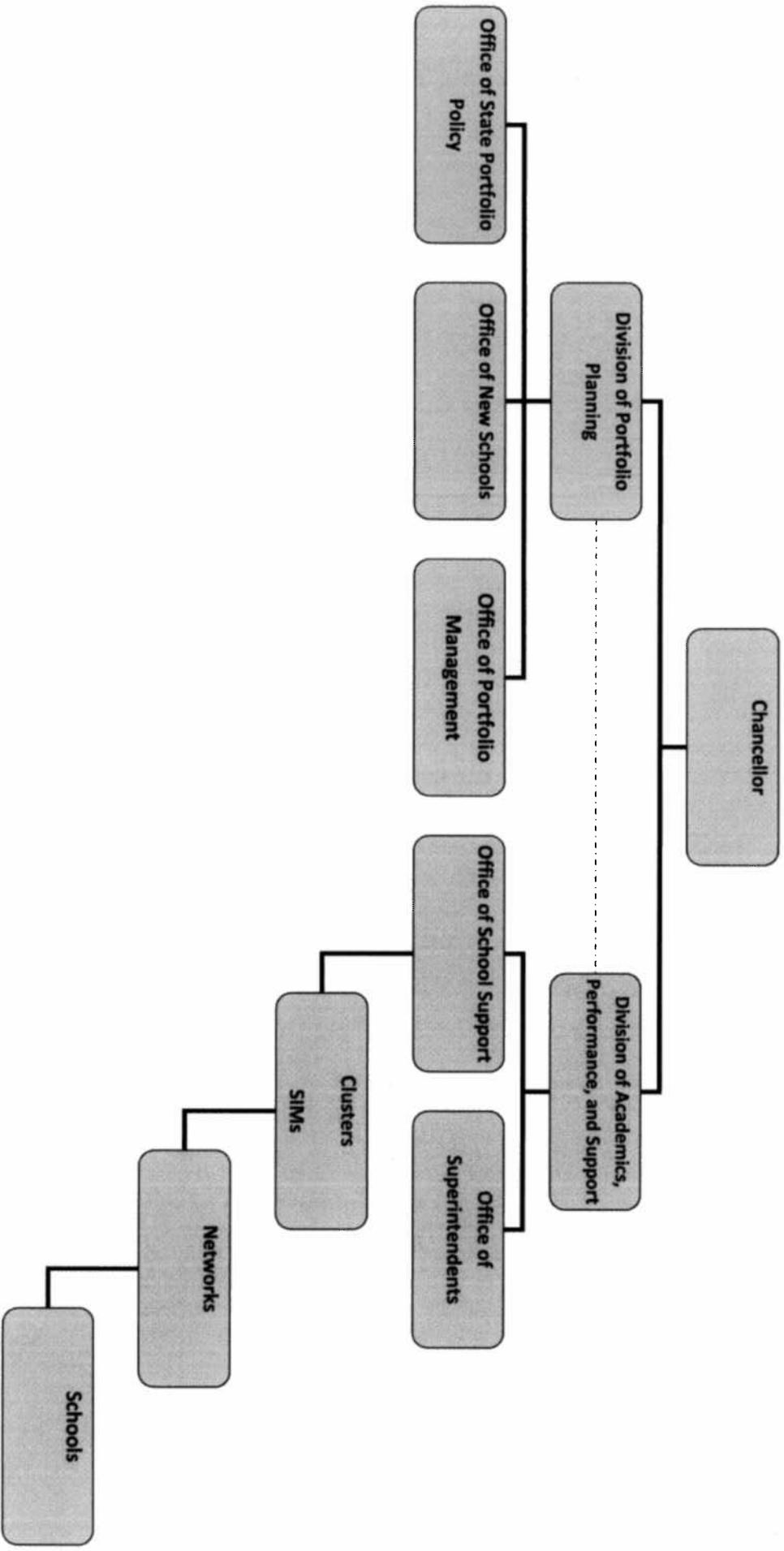


Department of Education

Demetri M. Mancini, Chancellor

Note: not all networks are configured the same way.

NYCDOE Management Structure for Turnaround Efforts



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	Fall, For each school annually	<p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support; Office of Performance</p>
Principal Performance Review	<p>Goals and Objectives: A minimum of four and a maximum of five goals and objectives are due October 15, 2012. The school leader has an opportunity to revise the goals and objectives through November 30, 2012. The superintendent will provide initial feedback by November 15.</p> <p>Mid-Year Summary: On January 31, 2013, the school leader's mid-year summary is due to his/her superintendent.</p> <p>End-of-Year Summary: On June 28, 2013, the school leader's final summary is due to his/her superintendent.</p> <p>Final Rating: The annual PPR will be completed immediately after issuance of the previous year's Progress Report results.</p> <p>We are currently in arbitration regarding our annual performance process for school leaders.</p>	<p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support; Office of Superintendents</p>

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

Section D

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

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

A. School Overview

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 11X142, JHS 142 John Philip Sousa, which is phasing out, and the new school, 11X355, Bronx Alliance Middle School, which is phasing in to replace the Priority School under the Turnaround model.

11X142 142 John Philip Sousa MS: 11X142 will be dedicated to equipping students with the skills academic as well as non-cognitive skills necessary to grow and prosper in high school, college, and in successful careers. By providing a rigorous and differentiated curriculum and enriching that curriculum with community-based experiences, students will be empowered to set their own goals and take control of their own learning. A nurturing environment – and a commitment of shared responsibility from individuals in all aspects of a student’s life (e.g., home, school, and community) – will help prepare 11x142 students to be accountable and responsible citizens in their community.

As the school begins to phase down, 11x142 will empower students through a focus on academic excellence as well as the socio-emotional development of its student body. The school structure will support a diverse student population through a variety of instructional methodologies and through the efforts of a staff committed to planning and delivering a rigorous, differentiated, and interdisciplinary curriculum. Finally, engagement with the community will be a top priority as 11x142 will strive for a positive and cooperative working relationship between staff of the school, parents, guardians, and community partners.

Goal 1: Through a clear and focused vision, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by improved results on local and state assessments.

Goal 2: The school will use the following assessment tools to measure progress and plan next goals: principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal’s Performance Review, the Learning Environment Survey, and feedback from the network.

Goal 3: All classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new Common Core Aligned units of study, classroom lessons, activities, and assessments, including formative and end-of-unit performance tasks and progress monitoring tools.

Bronx Alliance Middle School: Bronx Alliance Middle School is a learning community dedicated to educating and understanding the whole middle school child intellectually, socially and emotionally in an environment that is nurturing yet academically rigorous. We believe it is important to know who we are teaching, and to that end building relationships with students through an Advisory/Mentor program as well as positive daily classroom interactions is a top priority. The school is focused on understanding the unique learning needs and challenges faced by middle school learners and is are committed to providing the academic and emotional

support, guidance and instruction necessary to prepare all students for high school, college, careers and beyond.

As the school phases in, there will be a focus on the following three goals:

Goal 1: Support implementation of a CCLS aligned curriculum and data driven instruction to ensure all students will meet or exceed grade level proficiency in ELA and Math.

Goal 2: Support teacher growth through the use of regular observation using a research-based framework in addition to weekly coaching observations and debrief meetings, providing specific feedback support and actionable next steps.

Goal 3: Support student Youth Development through an intense focus on student accountability, academic development and social/emotional supports.

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

11X142 John Philip Sousa MS:

In order to achieve its vision, mission and goals, 11X142 will implement a number of strategies, including:

- A variety of structural and programmatic changes designed to improve student learning from the levels currently seen at M.S. 142. The school will prioritize a clear set of goals that are aligned to key Common Core learning standards, expand curriculum to include more rigorous and meaningful academic tasks in all content areas, and increase the use of data and differentiated instruction to identify patterns and improve overall academic performance.
- A detailed and differentiated professional development plan to transform the school into a professional learning community using Charlotte Danielson's framework for Teaching. Instructional expectations will be taught, modeled, and monitored so expectations and best practices are clear and evident to all. Professional development will address core content, teacher effectiveness, best practices in pedagogy and progress monitoring and social emotional/behavioral initiatives that meet the needs of all students.
- 11x142 will transform the school's teacher into a comprehensive support center by adding staff, professional literature, and resources to support the implementation, monitoring and evaluation of a standards-based curriculum. The teacher center will function in connection with the Library Media Center for the collaborative benefit of teachers and students.

Bronx Alliance Middle School: Bronx Alliance will utilize a Mastery Learning approach to instruction to achieve its first goal of supporting implementation of a CCLS-aligned curriculum and using data driven instruction to ensure that all students meet or exceed grade level proficiency in ELA and Math. Mastery Learning utilizes a cycle of pre-assessments that provide specific feedback to students. The results inform decisions around corrective activities to target individual learning challenges. For students whose pre-assessment results suggest deficiencies, mastery learning teachers take time to directly teach and re-teach the concepts and skills necessary to ensure conditions for success are in place before instruction begins. Teachers

organize concepts and materials into smaller learning units to ensure that students master the concepts of each unit before proceeding to more advanced learning tasks.

Along with specific feedback to students, teachers will provide a variety of instructional modalities and materials to address necessary corrective areas of focus; through this methodology, students will only work on materials to be mastered. A pre-unit task will serve as a formative assessment to determine the success of the corrective activities, determine concepts students need to learn before they can move on, and inform the teacher's instructional plan. Throughout the unit, students receive regular feedback on their learning progress and this feedback is paired with corrective activities. The post-unit task will continue to assess the effectiveness of corrective instructional activities, and will allow for an additional time period for re-teaching using alternative methods of instruction. For students who have reached mastery, enrichment activities will be designed to expand on students' learning in ways that differ from the methods used during the school day. Enrichment will enhance student learning by bringing new concepts to light or by using old concepts in new ways.

Teachers and teacher teams will utilize state assessment data, baseline assessment data and formative assessment data in order to inform and adapt instructional strategies and corrective learning activities. Weekly teacher team meetings and monthly data mini-retreats will also serve as opportunities for the whole school staff to consistently evaluate the effectiveness of the instructional model through tracking student progress.

The second goal, of supporting teacher growth, will be accomplished by conducting weekly coaching observations of all pedagogical staff. Debrief sessions will take place within a day of the observation and will include a targeted focus on one or two actionable next steps that the teacher can implement during the next week. Using this observation approach provides teachers with consistent feedback over 30 times per year.

Goal three, focused on youth development, student accountability, academic development and social/emotional support, will be accomplished through an Advisory/Mentor program, which will provide opportunities for students to rehearse problem-solving and conflict management strategies in a safe environment. The Guidance program will provide individual and small group counseling as well as classroom instruction and will provide a weekly Assembly Program focused on both positive behavioral supports as well as college and career readiness. Guest speakers will expose students to a variety of college and career readiness pathways, and students will participate in college campus tours. After-school enrichment clubs will be available through the school partnership with a Beacon Program.

All three goals will also be supported by key partnerships with Creative School Services and Ramapo for Children.

Creative School Services will provide teacher support and professional development in Literacy and Mathematics. Literacy and Math consultants will provide weekly coaching and PD to establish effective instructional practices. In addition, Creative School Services will conduct five Saturday Instructional Retreats for all teachers. This partnership will also help build the leadership capacity of teachers, Literacy and Math coaches and lead teachers hired throughout this three year process.

Ramapo for Children will also provide weekly Professional Development to help establish effective teacher practices that best support and reflect our core values, as well as provide a vehicle for student social and emotional support.

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

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

See Attachment B for each school.

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

Demographic Factors	Percentage
Eligible for Free Lunch	77%
Reduced-Price Lunch	12%
Limited English Proficient	5%
Students with Disabilities	21%
<i>Racial/Ethnic Origin</i>	
American Indian or Alaska Native	1%
Black or African American	71%
Hispanic or Latino	26%
Asian or Native Hawaiian/Other Pacific Islander	1%
White	0%

Student groups did not make AYP in ELA and mathematics in all subgroups; student groups made AYP in science.

Low student performance at M.S. 142 has been a persistent trend. In 2010-2011, a majority of M.S. 142 students remained below grade level in English and Math. In 2010-2011, only 17% of students were performing on grade level in English – putting the school in the bottom 23% of City middle schools in terms of English proficiency. Only 25% of students were performing on grade level in Math – putting the school in the bottom 11% of City middle schools in terms of Math proficiency.

Bronx Alliance Middle School will serve a similar population as that served by 11X142, as the enrollment policy will give priority to students zoned to the school building.

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

The Joint Intervention Team (JIT) conducted a review in June 2010 via interviews, classroom observations, and review of key school documents. The review team examined binders containing curriculum material, professional development (PD) activities, assessment data, formal observation letters, special education reports, and samples of students’ work. Agendas, minutes, and attendance logs of team and parent meetings were also reviewed.

The team conducted 41 classroom observations and interviewed 17 teachers, along with five administrators, ten pupil support staff, eight specialists, the Parent Coordinator, five parents, the on-site pediatrician, and 14 students. The extended day program, (Beacon), the Arirang (Korean Cultural Enrichment Program), and the Science Fair were observed. Three school teams were interviewed, including seven members of the PD Team, eight members of the School Leadership Team (SLT), and three members of the Academic Intervention Team.

iv. Results from systematic school review

Regarding curriculum, the review team found minimal evidence of a support system for the implementation, monitoring, and evaluation of a standards-based curriculum. It was recommended that the school develop a system for the implementation of the New York State Learning Standards with appropriate materials and resources including guides, scope and sequence documents and pacing calendars. The team also noted the need for improved monitoring and evaluation of instructional goals and objectives for alignment with the standards and assessments.

The review found that there was limited use of data to inform instruction. Grouping students, selecting re-teaching strategies, and using more challenging materials did not occur. Reviewers pointed out a lack of academic rigor, a high degree of teacher talk, low level questioning, poor classroom management, and little use of research-based strategies. It was advised that the school identify best practices for lesson development and delivery and select and use one model of instruction for continuity across the grades.

There was no consistent plan to inform classroom practice, and the lack of opportunities for ongoing teacher assessment, differentiated support, continuous feedback, monitoring of performance, and evaluation of outcomes. Additionally, participation in PD activities was optional. The team recommended extensive support and development of teachers, including individualized PD and teacher goal-setting. The recommended PD foci: differentiation of instruction, classroom management, culturally responsive teaching, and lesson design and delivery.

Academic and pupil support services were not being provided to the identified subgroups in an organized or effective manner. For example, supervisory personnel were not aware of the policies and practices that impact the students with disabilities subgroup. There was also a lack of oversight of personnel assigned to supervise the subgroups.

The team recommended establishing a system of accountability to ensure seamless delivery of academic and support services for students with disabilities. Identify, train, and assign a specific staff member with knowledge of standard operating procedures to guide the teachers providing services.

With regards to student support infrastructure, it was noted that computers and other technology were not consistently available to students, and that some classes did not have sufficient books. It was recommended that the school improve access to technology, books and other learning materials.

Safety was also an area of concern, as consequences for infractions were enforced inconsistently. The recommendation was to review behavior policies, establish a process to examine expectations and beliefs about behavior problems, and monitor the implementation of a revised policy. Adoption of a school-wide behavior management program such as Positive Behavioral Interventions and Supports (PBIS) was suggested.

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.

11X142 John Philip Sousa MS: As the school begins to phase down, the school will focus on developing an improved instructional environment that incorporates the best elements of 11X142 with new elements. Through ongoing professional development, faculty will be better positioned to accelerate student learning. The school will take the following steps:

- Establishment of a 90 minute literacy block incorporating CCLS units of study with multiple points of entry will allow for flexible scheduling of individual students as well as literacy intervention time built into the weekly schedule
- Establishment of a 90 minute math block
- Development and strengthening of data team to develop quantitative and qualitative data tracking tools
- RTI team both to analyze state and local data, group students and implement local benchmark assessment protocols to ensure appropriate flexible grouping and interventions
- Strengthening teacher teams through the use of protocols and progress monitoring tools

Bronx Alliance Middle School: Bronx Alliance will prioritize hiring highly qualified staff to implement the mission and vision of the school. The curriculum will be fully CCLS-aligned and will be supported by a partnership with Creative School Services. Extended ELA and Math periods will allow students more time on task and add hours of additional instruction. Professional development and consistent feedback through weekly coaching observations will provide teachers with the support necessary to continuously hone their instructional practices. Student social and emotional support will be embedded in the school's Advisory/Mentor program, Guidance program and a partnership with Ramapo for Children. Family and community engagement will be realized through consistent communication, transparency regarding student progress through use of the online program Engrade, parent workshops, open school nights, celebrations of student progress and student performances.

During summer Professional Development, teachers will be invited to engage in ten days of workshops that will focus on the culture, core values and essential intellectual skills embraced by Bronx Alliance. Workshops will include actively rehearsing behavior management strategies, and will provide the opportunity to identify and practice the common teacher practices of the school. Time will also be dedicated to establishing curriculum and assessments. This work will continue during weekly PD sessions and weekly coaching observations and debrief meetings (as previously described); providing regular and specific teacher feedback is a key leadership priority.

There is a 90 minute block for teacher team collaboration built into the weekly teacher program and teachers will be offered an additional hour of per session so that teams can meet for a 2.5 hour block each week to collaboratively plan, refine and reflect on curriculum, analyze student work, and conduct ongoing PD, pending a School-Based Option (SBO) vote.

Student social and emotional support will be provided through two Advisory periods that are built into the weekly program. All staff will conduct Advisory, allowing for a low student-to-teacher ratio. Staff members will be mentors to their Advisory students and will develop relationships with student families through weekly contact with parents/guardians on the progress of each student. The SIG grant will also fund a Guidance Counselor who will be available for individual student support, as well as teaching periods and assemblies with students focused on social and emotional well-being as well as college and career readiness and exposure. Our partnership with Ramapo for Children will also be instrumental in spearheading team building exercises and overall behavior management strategies.

Family and community engagement will be fostered by regular school to home communications through newsletter (backpacked home and online), email blasts, phone blasts and providing transparent student progress monitoring via Engrade. Families and the community will be invited to open school events, performances and celebrations, and through development of community service opportunities for students.

C. School Model and Rationale

i. Model rationale and key school design elements.

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out 11X142 John Philip Sousa MS 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 2015. At the same time, as the change agent for the school site, Bronx Alliance Middle School will phase-in one grade at a time, prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty.

11X142 John Philip Sousa MS: As the school begins to phase down, 11X142 will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments. Elmore's (2000) five principles of distributive leadership will be the research-based model used to guide our leadership work. Elmore believes that distributive leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled, by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research-based instructional activities that will be used to support our goal have been selected based on the premise that successful school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

- Principal goal-setting and a data-based plan of action using all forms of data including MS 142 teacher-developed assessments, school wide assessments, ARIS, Acuity and benchmarks that align with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students through the use of Datacation.
- Cabinet level and full staff data analysis using NYSED School Report Card, NYS Assessment data, local school-wide data including benchmarks, classroom assessments through Datacation.
- Identification and development of staff for teacher/shared leadership roles (ongoing).
- PLC model implementation used to analyze and identify problems, devise solutions and develop improvements in practice.
- Collaboration between school leaders, teachers and students to develop student goals using student reflection and teacher feedback data, teacher effectiveness goal tracking, and curriculum including use of PD 360, and Datacation Skedula.
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range of activities that appeal to all learners.

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), UFT teacher center coach, data specialist, guidance staff, and paraprofessionals. External support staff includes the Network specialists and CFN support team. Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. The following assessments will assist in ongoing monitoring of our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, inventory review.

The school will use the following assessment tools to measure progress and plan next steps: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self-evaluation conducted by school leadership.

All classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps

highlighting CCLS-aligned units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research-based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study, monthly syllabi and a targeted pacing calendar
- A systemic approach to refining units of study collaboratively with content area teachers and grade level teachers
- Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data via Datacation, the identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher-order questioning, and reinforcing effort and providing recognition. Experiential learning principles will be the foundation of classroom instruction. The school will also use Response to Intervention (RTI) (Swanson & Deshler, 2003), a research-based approach to providing instruction and targeted intervention to improve student outcomes.

The strategies and activities outlined above allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via cycles of collaborative observation and feedback.

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers.

Bronx Alliance Middle School: As the Turnaround for the school site, Bronx Alliance Middle School will address the needs of this consistently underperforming school by focusing on specific core areas. The most urgent challenge is to raise student ELA and Math proficiency. SIG will provide the funds that will enable the school to procure a variety of materials, technology, partnerships, staffing and programs that will supplement and extend classroom instruction.

Bronx Alliance will use a Mastery Learning approach, which requires careful planning and organization in order to individualize student learning. The instructional preparation necessary to implement Mastery Learning is significant and challenging, and re-teaching will require additional classroom time on task. The aforementioned programming of 12 ELA and 12 Math periods per week will provide the instructional time required for this approach and beyond. ELA and Math teachers will each work with two classes, which is less than the typical middle school ratio of teachers to students, which reduces the required prep time. The plan is to further split one Humanities class of students who are having the greatest challenges with Literacy. An additional English teacher, who is certified in Literacy and who will be the school Literacy Coach, will teach half of the class in a separate location, thus lowering even further the student to teacher ratio (to approximately 1:14, depending on the class size.) The impact on students will be that teachers will have the time to closely evaluate the learning needs and strengths of their students and will be able to provide both the corrective and enriching instructional elements that are at the core of Mastery Learning. Students will have more time on task as well as the additional time and support required for them to master prerequisite concepts before undertaking more challenging concepts and tasks. The SIG will allow provide per session funds for common planning time of up to two hours per week. This time will be devoted to identifying the best practices, strategies and resources to utilize in their lessons in order to address individual student learning needs. Pending an SBO vote, this time will be in addition to the weekly 2.5 hour Teacher Team Meeting.

The school will provide ELA, Math and Student Support (Creative School Services and Ramapo for Children) services that will solidify practices over the next three years and build internal staff capacity that will continue to support the instructional model and school culture beyond the grant period. Forming partnerships in the areas of literacy, numeracy and effective behavior management will provide all stakeholders with the consistent coaching, feedback, strategies and professional development required to increase student ELA and Math proficiency in a thorough and expeditious manner. Time is of the essence here; our students have three years to prepare for high school, which will then prepare them for college. The school will utilize SIG funds for materials and technology resources such as laptops, desktops and iPads, which will supplement direct instruction. It will also obtain differentiated resources to support individualized learning, such as rich and varied leveled libraries and computer-based supplemental reading and math programs. Bronx Alliance has high expectations for all students and will provide rigorous, individualized learning with additional time and support for literacy and numeracy practice to help them meet those expectations. The school's CCLS aligned curriculum, task specific rubrics

and specific feedback will push student thinking and performance in a manner in a variety of ways. Continuous student progress monitoring coupled with using data to drive instruction provides a very different approach than that utilized by the previous school as per the findings of the last two Quality Review Reports.

ii. Process for model selection and stakeholder engagement.

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

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

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

11X142 John Philip Sousa MS: The principal who will preside over 11X142 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.

Bronx Alliance Middle 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.

11X142 John Philip Sousa MS: Louisa Palmer will oversee the school as it phases down. Ms. Palmer recently served as an Achievement Coach with CFN 407, managing support for network middle schools and teacher development initiatives. In this capacity she also served as Supervisor in Charge of 14K330 and is a highly regarded instructional leader. Ms. Palmer has collaborated on a wide range of initiatives including the Network Common Core Ambassadors series, Assistant Principal Leadership Development series and the Citywide Teacher Effectiveness Intensive. She has served New York City schools for twenty-one years, as a secondary level teacher, staff developer with UFT Teacher Center, Literacy Coach, instructional team leader and administrative advisor. Her past accomplishments include the creation of The Thorough, Thoughtful Notebook® student note-taking system, Youth-to-Youth Mentoring for Success for at risk students, the ELA summer intensive credit recovery program as well as, senior Regents portfolio program. Ms. Palmer is passionate about teaching and learning and dedicated to the progress of the City's most challenging communities. Louisa Palmer is well respected for her knowledge and expertise in adolescent youth development, adult learning and instructional programming. The principal is committed to ensuring that students continue to have access to a full academic experience along with student support services.

Bronx Alliance Middle School: The new principal who will lead the new school replacing the Priority School is Jean Gallarello. Ms. Gallarello has extensive instructional and leadership experience at the middle school level. She taught for ten years, spent five years as a Literacy Coach and two years as Assistant Principal. She is a graduate of the NYCDOE LEAP program, a rigorous and intense 12-month training and apprenticeship program that prepares aspiring school leaders not only to become principals, but to become innovative leaders of dynamic learning environments. As a participant in the Department of Education's Mentoring Excellence program Ms. Gallarello will receive two years of mentoring from the highly successful principal she worked under before taking on the role as the leader of Bronx Alliance Middle School.

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.

11X142 John Philip Sousa MS: The Assistant Principal for 11X142 will support the implementation of the instructional vision of the school by facilitating calibration exercises on effective teaching practices within cycles of observation and feedback with teachers and will be responsible for at least 2 formal and 4 informal classroom observations. The assistant principal will also provide oversight of unit and lesson planning for the implementation of the Common Core Learning Standards and the City-wide Instructional Expectations. The assistant principal will be well versed in the use of LASW protocol and Results Meeting Protocol to facilitate data driven instructional planning among teacher teams.

Bronx Alliance Middle School: During the first year, Bronx Alliance MS 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.

Bronx Alliance will hire one assistant principal in year 2 (2014 -2015) and a second assistant principal in year 3 (2015-2016). The assistant principals will be crucial in maintaining a cycle of weekly coaching observations as the number of teachers and other staff members increase each year. By year 3, coaching observations will be divided among the three administrators in the building which will allow for sustainability, given the time commitment to this practice.

The assistant principals will also drive the successful implementation of the SIG plan by being instructional leaders; one AP will oversee the Humanities Department, SWDs and ELLs and the second AP will oversee the Math and Science Departments. Collaboration with our partners will help the APs increase their capacity to provide Professional Development, analyze student data with teacher teams, and supervise Saturday Academy and before and after school tutoring. APs will also work with their department teachers to develop Professional Learning Plans, conduct formal observations and lead quarterly data meetings. The qualities of the Assistant Principals will be philosophical alignment with the school mission and vision and a commitment to Mastery Learning, in addition to having the instructional background and experience necessary to be a true instructional leader and role model.

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

11X142 John Philip Sousa MS: The principal, assistant principal, guidance counselor, instructional coach and Teacher Center staff will align practices to ensure coherence of instructional supports for increased literacy and math progress. Barriers to successful implementation include the need for the new principal to garner buy-in by existing staff. Partnerships with local universities, Mercy College and Teachers' College and an additional on-site instructional coach will provide professional development and leadership training on best practices for targeted literacy and numeracy intervention. The school leadership of the Turnaround school will take advantage of specific programs to recruit and retain staff with the skills needed for teaching at the turnaround school through the NYC Lead Teacher Program and Teachers for Tomorrow.

Bronx Alliance Middle School: In year 1, the staff will be comprised of a Principal, a School Secretary, a Literacy Coach, two Humanities teachers, two Math teachers, a Science teacher, and two Special Education teachers. The SIG grant would allow for the additional hiring of a Guidance Counselor. In year 2, two Math and two Humanities teachers will be hired, as well as a Science teacher, two Special Education teachers, a Math Coach, a Physical Education teacher, an Art teacher, a Parent Coordinator and two school aides. In year 3, two Math and Two Humanities teachers will be hired, as well as a Science teacher, two Special Education teachers, a Music teacher, a school aide, and a Social Worker.

Teachers who are applying to Bronx Alliance are doing so based on the school mission and vision, which is clearly outlined in the Teacher postings. Prospective staffers will be well-versed on the mission and vision described above. Extensive professional development, support for

teachers, open lines of communication and a commitment to distributed leadership in the school will lead to staff buy-in as the school develops and grows.

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 Schools by start of the model implementation in September 2013, there will be key changes in the staffing needs at this school site. 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.

11X142 John Philip Sousa MS: To meet the goals set as part of this plan, it is critical that teachers are prepared to ensure that students are challenged academically and supported socially and emotionally. The school will need to reorganize administrative responsibilities and retain the most highly qualified staff. Overall, staff effectiveness will be enhanced through the professional development initiatives outlined above. There will be an emphasis on having teachers work as teams to share best practices and ensure that instruction is consistently informed by assessment results.

Bronx Alliance Middle School: Staffing for Bronx Alliance Middle School is ongoing and is conducted in accordance with the 18-D hiring process. The hiring criterion specifies that applicants have 7-12 licensure in English, Math and/or Literacy. Priority is given to staff that hold dual certifications. The goal is for ICT class Special Education teachers to have dual certification in a content area subject as well as SWD certification. In years 2 and 3, ICT teachers will specialize in either Math/Science or Humanities, and provide scaffolds and support to two classes as opposed to following one class to all content areas. Having staff certified in Literacy will support the strong literacy focus of the school and support the urgent literacy needs of the students. Prospective staffers are advised of the mission and vision of the school, and should demonstrate a commitment to the school's core values, philosophy, the use of data to drive instruction and the opportunity for extensive professional development and weekly coaching observations. Prospective staff will also be proficient or demonstrate a commitment to learning how to use the point of entry Workshop Model approach and embrace differentiated, individualized Mastery Learning. In order to thoroughly address the social and emotional needs of students the SIG would allow the school to hire a Guidance Counselor in year one who would also provide instructional time and programming tied to college and career readiness, as well as a youth development assembly program.

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

11X142 John Philip Sousa MS:

The **Principal** will oversee the implementation and success of these new initiatives:

- Weekly subject-specific common planning time for teachers to meet in inquiry teams to review student work, disaggregate data and plan. Staff will share best practices, modify curriculum, and develop lesson plans aligned with curriculum maps and CCLS/citywide expectations.
- Once weekly PLC meeting for grade teams.

- Implement an Advisory program within homeroom classes
- Summer professional development for teachers in teacher effectiveness and CCLS initiatives.

The **Assistant Principal** will oversee the tested, yet innovative programs through a Professional Development plan to enhance the opportunities for pedagogical improvement and increased student outcomes. This includes Pearson SIOP training, Pearson SuccessMaker, and the 100 Book Challenge as well as Achieve 3000, Castlelearning.com and other appropriate instructional software to be determined by the administrative staff and technology team.

The entire administrative team will address the diversity of learners in the school. They will create and maintain a school-based RTI team that seeks to address students' academic, linguistic, cultural, and behavioral needs in a proactive manner. Response to intervention teams will identify and implement research-supported strategies that work to develop and maintain student success within the classroom. Tier 1 implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities. The RTI Team will be responsible for collection of qualitative and quantitative data and the development of appropriate progress monitoring protocols. This will assist the entire staff in knowing each student as a learning and aid in the development of individual student goal setting.

Bronx Alliance Middle School: Because it will be a new small school with a small staff, each instructional staff member at Bronx Alliance Middle School will be required to assume multiple responsibilities. Staff members will be individuals with strong content knowledge who are looking for the opportunity to take on multiple roles in the school. All staff members will be well-versed in and receive training on using the CCLS so they are equipped to fully align all lessons and units with the standards, which is necessary to provide students with a rigorous curriculum. All staff members are expected to instruct, mentor, and effectively communicate with all students at all times; staff must be role models who exemplify the character traits that we want our students to embrace. Each staff member will have a group of 10 -12 students who they will mentor and these will be the Advisory groups; this includes monitoring each student's academic progress and being the student's liaison between home and school. Above all, each staff member must have the passion and enthusiasm to teach middle school; they should understand the academic, developmental, social and emotional needs of these students and are prepared to utilize successful researched-based approaches to dealing with the unique challenges of middle school students.

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

11X142 John Philip Sousa MS: 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.

Beginning with an intensive summer institute for all teachers, 11x142 will provide professional development and curriculum planning around core subjects aligned to the school's mission and vision for its staff. 11x142 will have professional teams structured to promote shared leadership among colleagues and to work collaboratively with administration to turn instructional goals and plans into action focused on improving and sustaining student outcomes.

11x142 will expand on supporting individual teachers' professional growth by ensuring that frequent and targeted feedback is given after formal and informal observations, and that this is consistently done by all administrators. The school will have all teachers use a teacher effectiveness rubric as a guideline for self-assessment, and teachers will also consider best practices and have ongoing conversations related to observations.

11x142 plans to expand the teacher center with staff, professional literature, and resources to support the implementation, monitoring and evaluation of a standards-based curriculum. The teacher center will function in connection with the Library Media Center for the collaborative benefit of teachers and students.

11x142 will pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness Work into the professional development framework. As part of this effort, 11x142 leadership will seek learning opportunities, such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. 11x142 will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using a research-based framework.

Bronx Alliance Middle School: All prospective staff members are being thoroughly oriented to the proposed school model. Prospective teachers are being informed of the SIG grant and the many facets of our mission and vision that will be realized through being awarded this grant. Staff will be provided with thorough professional development prior to the opening of the school, as well as ongoing professional development throughout the school year. Continuous discussions of the school model will be addressed at faculty meetings, SLT meetings and cabinet meetings.

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 NYCDOE 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

11X142 John Philip Sousa MS: *The Center for Educational Innovation – Public Education Association (CEI-PEA)*, a New York City-based nonprofit organization, will support whole school reform with leadership development and hands-on support to improve the skills of teachers and school leaders.

Datacation will provide an array of tools to help schools break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy.

Bronx Alliance Middle School: Creative School Services will provide Bronx Alliance with both Literacy and Math consultants. This partnership is critical to the successful implementation of the school as it will provide instructional staff with the additional coaching and professional development required to successfully implement a full CCLS aligned Mastery Learning approach to instruction. The consultants will focus on supporting common classroom practices such as quality questioning, student-led discussion and debate, differentiating and individualizing instruction, and providing specific corrective feedback to students. The consultants will also ensure curricular and content alignment to the CCLS and build capacity in staff in the areas of leadership, curriculum development, analyzing student work and using data to inform instruction. This work will prepare our students for college and careers.

Ramapo for Children will provide coaching and training to empower teachers with practical tools they need to foster positive behaviors, provide social an emotional support, and promote success for all students. They will provide a kick-off workshop that presents the core tenets of their approach, individualized coaching for teachers (three teachers per trainer) that helps teachers with their particular behavior management challenges, as well as behavior management support teams that use peer-to-peer coaching and behavior management planning to improve behavior management school wide. This program is critical to the successful implementation of the school, particularly given the fact that the phase-out school received scores of “D” for school environment on the last two Progress Reports. Middle school students can be very challenging

on a variety of levels and it is critical that all staff is able to actively intervene with practical techniques for de-escalating behavior. We want our students in the classroom, engaged and learning. With proven and effective strategies in place, our students will not lose critical instructional time due to removals and suspensions. This program will ensure that we create a school culture that is focused on positive interactions that support student learning.

Studio in the Schools will provide enrichment for Bronx Alliance students through three 14-week cycles of art classes. Teaching artists will plan collaboratively with teachers to make meaningful curriculum links and support the creative, intellectual, and emotional growth of all students. The artists will provide students with alternative entry points for learning. Through engagements in a multi-step process, students will be able to problem-solve by demonstrating key thinking skills, apply specific knowledge, and share their understandings in highly visible and concrete ways. The artists will also support students' language development by introducing key vocabulary, and encouraging students to explain their process both verbally and in writing, while expressing opinions grounded in evidence. Each 14-week residency will culminate in an exhibition of student work. Parents and the school community will be invited to join in celebrating students' creativity and their accomplishments.

Other partnerships, not funded by SIG, include a CBO, the Beacon program, which will provide students with enrichment activities through after school clubs and sports, and IFANA (Theater for a New Audience). Theatre for a New Audience sustains the largest program in New York City's Public Schools for introducing Shakespeare to students. The Theatre provides teachers with professional development, places artists in-residence in the classroom and brings students to matinee performances of the same award-winning productions seen by the Theatre's adult audiences.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C for each school.

iii. Partner accountability

11X142 John Philip Sousa MS: A detailed scope of services will be provided by each external partner with specific interim benchmarks and surveys to evaluate impact on student outcomes and teacher development.

- Monthly advisory council meeting will take place with all partners
- Partners will attend SLT meetings
- Student cohort data will be shared with partners, specific student groups will targeted for available services
- Partners will articulate with cooperating teachers,
- Partners will articulate with extended school day providers to ensure congruence of instruction and support
- Datacation will provide professional development, usage reports will be generated, additional technical assistance will be provided to low usage group, parent workshops will take place on a monthly basis to ensure the home-school connection
- Daily logs will be collected from CEI consultants; monthly reflections logs will be collected from staff receiving support from partner organizations

- CEI sign in sheets will be collected monthly
- Feedback will be provided by CEI to the network leader

Bronx Alliance Middle School: The school will hold Creative School Services accountable for its performance by analyzing student progress data (pre- and post- assessments), teacher effectiveness data (coaching and formal observation outcomes focused on content-area knowledge, expertise and delivery of instruction), and teacher satisfaction surveys.

The school will hold Ramapo for Children Accountable for coaching performance by tracking the number of behavioral incidents reported and by regularly reviewing removal and suspension data, in addition to teacher, student and family satisfaction surveys.

The above data measures will be analyzed on a quarterly basis for both programs.

G. Organizational Plan

i. **Organizational chart:** See Attachment G for each school.

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

11X142 John Philip Sousa MS:

- Leadership (principal, AP, Teacher Center staff and literacy coach) will meet daily to discuss and review content and grade level instructional goals, feedback from observations and emerging concerns such as daily attendance, benchmark assessments, incident reports and suspension reports, classroom assessments, teacher team agendas and follow up needed
- In addition, bi-weekly updates for staff with updated information around policies, procedures and other instructional matters. Goals and outcomes of weekly collaborative planning (content and grade specific) will be reviewed and discussed with team leaders. Team leaders will be expected to turn-key feedback from administration and facilitate collaborative planning for adjustments to curriculum and procedures. Emails will be generated to each teacher for expected adjustments to ensure alignment and coherence in the instructional program as well as a safe and secure environment for teaching and learning.
- Monthly purposeful evaluation of use of resources by the principal and school leaders

Bronx Alliance Middle School:

Year 1: The principal will have twice-weekly cabinet meetings with the Literacy Coach and Guidance Counselor to monitor the progress of our instructional plan and Youth Development initiatives (Advisory/Mentoring, school tone and culture). We will use rubrics and establish criteria to assess areas of strength and areas for improvement. We will also develop weekly Action Plans to ensure necessary supports, interventions and procedures are identified and duly acted upon in terms of individual student needs (attendance, progress), teacher supports and instructional practices. The 2.5 hour teacher team meeting and monthly 3 hour data retreats will be facilitated by the principal and literacy coach.

Year 2: The principal will have weekly cabinet meetings with the Assistant Principal, Literacy and Math Coaches which will focus on weekly teacher coaching observation findings, instructional practices and curricular cohesiveness, youth development and progress monitoring through data analysis. A weekly Curriculum Team meeting will also be scheduled and attended by the cabinet, Parent Coordinator and teacher Department Chairs. We will develop weekly Action Plans to ensure necessary supports, interventions and procedures are identified and duly acted upon in terms of individual student needs (attendance, progress), teacher supports and instructional practices.

The 2.5 hour teacher team meeting will be departmentalized and will be facilitated by the literacy and math coaches, with principal and assistant principal participation during PD or faculty conference portions of this meeting block. The monthly 3 hour data meetings will be departmentalized (Humanities and Science/Math) and facilitated by the principal and AP.

Year 3: The principal will have weekly cabinet meetings with both APs and the Literacy and Math coaches focused on the progress and growth of students, teachers and the instructional program. Weekly Curriculum team meetings will be an outgrowth of the cabinet meeting and will be attended by the cabinet, Guidance counselor, Parent Coordinator, Special Education Coordinator and teacher Department Chairs. We will develop a weekly Action Plan to ensure necessary supports, interventions and procedures are identified and duly acted upon in terms of individual student needs (attendance, progress), teacher supports and instructional practices.

The 2.5 hour Teacher Team meetings will be departmentalized and conducted on grade levels, facilitated by the Literacy and Math coaches and Department Chairs. Data sources to be analyzed during these meetings include NYS ELA and Math results, baseline assessments, pre- and post- task data, and interim assessments such as Acuity. Attendance rates, removal and suspension data and AIS services will also be examined.

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.

11X142 John Philip Sousa MS: The simultaneous transition to a new set of standards (CCLS) and a new system of teacher evaluation and development will require ongoing professional development. Participation in network and Central DOE professional development will allow our teachers to develop expertise at different rates. Teachers will continue to receive both formal and informal observations within the cycle of collaborative observation and feedback. Leadership will participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning), leading to principal certification and accurate use of Danielson's Framework for Teaching. Administrators will provide staff will engage in Initial Planning Conferences, followed up with opportunities to collaboratively develop personal professional growth plans, engage in activities that build a shared school-wide understanding of what effective teaching looks like (calibration), and chart growth in pedagogy in alignment with evidence of increased student outcomes.

Bronx Alliance Middle School: In year 1, the Principal will hold Initial Planning Conferences with staff, and schedule, conduct and report the results of pre-observation conferences, classroom observations and post observation conferences. As previously described, in year 2 an Assistant Principal will share these duties and in year 3, the addition of a second AP will allow for administrators to share this responsibility, each conducting observations for roughly one third of the staff.

In addition to the formal and/or informal observations of teachers that will occur each year, the school will implement a system of weekly coaching PD sessions for each instructional staff member. This system embeds teacher effectiveness training into our weekly schedule by providing teachers with specific feedback on their instructional practices, coupled with specific actionable next steps, on a weekly basis.

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

See attachment H for Calendar of Events for both schools

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-e, and NYSED regulations.

H. Educational Plan

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

11X142 John Philip Sousa MS:

11x142 will develop a "horizontal" academy structure that will organize small teams of teachers within the same grade level, allowing for both consistency in content and standards across each grade level, as well as opportunities for interdisciplinary collaboration. Each grade at 11x142 will be developed as a stand-alone academy that has detailed requirements, which will be documented and monitored, that must be met before students are promoted to the next grade level academy. This "horizontal" academy structure will allow each organization to develop its own identity that acknowledges and honors the academic and socio-emotional milestones that students will attain at each grade level.

Within each academy, 11x142 will develop an interdisciplinary curriculum that integrates the core subject areas around specific themes, and is enriched with opportunities for field study outside of school. Instruction will be aligned to Common Core Learning Standards, while also reflecting real-world connections and providing students with hands-on experience in order to appeal to their interests and provide them with multiple entry points to engage their learning.

11x142 will align the arts program to form a comprehensive advisory program that meets every morning. The Arts/Advisory program will be used as a vehicle for creating a personalized learning environment where all students are well-known by at least one adult. The advisory will provide a structure and a set of practices for monitoring and supporting students' academic progress, reinforce non-cognitive skills needed college and career readiness using the arts. Each advisor will keep track of students' academic progress through the system of progress monitoring developed by administration and the RTI team, engage students in the development of SMART goals for each marking period, and serve as the point of contact for parents and guardians through Datacation and conferencing events

Bronx Alliance Middle School:

The curriculum to be used is the suggested CCLS aligned Core Curriculum that is offered by the New York City Department of Education beginning in September 2013:

ELA: Scholastic's Common Core Code X

Social Studies: Trade Book Text Set Classroom Program

Math: Connected Math Program 3

Science: Grade 6 Glencoe Science Modules

Additional curriculum units and resources available on the Common Core Library NYC and EngageNY will also be incorporated into the curriculum and these are also CCLS aligned.

In addition, supplemental libraries will be purchased for all content areas, including leveled fiction, literature, nonfiction texts and informational text including magazines such as Time for Kids.

ii. Instruction

11X142 John Philip Sousa MS: Central to the school's commitment to preparing students for academic excellence is ensuring that all types of learners receive appropriate supports to facilitate their progress. Based on an ongoing assessment of needs and resources, 11x142 will give all students access to Advisory, Academic Intervention Services ("AIS")/academic enrichment, Regents courses, Saturday Academy, online courses, and other enrichment.

To support students who need AIS and Regents preparation, 11x142 will offer a Saturday Academy, as well as intensive remediation courses during school breaks. A smaller student-to-teacher ratio in the Saturday Academy setting will allow for more individualized instructional support. A tutoring program will also be offered after school and on Saturdays to prepare students for the NYC Specialized High School Exam.

11x142 will expand the Response to Intervention Team ("RTI") responsible for creating policies and procedures for identifying and supporting students, ensuring that interventions are matched to student needs. The RTI team will work in connection with the Inquiry Team to build best practices and select screening tools to assess skills appropriate to age and grade-aligned to state learning standards.

11x142 will offer Integrated Co-Teaching ("ICT") classes, Self-Contained special education ("SC") classes and Special Education Teacher Support Services ("SETSS"). Students with disabilities will receive mandated services in accordance with their Individualized Education Programs ("IEPs"). English Language Learners ("ELL") will have access to English as a Second Language ("ESL") mandated services and will be strategically programmed to support their acquisition of the English language.

11x142 will also seek to equip classes with technology for students to learn via iPads with instructional support applications as well as audio books.

Bronx Alliance Middle School: Using a Humanities (blending ELA and SS and focusing on Literacy in the Content areas) structure in the school gives students with 12 periods (9 hours) of ELA and Social Studies with Literacy in the content area instruction per week. Using a Humanities approach directly addresses the shift of balancing informational and literary text, and provides students with ample opportunities to build knowledge about the world by reading a variety of rich literature, informational and nonfiction texts to build their knowledge of the world and to increase academic vocabulary. Teachers will have increased opportunities to use instructional strategies such as guided reading, independent research and independent reading to

engage students in rich and rigorous evidence-based discussions about texts and push them to use textual evidence in response to text dependent questions. Increased instructional time also creates the time and space necessary for students to engage in close reading, which addresses the staircase of complexity shift. Students will write essays and research reports using evidence from sources in order to inform or construct arguments, and receive the specific feedback required to make necessary corrective actions. Teachers will conference with students weekly to provide the feedback necessary to support students in mastering key concepts. In addition to increased instructional time in the Humanities classroom, students will have three 30-minute periods a week of small group AIS tutoring in reading, writing and academic vocabulary building. Two 50-minute Extended Day periods provide 100 additional minutes per week for students to receive small group tutoring (pending an SBO vote). Four hours per week will be set aside for before- or after- school tutoring and 12 four-hour Saturday Academy sessions will round out the opportunities for students to receive the instructional support needed to accelerate student progress in order to meet or exceed proficiency on the NYS ELA exam. The Mastery Learning approach will provide high-quality individualized learning plans for each student; progress will be monitored through weekly teacher-student conferences and through the analysis of student work and assessment results.

The era of Common Core mathematical proficiency requires extended inter-weaving of visual models, mathematical argument and reasoning to justify problem-solving procedures and strategies, significant conceptual understanding of mathematical rules and big ideas, and clear thinking by students as they delve into, investigate, apply known procedures and explain terminology in showing what they understand and know. PARCC performance task mathematics work will certainly raise the bar even higher for evidence-based conclusions from deeper, more cognitively-demanding mathematical inquiries, with expertise in the Standards for Mathematical Practice required along with strong content knowledge. By offering 12 math periods per week we will provide students with the time and opportunity to work in differentiated groups which focus explicitly on the full range of Standards-targeting math work outlined above. Students will gain exposure to digital models, group tasks, examples of math reasoning, connections between the text elements and given information in a problem, and have time to carefully produce multiple representations of a solution. This will enhance comprehension, engagement and expectations of success within students, many of whom math may have been too rushed and mysterious in earlier learning experiences. Teachers will have the time to significantly narrow and deepen the scope of how time and energy is spent in the classroom in order to focus deeply on the concepts prioritized in the standards. The school's Mastery Learning approach will ensure that students deeply understand a math concept before moving on to more complex concepts. An additional 90 minutes of small group AIS that is built in to the schedule, along with two 50 minute Extended Day sessions (pending an SBO vote) will provide students with structured, extra time to help them build speed and accuracy with simple calculations and provides additional time for students to memorize core functions through repetition, as delineated in the instructional math shifts. Four hours a week of before and after school tutoring as well as twelve 4 hour Saturday Academy sessions will provide the time to accelerate student progress and understanding so that they can meet or exceed proficiency on the NYS Math exam. Students will receive 7.5 hours of Science instruction per week, offering additional opportunities to practice and reinforce literacy in the content area strategies, as students work with a variety of nonfiction and informational text. The Science classroom will also serve to reinforce

mathematical strategies in terms of working with charts, table, and formulas. The Studio in a School art program will reinforce the standards by giving students further opportunities to expand their schema and vocabulary, and to reinforce critical thinking and problem-solving skills.

Technology resources will allow students to conduct research, read eBooks, provide scaffolds such as visuals, independently practice ELA and Math skills using computer-based programs and prepare students for online PARCC assessments.

iii. Use of Time

11X142 John Philip Sousa MS: 11x142 will institute an extended school day with enrichment programming and advisory scheduled in the morning. By providing an opportunity for students to begin the day immediately engaged, students will be encouraged to get to school on time. Furthermore this schedule would prevent core instruction from being compromised due to students arriving late, since core instruction would not occur until after the morning advisory period.

To strengthen students’ performance in Math and ELA, 11x142 will seek to schedule 90-minute block periods for these subjects in order to ensure deep knowledge acquisition in these critical subject areas, as well as to provide extra instructional time for working on the interdisciplinary projects mentioned earlier.

The core of the instructional program will focus on student voice – engaging students to manipulate facts and practice content specific skills using their own opinions, arguments, and creative abilities.

Extended day and after school programs already in place 11X142 will be continued and strengthened, and will be available for students with disabilities and ELLs. 11x142 will work collaboratively with the Beacon program, a school-based community center program providing academic and extracurricular support, to create meaningful activities that support the instructional model of the school and the needs of the community. This program will begin in September and continue until June, three days a week, two hours per day.

Bronx Alliance Middle School:

Sample Class Schedule

Day	Time/period	P1	P2	P3	P4	P5	P6	P7	P8
MONDAY	8:00-8:30	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30
Monday	Advisory	MAT H	MAT H	MAT H	GUID	Lunch	HUM	HUM	SCI
Tuesday	AIS	SCI	SCI	HUM	HUM	Lunch	MAT H	MAT H	TM

Wednesday	AIS	GYM	MAT H	MAT H	MAT H	Lunc h	HUM	HUM	HUM
Thursday	Advisory	SCI	SCI	HUM	HUM	Lunc h	ART	MAT H	MAT H
Friday	AIS	GYM	HUM	HUM	HUM	Lunc h	SCI	MAT H	MAT H

Note: Wednesdays and Thursdays each include a 50 minute extended day period from 2:30 – 3:20. Extended periods in ELA and Math (twelve 45 minute periods) providing students with 540 minutes (or 9 hours) of instruction per week compared to the average 5.5 hours. This schedule offers students more time on task, time for independent reading and writing, and the opportunity to engage in projects and tasks requiring deeper inquiry. Time for re-teaching is also addressed by increased Math and ELA instructional periods. Built-in AIS periods (90 minutes per week) will support student needs for small group tutoring as well as enrichment activities. Students will be in attendance for 183 instructional days. Four hours of tutoring will be offered each week and twelve 4 hour Saturday Academy sessions will be held. Summer school will be available for students not meeting proficiency and in year 2 and year 3 a two week, five hour per day ten day Summer Bridge program will be offered to ready students for the upcoming school year as well as provide baseline assessment data.

iv. Data-Driven Instruction/Inquiry (DDI)

11X142 John Philip Sousa MS:

Several strategies will ensure that Data-Driven Instruction/Inquiry (DDI) is implemented under SIG:

- Principal goal-setting and a data-based plan of action using all forms of data including MS 142 teacher assessments, school wide assessments, ARIS and benchmarks that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students through Datacation. Cabinet level and full staff data analysis using NYSED School Report Card, NYS Assessment data, local school-wide data including benchmarks, classroom assessments through Datacation will occur on a quarterly basis.
- The data specialist will provide professional development to administration and teachers to ensure that data analysis supports decision-making at each level of learning (classroom, grade and school).
- Weekly subject-specific common planning time will be scheduled so that teachers can meet in inquiry teams to look at student work, disaggregate data and plan. Staff will share best practices, modify curriculum, and develop lesson plans aligned with curriculum maps and CCLS/citywide expectations.
- Analysis of trends and historical data via Datacation, for the identification of subgroups and key data that informs planning for diverse learners.

Bronx Alliance Middle School:

All content area teachers will conduct baseline assessments that they plan collaboratively to determine student proficiency and next steps, planning differentiation strategies and scaffolds that target student learning needs. All content area teachers will set goals with students based on baseline assessment results (September) and monitor student progress through bi-monthly conference meetings, documented in student Individual Learning Plans (ILPs)

Using a tracking spreadsheet drawn from ATS, progress of students in targeted skill areas and standards via item analysis measures will be monitored by grade and class. We will pay particular attention to the progress amongst subgroups including Hispanic students, Students With Disabilities, English Language Learners, and low income students. Uniform pre- and post-task data from ELA and Math assessments will be tracked on a monthly basis. Administration will meet with all teachers to review data and monitor student progress at monthly data retreats and at mid-year meetings (January). Specific classroom strategies and supplemental scaffolding materials for populations and students not showing progress will be addressed in AIS meetings, professional development particularly Hispanic Students, SWDs, ELLs and low income students not making progress will be targeted for additional AIS services including AIS, extended day, before and after school tutoring, and Saturday expanded learning time.

v. Student Support

11X142 John Philip Sousa MS: 11x142 will review the various extracurricular activities currently offered and ensure that students participate in clubs, sports, and arts programs. 11x142 will also increase the use of the on-site recording studio to promote arts instruction and potential collaborations with music companies. Weekly town hall meetings will be held to reinforce a positive school culture and celebrate student successes.

Additionally, 11x142 will pursue participation in the CHAMPS (Cooperative, Healthy, Active, Motivated, and Positive Students) Middle School Sport and Fitness League, which provides resources to middle schools to promote physical activity through traditional and non-traditional sports and fitness activities, such as flag football, floor hockey, table tennis, cricket, double-dutch, dance, and yoga, in order to encourage physical activity and school connectedness for students regardless of their athletic ability.

Bronx Alliance Middle School: The school's small group Advisory/mentor program will support every student by providing academic progress monitoring and promoting social-emotional well-being two times per week and will ensure that every student is known well by at least one adult in the building. Each Advisor will also have weekly contact with student family/guardians to share information on student progress. Three 30-minute AIS periods built into the weekly schedule will provide 90 additional minutes per week for literacy and math tutoring. The AIS committee will meet bi-weekly to assess student progress and provide additional AIS services as indicated. Additional AIS services will consist of before and after school tutoring (4 hours per week) and Saturday Academy, as well as Summer Bridge programs in year 2 and 3. During weekly teacher team meetings, teachers will discuss student progress and concerns. The school Guidance Counselor will work with high-risk students to provide

additional student and family support. Thus there are multiple weekly and monthly meetings to track student progress so that no student falls through the cracks. After school enrichment clubs and sport programs will also be provided by our affiliation with a CBO, the Beacon program. Montefiore Hospital provides a Clinic program on the campus for student health support.

vi. School Climate and Discipline

11X142 John Philip Sousa MS: 11x142 will focus on creating a learning environment that fosters a safe school atmosphere that celebrates academic and creative achievements among staff, students, and parents. Based on an ongoing assessment of needs and resources, the school community will plan to provide student and family orientations and meetings with staff to underscore the school's mission and to discuss the responsibilities of each stakeholder for the success of each student. Parents will be encouraged to be part of the 11x142 community through involvement in Parent Teacher and Staff Association meetings, Monthly Parent Workshops, the School Leadership Team, and the Parent Advisory Council. The Elizabeth Arden School Store, which currently exists at M.S. 142, will be continued to motivate business development and parental involvement.

Bronx Alliance Middle School: The school's partnership with Ramapo for Children will provide all staff with the strategies, tools and coaching required to sustain a safe and orderly school climate. The Core Values of Bronx Alliance MS will be at the heart of everything staff and students strive to achieve. The school's approach will be to reduce potential disruptions to the learning environment by establishing strong relationships with students and getting to know them both as learners and as unique individuals. Twice weekly Advisory and Mentoring sessions will provide the foundation for building these relationships. Advisory periods will be used to rehearse conflict resolution strategies with students through role play and discussion. During 2013 summer PD, the staff will also identify, exemplify and rehearse practices and strategies that will be consistent across all classrooms and common areas, such as tools for engaging students, class tone and expectations, and uniform procedures. The Chancellor's Discipline Code will be utilized, and every effort will be made to keep students in the classroom.

vii. Parent and Community Engagement

11X142 John Philip Sousa MS: The school will enact a number of initiatives to cultivate greater degrees of parent involvement:

- Through partnership previously established, 11x142 will work with a CBO, Beacon, which provides students with a large number of activities beyond regular school hours. In addition, partnerships with the NAACP, the National Council of Negro Women, the Bronx District Attorney's Office, the Bronx President's Office and Einstein Hospital will serve to enrich and expand the instructional program. These partners will be supported by external funding, thus the services will not be funded from the school budget.
- Efforts will be made to bring everyone into a collective problem-solving approach to make the school an even better place for student learning.
- Parents on the SLT will be actively engaged in planning for increased parent/family engagement.

Bronx Alliance Middle School: Regular communication with parents will occur on a weekly basis by each students mentor teacher. Strategies to engage and communicate with parents include evening and weekend Parent Workshops, a Monthly Newsletter, email and phone blasts, student progress transparency via Engrade, progress reports, celebrations, performances and special events for students and their families (such as a Harvest Festival, Thanksgiving Feast, Holiday Performance and celebration, Curriculum and Community Fairs and quarterly celebrations of student progress). Parent satisfaction surveys (online and paper and pencil) will be distributed on a monthly basis. Parental involvement will also occur with parent involvement with the Parent Association and Title 1, as well as the School Leadership Team.

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

IIX142 John Philip Sousa MS: This plan was presented at the most recent SLT and faculty meetings where input was solicited and incorporated into plans for supporting literacy and math interventions as well as parent engagement. The plan is a result of two years of collaboration with the full staff and school leadership team around developing the initial Turnaround Blueprint which resulted in a comprehensive school reform plan. Input was both solicited and incorporated in subsequent plans.

Bronx Alliance Middle School: The plan for the new school was developed by the proposed new leader, together with input from Creative School Services consultants.

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

See professional development events in Attachment I for each school.

iii. Plan for training, support and professional development

IIX142 John Philip Sousa MS: The professional development plan will be evaluated and revised based on qualitative and quantitative data from teacher reflections, administrative feedback from observations and formative student assessments. This will take place on a monthly basis as data will be collected from the school's benchmark assessments in reading and math as well as summative assessments in each core content area.

Bronx Alliance Middle School: The attached chart outlines the areas for earmarked for evaluation: Instructional supports, professional development and common meeting times. The effects of training, support and PD for teachers will be measured via weekly coaching observations, quarterly formal observations and on consistent measures of student progress. If teacher effectiveness and student growth are not progressing by the end of the first quarter, the school leader, conjunction with school consultant partners, will revise the approach of staff PD and instructional supports.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

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

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

11X142 John Philip Sousa MS: The administration kept the school community abreast of the school's Priority status first through Monthly SLT meeting, followed by monthly PA meetings, faculty meetings and through the monthly school newsletter and Datacation emails. Through these same vehicles, the school will regularly update school stakeholders on SIG plan implementation.

Bronx Alliance Middle School: The progress that Bronx Alliance is making towards SIG goals will be reported on a monthly basis through monthly PA meetings, monthly SLT meetings, monthly faculty conferences, and in the monthly parent newsletter. SIG will be a regular item on the agendas of the above meetings.

The SIG report will include data on student progress in each content area, teacher satisfaction with Professional Development and per session offerings, and student and parent satisfaction surveys.

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, is described below.

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

11X142 John Philip Sousa MS: The Priority School's goals and strategies for its implementation of the SIG plan in 2013-2014 are as follows:

Goal 1 Through a clear and focused vision, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments. Strategy: Daily meetings with administrative staff, weekly instructional team meetings, Monthly SLT and Faculty meetings.

Goal 2: We will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, and the Learning Environment Survey. Evidence: Formative and Summative assessments

Goal 3: All classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks. Evidence: CCLS aligned units of study designed and delivered in each core subject area classroom portfolios with evidence of student work.

Bronx Alliance Middle School: The new school's goals and strategies for its 2013-2014 SIG plan implementation are:

Goal 1: Support implementation of a CCLS aligned curriculum and data driven instruction to ensure all students will meet or exceed grade level proficiency in ELA and Math. **Outcomes:** All students will show progress and growth in each of their quarterly pre task to post task assessment scores. All students will make progress on their NYS ELA and Math scores. **Key strategies:** All teachers will collaborate during 2.5 hour weekly teacher team meetings to analyze student work and adjust instructional strategies accordingly. The school curriculum will be 100% aligned to the CCLS. Partners will provide weekly Literacy and Math coaching to teachers and provide bi-weekly PD. Teachers will use a Mastery Learning approach to ensure pre-requisite concepts are learned.

Goal 2: Support teacher growth utilizing the Danielson framework and weekly coaching observations. **Outcomes:** All teachers will score effective to highly effective on the Danielson framework rubric by the 4/14 formal observation cycle. Teachers will be in 80% alignment in scoring teacher videos with Danielson. **Key Strategies:** Bi-weekly PD including a Saturday Retreat to increase instructional expectations and to norm teaching videos as a team. Weekly coaching observations and quarterly formal observations that provide teachers with a continuous cycle of feedback.

Goal 3: Support student Youth Development through an intense focus on student accountability, academic development and social/emotional supports. **Outcomes:** There will be minimal disruptions of the school and classroom environment due to misbehavior and less than 1% student removals/suspensions. **Key Strategies:** The Advisory/Mentor relationship and Guidance programs coupled with support from Ramapo for Children will provide the supports necessary to keep students goal and solution oriented. Students will be active participants in their progress monitoring and maintain their Individual Learning Plans.

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

11X142 John Philip Sousa MS: “Early wins” include the following:

- October to December: CCLS aligned units of study designed and delivered in ELA and math classrooms resulting in proficiency level achievement on summative tasks.
- Successful implementation of classroom assessment and student self-reflection leading to effective intervention or enrichment plans and progress monitoring
- Teacher effectiveness collaborative observation cycles in place, staff self-monitoring more rigorous practice based on timely, specific feedback
- LASW and Results Meetings protocols being used in Teacher Teams

Bronx Alliance Middle School: At the new school, “early wins” will include evidence of student engagement and time on task. By the end of the first marking period, October 31st, all students will have made progress on their October ELA and Math post tasks as compared to student baseline assessment score.

December post-task ELA and Math assessment results will reflect one level of progress as compared to student baseline assessment score. Student reading stamina will increase so that most students can read for a continuous 45 minute period of time and reading levels will increase by one grade level by December. In math, students will show increased speed and accuracy when solving simple computations and have progressed at choosing the appropriate concept without prompting.

The progress that every student makes will be celebrated; this will increase student and teacher buy-in, as nothing succeeds like success.

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

11X142 John Philip Sousa MS:

- CCLS aligned units of study designed in each core subject area and shared at department meetings. Teacher Center and instructional coach will collaboratively analyze units and tasks with teacher teams using the Tri-State rubric for evaluating CCLS Units and lessons. This will take place before each progress report is generated to inform data on individual student progress and grade or content area learning goals.
- Implementation of LASW protocol to review student work produced as a result of the units of study. Teacher teams will use the LASW protocol during common planning time weekly to determine fidelity of instructional depth, pace and differentiation.
- Formal and informal observations conducted within the collaborative observation cycles on file for all teachers. Teacher development of a professional portfolio facilitated by individual and team conferences with administration.

Bronx Alliance Middle School: At the new school, a data analysis spreadsheet with baseline, pre and post task results will be disaggregated bi-monthly into process and content strands on uniform ELA, Math and Literacy in the content area CCLS aligned rubrics, which will allow for item analysis to be completed by each teacher for their classes and be submitted to the principal to identify school wide trends and areas for corrective action. Teacher teams will analyze these student data reports to identify best practices and most successful resources/strategies to replicate throughout all classrooms as well as to inform unit plans, lesson plans and individualized student instruction. We will publicly chart our results, goals and progress so that they are transparent to the entire school community, and we will celebrate student progress.

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

11X142 John Philip Sousa MS: The Priority School's goals and key strategies in Year Two of implementation are as follows:

Continue focus on original three goals (1-3, see above) and expand to include goals 4, 5, and 6:

Goal 4: The school community will continue to adopt and implement a research based framework for teacher effectiveness as part of teachers' individualized professional development plans with a focus on the entire framework; as evidenced by data from observation and feedback cycles, teacher reflections, student self-assessment, enhanced questioning/discussion strategies, student engagement, and highly developed teacher teams.

Goal 5: The school will identify and develop systems to identify students at risk and will provide all targeted at-risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide behavioral management system implemented through advisory program.

Goal 6: The school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication. Furthermore, the school will increase opportunities for parents to become

involved in their children's education and ensure that there is improved feedback regarding students' learning outcomes as measured by the NYC DOE Learning Environment Survey.

11X142 will phase-out completely at the end of the 2014-2015 school year and the new school will continue to phase-in at the site the following year.

Bronx Alliance Middle School: The new school's goals and key strategies during Years Two and Three of the SIG implementation are as follows:

Year 2 Goal 1: Support implementation of a CCLS aligned curriculum and data driven instruction to ensure all students meet or exceed grade level proficiency in ELA and Math. **Outcomes:** All students will show progress and growth in each of their quarterly pre-task to post-task assessment scores. All students will make progress on their NYS ELA and Math exam scores. **Key strategies:** All teachers will collaborate during 2.5 hour weekly teacher team meetings to analyze student work and adjust instructional strategies accordingly. The school curriculum will be 100% aligned to the CCLS. Partners will provide weekly Literacy and Math coaching to teachers and provide bi-weekly PD. Teachers will use a Mastery Learning approach to ensure pre-requisite concepts are learned.

Year 2 Goal 2: Teachers use the Danielson framework and weekly coaching observations to complete their individual Professional Development Plans. **Outcomes:** All teachers will score effective to highly effective on the Danielson framework rubric by the 4/15 formal observation cycle. Teachers will be in 90% alignment in scoring teacher videos with Danielson. **Key Strategies:** Bi-weekly PD including a Saturday Retreat to increase instructional expectations and to norm teaching videos as a team. Conduct weekly coaching observations and quarterly formal observations that provide teachers with a continuous cycle of feedback. **Year 2 Goal 3:** Support student Youth Development through an intense focus on student accountability, academic development and social/emotional supports. A student peer mentoring program will be established **Outcomes:** There will be minimal disruptions of the school and classroom environment due to misbehavior and less than 1% student removals/suspensions. Students will mutually support each other to build positive relationships and academic success. **Key Strategies:** The Advisory/Mentor relationship and Guidance programs, coupled with support from Ramapo for Children, will provide the supports necessary to keep students goal and solution oriented. Students will be active participants in their progress monitoring and maintain their Individual Learning Plans. Peer mentoring training will be provided for students.

Year 3 Goal 1: The CCLS-aligned curriculum and data driven instruction practices ensure all students will meet or exceed grade level proficiency in ELA and Math. Grade 8 students are offered High School level courses such as Integrated Algebra, Earth Science and Living Environment. **Outcomes:** All students continue to show progress and growth in each of their quarterly pre task to post task assessment scores. All students will make progress on their NYS ELA and Math scores. Students will have the opportunity to take advanced level course work. **Key strategies:** All teachers will collaborate during 2.5 hour weekly teacher team meetings to analyze student work and adjust instructional strategies accordingly. The school curriculum will be 100% aligned to the CCLS. Partners will provide weekly Literacy and Math coaching to

teachers and provide bi-weekly PD. Teachers will use a Mastery Learning approach to ensure pre-requisite concepts are learned. Hire appropriately licensed staff to teach Regents courses.

Year 3 Goal 2: Teachers use the Danielson framework and weekly coaching observations to complete their individual Professional Development Plans. Teachers participate in cycles of peer coaching and inter-visitation. **Outcomes:** All teachers will score effective to highly effective on the Danielson framework rubric by the 4/15 formal observation cycle. Year 2 and 3 teachers will be in 100% alignment in scoring teacher videos with Danielson. Teachers will have the opportunity to learn from each other and increase their capacity as teacher leaders. **Key Strategies:** Bi-Monthly PD including a Saturday Retreat to increase instructional expectations and to norm teaching videos as a team. Conduct weekly coaching observations and quarterly formal observations that provide teachers with a continuous cycle of feedback. Provide PD on peer coaching strategies and feedback.

Year 3 Goal 3: A strong Youth Development Program has been established through an intense focus on student accountability, academic development and social/emotional supports. The Peer Mentoring Program is fully established and student in grade 8 facilitate their Advisory sessions. **Outcomes:** There will be minimal disruptions of the school and classroom environment due to misbehavior and less than 1% student removals/suspensions. Students will mutually support each other to build positive relationships and academic success. Students will assume leadership roles within the school. **Key Strategies:** The Advisory/Mentor relationship and Guidance programs coupled with support from Ramapo for Children will provide the supports necessary to keep students goal and solution oriented. Students will be active participants in their progress monitoring and maintain their Individual Learning Plans. Student mentoring is ongoing. Students will be trained to become student leaders.

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Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	60060	66066	72672	n/a
b. Student participation in State ELA assessment	%		99.20%	99%	100%	100%	n/a
c. Student participation in State Math assessment	%		99.20%	99%	100%	100%	n/a
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	92%	93%	94%	n/a
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	2.3%	1.9%	1.8%	n/a
h. Number of discipline referrals	num		66	138	124	112	n/a
i. Truancy rate	%		1.0%	2.4%	2%	1.5%	n/a
j. Teacher attendance rate	%		95.2%	96.3%	97.0%	97.5%	n/a
k. Teachers rated as "effective" and "highly effective"	%		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
l. Hours of professional development to improve teacher performance	num				70	70	n/a
m. Hours of professional development to improve leadership and governance	num				75	75	n/a
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num				50	50	n/a
II. Academic Indicators							
o. ELA performance index	PI		Please see attached memo	95	Please see attached memo	Please see attached memo	Please see attached memo
p. Math performance index	PI		Please see attached memo	101	Please see attached memo	Please see attached memo	Please see attached memo
q. Student scoring "proficient" or higher on	%		44%	17.4%	Please see	Please see attached	Please see attached

ELA assessment					attached memo	memo	memo
r.	Students scoring "proficient" or higher on Math assessment	%	57%	24.6%	Please see attached memo	Please see attached memo	Please see attached memo
s.	Average SAT score	score	n/a	n/a	n/a	n/a	n/a
t.	Students taking PSAT	num	0	n/a	n/a	n/a	n/a
u.	Students receiving Regents diploma with advanced designation	%	n/a	n/a	n/a	n/a	n/a
v.	High school graduation rate	%	n/a	n/a	n/a	n/a	n/a
w.	Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a
x.	High school graduates accepted into two or four year colleges	%	n/a	n/a	n/a	n/a	n/a

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Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Avera ge	District Average	*School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
y. Number of minutes in the school year	min		59182	n/a	70462	70462	79462
z. Student participation in State ELA assessment	%		98.9%	n/a	99%	99%	99%
aa. Student participation in State Math assessment	%		99.20%	n/a	99%	99%	99%
bb. Drop-out rate	%		n/a	n/a	0	0	0
cc. Student average daily attendance	%		93.0%	n/a	95%	95%	95%
dd. Student completion of advanced coursework			n/a	n/a	n/a	n/a	20%
ee. Suspension rate	%		1.9%	n/a	1%	1%	.5%
ff. Number of discipline referrals	num		66	n/a	40	30	15
gg. Truancy rate	%		1.0%	n/a	.5%	.5%	.5%
hh. Teacher attendance rate	%		95.2%	n/a	95%	95%	95%
ii. Teachers rated as "effective" and "highly effective"	%		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
jj. Hours of professional development to improve teacher performance	num			n/a	80	80	80
kk. Hours of professional development to improve leadership and governance	num			n/a	90	90	45
ll. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	70	70	70
II. Academic Indicators							
mm. ELA performance index	PI		Please see attached memo	n/a	Please see attached memo	Please see attached memo	Please see attached memo
nn. Math performance index	PI		Please see attached memo	n/a	Please see attached memo	Please see attached memo	Please see attached memo
oo. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	35%	55%	75%
pp. Students scoring "proficient" or higher on Math assessment	%		57%	n/a	47%	67%	78%

qq.	Average SAT score	score		n/a	n/a	n/a	n/a	n/a
rr.	Students taking PSAT	num		0	n/a	n/a	n/a	n/a
ss.	Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
tt.	High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
uu.	Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
vv.	High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

*School has not yet opened so will not have baseline data.

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

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

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

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

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

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

l. Hours of professional development to improve teacher performance

This may include the following types of professional development activities:

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

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

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

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

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

s. Average SAT score

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

u. Students receiving Regents diploma with advanced designation

v. High school graduation rate

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

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

Attachment C
11X142 John Philip Sousa Middle School
 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)
CEI-PEA 28 West 44th Street, Suite 300 New York, NY 10036 (t) 212-302-8800 (f) 212-302-0088 Service: Whole School Reform and Leadership development	1. 31r021	1. Gina Marino, Principal, 718-442-1520
	2. 31r023	2. Frank Campagna, Principal 718-351-1155
	3. 31r069	3. Doreen Murphy, Principal 718-698-6661
	4. 18k208	4. Kristy Parris, Principal 718-629-1670
	5. 18k235	5. Laurence Lord, Principal 718-773-4869
	6. 22k245	6. Pat Kannengieser, Principal, 718-2842330
	7. 15k136	7. Eric Sackler, Principal, 718-840-1950
	8. 14K126	8. Marcos Bausch, Principal, 718-782-2527
	9. 08x530	9. Charlotte Pope, Principal, 718-860-1242
	10. 19K166	10. Maria Ortega, Principal, 718-649-0765
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)
Datacation 105 West Main Street, Suite 3 Charlottesville, VA 22902-0243 Phone: 866.817.0726 Fax: 434.817.0727 Service: tools to help schools break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy	1. 15k136	1. Eric Sackler, Principal 718-840-1950
	2. 14K126	2. Marcos Bausch, Principal 718-782-2527
	3. 09x412	3. Vincent Rodriguez, Principal
	4. 08x530	4. Charlotte Pope, Principal 718-860-1242
	5. 19K166	5. Maria Ortega, Principal, 718-649-0765
	6. 26q074	6. Ellen Padva, Network Leader 917-344-9359
	7. 19k158	7. Ellen Padva, Network Leader 917-344-9359
	8. 19k202	8. Ellen Padva, Network Leader 917-344-9359
	9. 19k213	9. Ellen Padva, Network Leader 917-344-9359
	10. 19k171	10. Ellen Padva, Network Leader 917-344-9359

Attachment C
11X355 Bronx Alliance Middle School
 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)
Ramapo For Children Lisa Tazartes Director, Ramapo Training ltazartes@ramapoforchildren.org 212-754-7003 49 West 38 th St. Fl 5 New York, NY 10018	1. M108 (PS108 Assemblyman Angelo DelToro Ed.Complex)	10. Gryssele Machicote: gmachic@schools.nyc.gov
	2. CFN 203 - Children's First Network 203	11. Mary Shamon: mshamon@schools.nyc.gov
	3. K174 (IS 174K Dumont)	12. Ingrid Mason: IMason@schools.nyc.gov
	4. X042 (PS 42X)	13. Ivette Matos: imatos2@schools.nyc.gov
	5. M206 (PS 206 Jose Celso Barbosa)	14. Camille Forbes: cforbes2@schools.nyc.gov
	6. X333 (PS 333X)	15. Arthur Brown: abrown26@schools.nyc.gov
	7. X001 (PS 1X)	16. Jorge Perdomo: jperdom@schools.nyc.gov
	8. M015 (The Roberto Clemente School)	17. Irene Sanchez: ISanchez11@schools.nyc.gov
	9. M137 (PS 137M)	18. Melissa Rodriguez: MRodrig19@schools.nyc.gov
	10. M363 (The Neighborhood School)	10. Milo Novelo: MNOVELO@schools.nyc.gov
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Creative School Services Brian Green Creative School Services President Phone 914 843 0407 Fax 347 293 7915 brian@creativeschoolservices.com Professional services	1. 11X 83 DONALD HERTZ	1. CLAUDIA MACEK cmacek@schools.nyc.gov
	2. 12X217 SCHOOL OF PERFORMING ARTS	2. MAIYSHA ETIENNE MEtienne3@schools.nyc.gov
	3. 12X131 ALBERT EINSTEIN MIDDLE SCHOOL	3. MEG GUNDOGDU mgundog@schools.nyc.gov
	4. CFN 606	4. PETRINA PALAZZO ppalazz@schools.nyc.gov
	5. 04M045 STARS ACADEMY	5. ALEXA SORDEN alexawill@msn.com
	6. 19K677 ENYESE	6. JUDY TOUZIN jtouzin@schools.nyc.gov

	7. ROADS 2 CHARTER HIGH SCHOOL	7. SETH LITT slitt@roadscharterschool.org
	8. CFN 607	8. ELMER MYERS emyers@schools.nyc.gov
	9. 11X498 VAN NEST ACADEMY	9. CAROL-ANN GILLIGAN cgillig2@schools.nyc.gov
	10. 11X529 ONE WORLD ACADEMY	10. PATRICIA WYNNE pwyne@schools.nyc.gov
	11. CFN 412	11. DEBRA PAGNOZZI dpagnoz@schools.nyc.gov
	12. 04M057 JAMES WELDON JOHNSON	12. LORRAINE HASTY lhasty@schools.nyc.gov
	13. 17K533 SCHOOL FOR DEMOCRACY AND LEADERSHIP	13. JAMES OLEARCHIK jolearchik@schools.nyc.gov
	14. 11X566 PELHAM GARDENS MIDDLE SCHOOL	14. DENISE WILLIAMS dwillia8@schools.nyc.gov
	16. 08X333 THE MUSEUM SCHOOL	15. ARTHUR BROWN abrown26@schools.nyc.gov

**Attachment H – Tentative Calendar of Events for
Implementation of APPR Activities in the 2013-2014 school year**

**Calendar of Events
11X142 John Philip Sousa MS:**

SUMMARY OF EXPECTATIONS

Activity	Timeline
Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation and	September 2013 to June 2014
Professional development focusing on providing teachers with specific academic and non-cognitive strategies to effectively teach the middle-level learner. The school will support the establishment of professional learning communities using an action research approach to engage in professional dialogue and hands-one implementation of classroom and intervention strategies to address diverse needs of their students. Inquiry teams in ELA and Math will be supported in through professional development on data-driven instructional planning.	September 2013 to June 2014
Implementation of a Response to Intervention team to address students' academic, linguistic, cultural, and behavioral needs by implementing research supported strategies that develop and maintain student success within the classroom.	September 2013 to June 2014
The school will use 100 Book Challenge to assess levels and to provide "just right" reading materials. For students needing more targeted instruction, Performance Series is used. The school will utilize the DOE's Acuity programs to assess and monitor students and to provide "next steps" for learning. Professional development is provided by the 100 Book Challenge.	September 2013 to June 2014
Professional development for staff via the school's Children First Network team on strengthening curriculum, use of data to set goals and instruction. Create the ELA curriculum and math tasks as well as SIOP and training in strategies for special education students.	September 2013 to June 2014
Grade team meetings to analyze student work and target a small group of students to accelerate their learning and subject area meetings for aligning instruction.	September 2013 to June 2014
Subject area meetings are scheduled to provide congruence and continuity of instruction across the grades.	September 2013 to June 2014
All instructional pedagogues will receive training in SIOP (Sheltered Instruction Observation Protocol®) A proven program that is evidence-based framework for improving the academic achievement of English language learners (ELLs). This training gives educators an in-depth understanding of the components of the SIOP® Model and strategies to implement it in their schools and classrooms.	September 2013 to June 2014

**Attachment H – Tentative Calendar of Events for
Implementation of APPR Activities in the 2013-2014 school year**

**Calendar of Events
11X355 Bronx Alliance Middle School:**

Weekly Coaching Observation Schedule (September-June)	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15		Meet teacher 1	Meet teacher 3	Meet teacher 5	Meet teacher 7
9:15-10:00					
10:00-10:45		Observe teacher 3 and 4	Observe teachers 5 and 6		
10:45-11:30	Observe Teacher 1 and 2			Observe teachers 7 and 8	
11:30-12:15		Meet teacher 2			Meet teacher 8
12:15-1:00			Meet teacher 4		
1:00-1:45				Meet teacher 6	

Formal Observation Schedule	School year 2013 - 2014
October	Pre-Observations, Observations and post-Observations: Teachers 1 - 8
December	Pre-Observations, Observations and post-Observations: Teachers 1 - 8
January	Mid-year Teacher Professional Development Plan reviews: Teachers 1 - 8
February	Pre-Observations, Observations and post-Observations: Teachers 1 - 8
April	Pre-Observations, Observations and post-Observations: Teachers 1 - 8
June	Year-end Teacher Professional Development plan reviews: Teachers 1 - 8

ATTACHMENT I: Year 1 Implementation Period (September 1, 2013 to August 31, 2014)

11X142 John Philip Sousa MS:

Activity	Timeline
Engage in calibration activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation. Development of teacher portfolios representing pedagogical growth and development as well as artifacts that provide evidence of increased student outcomes	September 2013 to June 2014
Professional development focusing on providing teachers with specific academic and non-cognitive strategies to effectively teach the middle-level learner. The school will support the establishment of professional learning communities using an action research approach to engage in professional dialogue and hands-one implementation of classroom and intervention strategies to address diverse needs of their students. Inquiry teams in ELA and Math will be supported in through professional development on data-driven instructional planning.	September 2013 to June 2014
Beginning with an intensive summer institute for all teachers, X142 will provide professional development and curriculum planning around core subjects aligned to the school's mission and vision for its staff. X142 will have professional teams structured to promote shared leadership among colleagues and to work collaboratively with administration to turn instructional goals and plans into action focused on improving and sustaining student outcomes.	September 2013 to June 2014
X142 will expand its support individual teachers' professional growth by ensuring that frequent and targeted feedback is given after formal and informal observations consistent across all administrators. The school will have all teachers use a teacher effectiveness rubric as a guideline for self-assessment, and teachers will also consider best practices and have ongoing conversations related to observations.	ongoing September 2013 to June 2014
X142 plans to expand the teacher center with staff, professional literature, and resources to support the implementation, monitoring and evaluation of a standards-based curriculum. The teacher center will function in connection with the Library Media Center for the collaborative benefit of teachers and students.	Fall 2013
To address the diversity of learners in the school, the administrative team will create and maintain a school based RTI team that seeks to address students' academic, linguistic, cultural, and behavioral needs in a proactive manner. Response to intervention teams will identify and implement research-supported strategies that work to develop and maintain student success within the classroom. Implementation will contribute to more meaningful identification of learning and behavioral problems improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities.	Monthly workshops September 2013 to June 2014

<p>X142 will provide tested, yet innovative programs through a Professional Development plan to enhance the opportunities for students, including Pearson SLOP training, Pearson SuccessMaker, and the 100 Book Challenge as well as Achieve 3000, Castlelearning.com and other appropriate instructional software to be determined by the administrative staff and technology team.</p>	<p>September 2013 to June 2014</p>
<p>In support of these new initiatives, x142 will implement: Normed daily structures for classroom instruction to ensure coherence of instructional delivery, assessment and progress monitoring; Weekly subject specific common planning time for teachers to meet in inquiry teams to review student work, disaggregate data and plan. Implement an advisory program in which each teacher will be responsible for data tracking and conferencing with an advisory group.</p>	<p>Weekly, September 2013 to June 2014</p>

ATTACHMENT I: Year 1 Implementation Period (September 1, 2013 to August 31, 2014)

Bronx Alliance Middle School:

The purpose of the Professional Development Plan is to address the school development and growth over the next three school years. This impetus is to support teacher lesson and unit planning, instructional strategies, professional responsibilities and to maintain a positive school culture while engaging in and supporting the following initiatives:

Year One Professional Development Plan

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
<p><u>Analyzing Student Assessment Data PD</u> Baseline Assessments analysis (9/13)</p> <p>Monthly pre and post task data analysis via data retreats(10/13-6/14)</p>	All teachers	<p>Creative School Services for both Literacy and Math</p> <p>Principal, Literacy Coach</p>	<p>Norm the scoring of student work to inform instructional next steps.</p> <p>Student Progress and growth</p>	Student performance on baselines and pre and post tasks; outcomes aggregated and disaggregated on spread sheet.
<p>Weekly Literacy and Math classroom coaching (Sept. to June 2013-2014)</p> <p><u>Utilizing and Norming Danielson PD</u> (Sept., Nov.2013 and Jan., March and May 2014)</p>	All teachers	<p>Creative S.S. Math and Literacy Consultant,</p> <p>Principal and Literacy Coach</p>	By the end of the school year, all teachers will be effective or highly effective on the Danielson Framework rubric.	Weekly coaching observations and quarterly formal observations will be analyzed and shared with teachers individually.
<p>Weekly teacher team meetings (2.5 hours/week) Weekly from Sept. 2013- June 2014</p>	All teachers	Facilitated by Principal and Literacy Coach	Teachers will work collaboratively to analyze student work, plan and design curricular units as well as engage in one hour of PD	<p>Resulting work products and/or will be submitted to the principal.</p> <p>Post PD surveys will be completed by all teachers.</p>
Saturday retreats	All teachers	Creative S.S. Math and Literacy consultants, principal and Literacy Coach		<p>Resulting work products and/or will be submitted to the principal.</p> <p>Post PD surveys will be completed by all teachers.</p>
<p>Summer PD: July and August 2014</p> <p>PD Topics:</p> <ul style="list-style-type: none"> *The Danielson Framework for Teaching *Building a Positive School Culture *Using Data to Drive Instruction *Mastery Learning at Bronx Alliance *CCLS Content Area Curriculum and Unit Planning 	All teachers	<p>Principal, Assistant Principal, Creative School Services Math and Literacy consultants, Literacy and Math Coaches</p> <p>Ramapo for Children</p>		<p>Resulting work products and/or will be submitted to the principal.</p> <p>Post PD surveys will be completed by all teachers.</p>

2013-14 Teacher Evaluation and Development Timeline

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



Department of Education
 CHARRIS M. WEAVER, Chancellor

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

Jean Gallarello
98 Highland Road
Thornwood, New York 10594
(H) 914-747-1522 (C) 914-564-6469

EDUCATION:

Leadership in Education Apprentice Program (LEAP) 2011

CITE Program, The College of St. Rose

School Building Leader Certification 12/09

School District Level Leader Certification 5/10

M.S. in Elementary Education 2002

Mercy College, Dobbs Ferry

MSW 1983

Fordham Graduate School of Social Service

BA 1982

Fordham College at Lincoln Center

Experience:

New York City Department of Education 2001-Present

Assistant Principal 2011-Present

Instructional leader and supervisor:

- Discovery House
- Voices of Success
- ELA Department
- ESL Department
- AIS Services and Programs

To date I have:

- Articulated 6th, 7th and 8th grade students
- Coordinated the formation of our AIS program, established an AIS Team, and developed an AIS manual
- Organized, developed, and implemented our Saturday Academy program
- Developed and facilitated four CCLS retreats for all content area teachers in order to further embed the Common Core into our lesson and unit plans
- Presented professional development workshops for teachers on PD days and during weekly Teacher Team Meetings

- Coordinate and assign students to the Extended Day Program and Math AIS elective classes
- Mentoring of new teachers
- Conduct formal and informal teacher observations using the Danielson Framework

Literacy Coach: Support of ELA teachers for the purposes of establishing best practices and balanced literacy strategies in the ELA classroom via professional development workshops, classroom demonstrations and modeling. Established a school-wide Literacy Binder including updated curriculum maps imbedded with CCLS performance standards. Additional responsibilities include design and coordination of a Saturday ELA Academy, Inquiry Team Leader/Data Specialist, Curriculum Team member, and facilitator of weekly Teacher Team Meetings. Development of yearly CEP ELA goals and annual ELA PD Plan.

Teacher: 5th grade self-contained classroom teacher of ELA, Math and Social Studies. 6th and 8th grade ELA teacher.

Psych Systems of Westchester

1995 – 2001

Clinical Director

Responsible for managing the daily operation of this Partial Hospital Program providing Day treatment of acute psychiatric illness to an adolescent and adult population. Responsibilities included hiring, supervising, and training of professional staff. Completed intake evaluations and provided crisis intervention services. Ensured compliance with Office of Mental Health regulations.

Bronx Center for Community Services, Inc.

1988-1992

Clinical Director

Clinical Administrator responsible for managing the daily operation of this outpatient mental health clinic which provided individual, family, and group treatment to over 1,200 children and adults. Responsibilities included interviewing, hiring, and training of professional staff, development and implementation of agency policy and procedures, quality assurance measures to ensure compliance with OMH, and clinical supervision of staff.

Bronx Municipal Hospital/Jacobi Hospital

1984-1988

Social Work Supervisor/Field Instructor

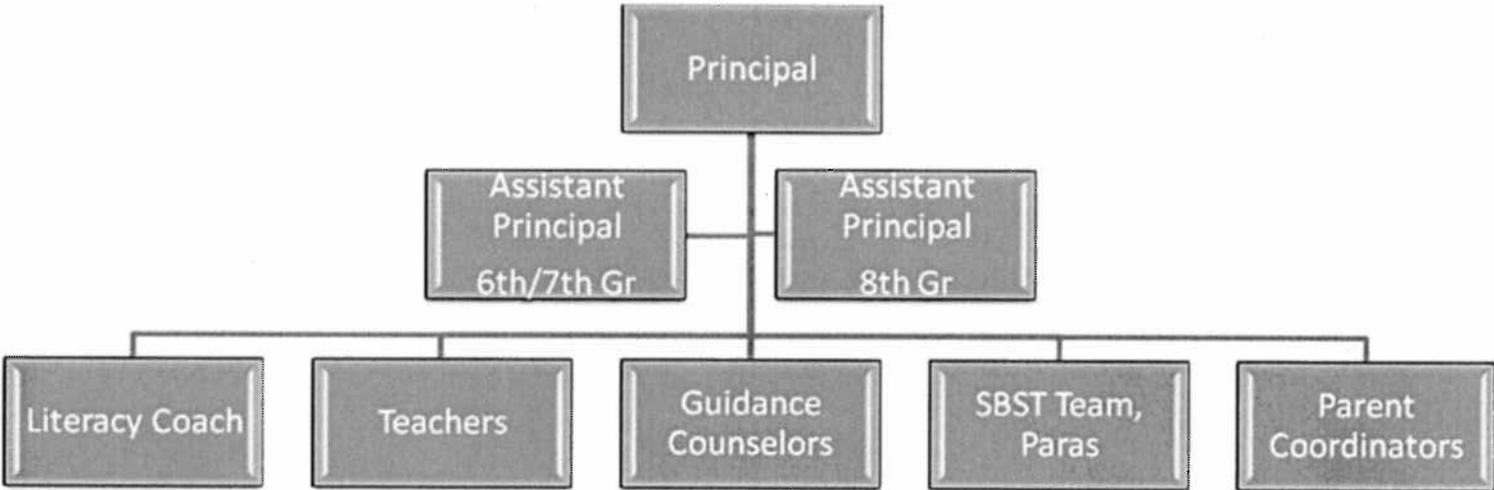
Case manager and clinical supervisor of CSW staff and Graduate Social Work students. Therapeutic intervention and discharge planning provided to patients and families in response to acute and catastrophic illness/injury on the Trauma Surgery/Burn Unit. Quality Assurance Team Chairperson for JCAHO and PSRO audits.

Professional Licensure:

- Elementary School Teacher Permanent Certificate
- English extension grades 7 and 8
- New York State Social Work licensure
- School Building Leader certification

Attachment G – Organization Charts

11X142 John Philip Sousa



Bronx Alliance Table of Organization

- Principal
- Secretary

- Literacy Coach
- Math Consultant
- Guidance Counselor

Teachers

- Humanities (2)
- Math (2)
- Science (1)
- ICT (1)

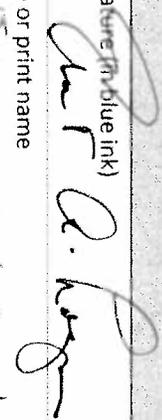
11X142 MS 142 JOHN PHILIP SONSON

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

11/14/12 MS 142 John Philip Sanson

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

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

11-X-142 - MS 142 John Phillip Sousa

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

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Principals 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		
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)	6/10/13	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		

Attachment A Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable <small>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.</small>
Signature (in blue ink) <i>Jean Gallarelli</i>	<i>5/27/13</i>	
Type or print name <i>Jean Gallarelli</i>	<i>5/27/13</i>	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable <small>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.</small>
Signature (in blue ink) <i>Wendy Cooper-Jackson</i>		
Type or print name <i>Wendy Cooper-Jackson</i>		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable <small>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.</small>
Signature (in blue ink)		
Type or print name		

**Attachment A
Consultation and Collaboration Documentation Form**

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

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

CSA Representative	Date	Summary Documentation if Signature is Unobtainable <small>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.</small>
Signature (in blue ink) <i>DeJuan C. White</i>	6-3-13	
Type or print name DeJuan C. White		
UFT Representative <i>Jill</i>	6-3-13	
Signature (in blue ink) <i>Jill</i>		
Type or print name Jill		
Parent Group President / Lead <i>M Dickerson</i>		
Signature (in blue ink) <i>M Dickerson</i>		
Type or print name M Dickerson		
Parent Group President / Lead Karen Woods	6/3/2013	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. Karen Woods, PTA President is unavailable at this time to sign however, she is an active member of the SLT and involved in the development of the SIG Plan.
Type or print name Karen Woods		

11X142

Evidence of Consultation and Collaboration

From: Sachs Debby W
Sent: Wednesday, June 05, 2013 2:55 PM
To: Utsunomiya Reina
Cc: Kohlhagen Michael; Billy Rasheed; Doyle Mary
Subject: RE: 11X142 SIG - Final Documents - 6.3.13

Dear Reina,

Billy Rasheed, Parent Coordinator at X142, spoke with PTA president Karen Woods this morning. Ms. Woods was at work and has no access to a computer. She dictated the message below (highlighted in yellow) to Mr. Rasheed confirming that she was in support of the SIG proposal but unable to sign due to her work schedule.

Debby Sachs

From: Billy Rasheed
Sent: Wed 6/5/2013 1:28 PM
To: Kohlhagen Michael
Subject: SIG (School Improvement Grant)

Mr. Kohlhagen,

A per discussion with Ms. Karen Woods on June 5th, 2013 at 1:20 please accept the following e-mail.

To Whom it May Concern,

I, Ms. Karen Woods, am in support of the School Improvement Grant, however I am unavailable to sign the document due to my work schedule.

Best Regards,



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>3</td><td>0</td><td>5</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>5</td><td>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) MS 142 John Philip Sousa																													
Contact Person	EDUARDO CONTRERAS																													
Agency Name	New York City Department of Education																													
Mailing Address	52 Chambers Street, Room 413																													
	New York, N.Y. 10007																													
Telephone #	212-374-0520	Manhattan																												
		County																												
Project Operation Dates From	SEP 1 2013	To AUG 31 2014																												

BUDGET TOTAL

\$1,159,481

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	2.00	75,285	150,570
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.50	102,372	51,186
Education Administrator	1.00	72,000	72,000
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	2,953	41.98	123,984
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	78	43.93	3,432
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)	226	154.97	35,000
CENTRAL - School Implementation Manager	0.34	119,344	39,998
CENTRAL - Talent Coach	0.12	114,000	13,293
CENTRAL - Policy and Operations, New Schools	0.16	95,000	14,845
Subtotal - Code 15			504,308

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.50	54,000	27,000
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			27,000

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	Creative School Services, North Bronx Ensemble, Ramapo for Children, Teachers College Columbia University, Studio in the Schools, Pearson Education	271,500
686 - Evaluation Consultant		0
689 - Professional Development Consultant	CEI-PEA	48,000
Subtotal - Code 40		319,500

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	100,642
Educational Software	0
General and Instructional Supplies	67,600
Library Books	20,000
Supplemental Textbooks	0
Subtotal - Code 45	188,242

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	99,991
ARRA FRINGE - CENTRAL	20,441
Subtotal - Code 80	120,431

CALCULATION OF INDIRECT COST: Code 90

A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$1,159,481
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0
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PROJECT BUDGET SUMMARY

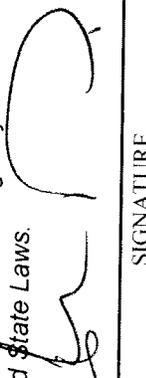
Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	504,308
Non-Professional Salaries	16	27,000
Purchased Services	40	319,500
Supplies and Materials	45	188,242
Travel Expenses	46	0
Employee Benefits	80	120,431
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,159,481

FOR DEPARTMENT USE ONLY

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Project #:	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;">0</td> </tr> </table>												0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0													
Tracking/Contract #:	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>																							
Project Funding Dates	9	1	2013	8	31	2014																		
	FROM			TO																				
Program Office Approval	_____																							

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

CHIEF ADMINISTRATOR'S CERTIFICATION	
<i>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.</i>	
6.7.2013 DATE	 SIGNATURE
Eduardo Contreras, Chief Operating Officer, Portfolio Planning NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER	

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

Pre-Implementation Period (April 1, 2013 - August 31, 2013)		
Categories	Code	Costs
Professional Salaries	15	\$
Support Staff Salaries	16	\$
Purchased Services	40	\$
Supplies and Materials	45	\$
Travel Expenses	46	\$
Employee Benefits	80	\$
Indirect Cost (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	\$ 504,308
Support Staff Salaries	16	\$ 27,000
Purchased Services	40	\$ 319,500
Supplies and Materials	45	\$ 188,242
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 120,431
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,159,481

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 512,110
Support Staff Salaries	16	\$ 27,000
Purchased Services	40	\$ 232,700
Supplies and Materials	45	\$ 145,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 100,166
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,016,976

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 486,594
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 160,200
Supplies and Materials	45	\$ 301,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 54,105
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,001,899

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 1,503,012
Support Staff Salaries	16	\$ 54,000
Purchased Services	40	\$ 712,400
Supplies and Materials	45	\$ 634,242
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 274,702
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 3,178,356

BUDGET NARRATIVE:MS 142 John Philip Sousa (11X142)

Primary SIG Activity	Category	Description Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services (Code 40)	Computer assisted instruction will be provided by PEARSON EDUCATION, INC.	12,000	6,000	0	\$18,000	School will phase out after two years.
Instruction	Professional Purchased Services (Code 40)	To improve student engagement the North Bronx Ensemble will provide Music/Youth development services in an extended learning time.	60,000	30,000	0	\$90,000	School will phase out after two years.
Instruction	Professional Staff (Code 15)	3.0 FTE Supplemental Teachers. Central to X142's commitment to preparing students for academic excellence is ensuring all learners receive appropriate supports to facilitate their progress. To meet that goal, three additional teachers (3 FTE) in ELA and mathematics will provide enhanced classroom instruction in a reduced class size model in year 1 (2 teachers in year 2).	150,570	108,428	0	\$258,998	School will phase out after two years.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	As an outcome of professional development for staff focusing on strengthening curriculum for ELLs, funding will be used to purchase Common Core Learning Standards aligned curriculum from Scholastic, designed specifically for the English Language learner. ELLs will be supported with appropriate texts in both English and their native languages.	64,600	0	0	\$64,600	School will phase out after two years.
Parent and Community Engagement	Professional Staff (Code 15)	1.0 FTE: Attendance is a concern at K142. a community associate will provide outreach to students and families.	27,000	27,000	0	\$54,000	School will phase out after two years.
Student Support	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly Per Session: An integral part of the SIG plan includes an extended day program focusing on literacy and numeracy for two days a week, two hours a day for 30 weeks. Staffing includes teachers, guidance counselor, principal and assistant principal.	35,000	12,747	0	\$47,747	School will phase out after two years.
Student Support	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly School Aide Per Session: To ensure an improved school atmosphere, additional oversight is needed during arrival and dismissal. Daily school aide 550 hours of per session for pre- and post school hours will be scheduled.	6,000	3,000	0	\$9,000	School will phase out after two years.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Whole school reform, including supervisory support and improved instruction aligned to Common Core Learning Standards will be provided by CEI-PEA.	48,000	24,000	0	\$72,000	School will phase out after two years.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Beginning with an intensive summer institute for all teachers, professional development and curriculum planning around literacy subjects will be provided by TEACHERS COLLEGE COLUMBIA UNIVERSITY. PD will continue through the 2013-2014 school year.	25,000	12,500	0	\$37,500	School will phase out after two years.
Training, Support, and Professional Develop	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Per Diem: Administrative and teaching staff at X142 will be provided with opportunities to participate in professional development during the school day. Per diem coverage will allow for coverage for PD aligned to CCLS. 8 hours of per diem coverage will be scheduled each week of the entire school year. (vr 1; hours will be reduced vr. 2)	35,000	17,500	0	\$52,500	School will phase out after two years.

Primary SIC Activity	Category	Description Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Staff (Code 15)	1.0 FTE School Business Manager: To allow the principal to focus on instructional concerns, a School Business Manager will attend to budget, HR, and procurement issues at the school.	72,000	0	0	\$72,000	School will phase out after two years.
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.	79,829	46,325	0	\$126,154	
		Subtotal Phase-out	614,999	287,500	0	902,499	
Curriculum	Professional Purchased Services (Code 40)	Studio in the Schools artist will provide 42 days teaching art to 4 classes, and includes PD for staff and 3 art exhibitions.	18,000	18,000	18,000	\$54,000	After the grant period, school will have local per-student revenues at scale and will be able to hire a full-time Art teacher.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per session - for collaborative common planning for teachers in order to individualize and organize lessons using a Mastery Learning approach.	23,520	\$1,240	100,800	\$175,560	After the grant period, school will have local per-student revenues at scale and will be able to sustain this activity.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per session - 10 days/7 hours a day of Summer PD	0	52,920	88,200	\$141,120	Title 1 and tax levy funds will continue to fund these activities.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per session - Saturday Retreats focused on increasing the efficacy of instruction	11,080	22,680	37,800	\$71,560	Title 1 and tax levy funds will continue to fund these activities.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - Supervisor(s) for Saturday retreats	1,320	2,640	3,960	\$7,920	Title 1 and tax levy funds will continue to fund these activities.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Literature libraries and content area libraries.	20,000	25,000	40,000	\$85,000	NYSTL funds.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per session - Staff monthly data retreats - 3 hours per month to closely exam trends and results of common student assessments	10,080	22,680	37,800	\$70,560	Will use title 1 funds.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Laptops, ipads, desktops to assist students in mastering 21st century educational and communication tools. Provides ready access to conduct research, read ebooks, work independently on computer-based Math and ELA supplemental programs, and allows students to print and publish their work.	100,642	116,000	256,000	\$472,642	The bulk of the technology will have been purchased. Title 1 funds will buy additional technology required.
Parent and Community Engagement	Supplies, materials Supplemental books and Software (Code 45)	Give-away materials and celebrations for students and parents.	3,000	4,000	5,000	\$12,000	Title 1 and tax levy funds will continue to fund these activities.
School Climate and Discipline	Professional Purchased Services (Code 40)	Ramapo for Children which will provide one-to-one coaching to teachers in supporting positive behavioral interventions to reduce removals, suspensions and disruptive student behaviors so that more time is spent on task.	44,000	29,700	29,700	\$103,400	After the grant period, school will have local per-student revenues at scale and will be able to hire a Dean in year 3 and positive behavioral systems will be ingrained in the school culture.

Primary SIG Activity	Category	Description Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per session - Summer bridge program. 2 weeks at 25 hours per week. 8 teachers yr. 2 and 12 teachers yr. 3.		16,800	25,200	\$42,000	Title 1 and tax levy funds will continue to fund these activities.
Student Support	Professional Staff (Code 15)	1.0 FTE Supplemental Guidance Counselor - to provide social-emotional support and intervention as well as teaching periods and weekly assembly program for college and career readiness.	51,186	54,387		\$105,573	The growth of the student population will sustain this position in the school's budget.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Creative School Services - 45 days math consultant, 45 days literacy/ELA consultant	112,500	112,500	112,500	\$337,500	In house capacity will have been built and Literacy and Math coaches as well as lead teachers and department chairs will provide PD.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Teacher per session - for before/after school tutoring and twelve 4 hr. Saturday Academy sessions. This extra time will be used to accelerate student proficiency in Math and ELA.	38,304	76,606	114,912	\$229,822	Will use tax levy funds.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - for Saturday Academy Program.	2,112	2,112	2,212	\$6,436	Will use title 1 funds.
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.	20,161	33,330	31,392	\$84,883	
		Subtotal Phase-In	455,905	640,595	903,476	1,999,976	
		Subtotal Phase out + Phase In	1,070,904	928,095	903,476	2,902,475	
District-level expenses for Phase out and Phase in School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1,Y2,Y3): 0.35, 0.35, 0.35.	39,998	39,611	43,347	122,956	
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): 0.12, 0.12, 0.12.	13,293	13,165	14,406	40,864	
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): 0.16, 0.16, 0.16.	14,845	15,594	17,957	48,396	

BUDGET NARRATIVE:MS 142 John Phillip Sousa (11X142)

Primary SIG Activity	Category	Description Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Fringes central positions (Phase out and Phase in)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	20,441	20,511	22,713	63,665	
		Subtotal Central Positions	88,576	88,882	98,423	275,881	
		TOTAL SIG	1,159,481	1,016,976	1,001,899	3,178,356	
		Non-Core Instruction Tax Levy	578,273	453,718	270,519	1,302,509	
		Title I for Priority and Focus Schools	101,052	56,688	-	157,740	
		Other Title I allocations	409,065	335,774	222,358	967,197	
		Title III	20,000	11,220	-	31,220	
		TOTAL	2,267,870	1,874,375	1,494,776	5,637,021	