

ORIGINAL

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

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)		LEA Beds Code:	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application		School Beds Code	
Marta Valle Secondary School		310100011509	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
9 - 12			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
363		145 STANTON STREET, MANHATTAN NY 10002	
School Model Proposed to be implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date June 7, 2013
Type or print the name and title of the Chief Administrative Officer Dennis M. Walcott	RECEIVED JUN 7 2013
DO NOT WRITE IN THIS SPACE	

CONTRACT ADMINISTRATION

NR

01M509

A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

In 2009, Principal Mimi Fortunato was selected to be part of the highly selective New York City's Aspiring Principal Leadership Academy where she worked as a supervisor-intern in a middle school, a comprehensive high school, and a transfer high school. She is now Principal of Marta Valle High School on the Lower East Side of Manhattan.

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

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

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

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

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

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

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

E. External Partner Recruitment, Screening, and Matching

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

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

Major partners that will be providing services critical to the implementation of the school's plan are AUSSIE and Princeton Center for Leadership Training.

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 Marta Valle Secondary School, students with disabilities comprise 25% of the school's population, 9% points higher than the citywide high school average. English Language Learners comprise 11% of the school's population, 2% points lower than the citywide high school average. The average incoming proficiency 8th grade ELA/math of the school's students is 2.56, which is 0.19 lower than the citywide high school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

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

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

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

of students to one of their top five choices. In November 2011, the Brookings Institution issued a report that cited New York City's school choice system as the most effective of any of the nation's largest school districts. The NYCDOE's recent enrollment reform efforts continue the work to ensure that SWDs, ELLs, and students performing below proficiency have access to diverse and high quality school options across the district.

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

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

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

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Section Bii: 8/17



Children First. Always.

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

Spring 2012 - 2013 Network Directory

Our goal is to build a strong network of schools through/leave

Vision Statement

Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.

Organizational Structure: As a stable team that has worked together for 5+ years, our "team special" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure each school's data, we work closely with staff members in have frank conversations with our principals and together design support for their schools.

Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCS and regional offices.

Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.

Organizational Structure: We are a large cross-functional network that offers tiered professional development, 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.

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.

Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success.

The network has a two-pronged strategic focus:

1. The creation and support of high quality secondary schools that are open to all students.
2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

Network/Brand	Mission	Brooklyn	Manhattan	Bronx	High School	Secondary	Elementary	High School
Network: M103 Brand: Network for Sustainable Excellence		Brooklyn: 4 Manhattan: 23 Bronx: 1			ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4			
Leaders: Viet M. Chu Contact: vchu@schools.nyc.gov								
Network: M104		Brooklyn: 1 Manhattan: 2 Bronx: 29			ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2			
Leaders: Tracey Collins, I.A. Contact: tcollins5@schools.nyc.gov								
Network: M105 Brand: The Urban Assembly		Brooklyn: 5 Manhattan: 9 Bronx: 7			JH//MS: 5 Secondary: 5 High School: 11			
Leaders: Jonathan Green Contact: jgreen27@schools.nyc.gov								

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N106 Brand: Network For Collaborative Innovation Leader: Cyndi Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>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>Network: N107 Brand: A Network of Dynamic Learning Communities Leader: Nancy Scala Contact: nscalala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH//MS: 4 High School: 26</p> <p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: N111 Leader: Lucile Lewis Contact: LLewis2@schools.nyc.gov	Brooklyn: 17 Queens: 4	Elem: 11 JH//MS: 8 K-8: 2	<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>	
Network: N112 Brand: B.E.S.T. Network Leader: Kathy Pelles Contact: kpelles@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH//MS: 9 K-12: 1 Secondary: 7 High School: 10	<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>	
Network: N201 Leader: Joseph Zaza Contact: jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	<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>	

Spring 2012 - 2013 Network Directory

Current schools per borough/level

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

Spring 2012 - 2013 Network Directory

Network Information	Current Schools per Borough/Level	Vision Statement
<p>Network: N204</p> <p>Leader: Diane Foley DFOley@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 1 Queens: 27 Bronx: 1</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 instruction staff, we also have a designated Instructional Data Specialist and SATIE who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.</p>
<p>Network: N205</p> <p>Brand: LEARN 205 (Learning Enrichment and Responsive Network)</p> <p>Leader: Joanne Joyner-Wells/Mary Jo Piscano jjoyner@schools.nyc.gov mpisarca@schools.nyc.gov</p> <p>Contact:</p>	<p>Queens: 28</p>	<p>Elem: 19 JH//MS: 1 K-8: 8</p> <p>Mission/Philosophy: CFN 205 recognizes the need for students to be problem solvers and critical thinkers. We provide a rich and diverse range of professional learning opportunities, enabling schools to advance student achievement. We focus on high-quality professional practice for school leaders and teachers. CFN 205 strives to ensure that all students, including SWDs and ELLs, acquire the necessary knowledge and skills needed for college and career readiness, in alignment with the Common Core Learning Standards.</p> <p>Organizational Structure: Using a tiered approach, CFN 205's operational and instructional staff provide customized support to each of our schools. With one-on-one assistance, onsite support, collaborative group planning and comprehensive review of available data, we work with schools to ensure their individual needs are met. Our team emphasizes cross-functionality, providing schools with seamless access to the full range of network supports. We are proactive, keeping principals apprised of impending deadlines and anticipating school needs.</p> <p>Special Expertise: CFN 205 is led by administrators with expertise in literacy, mathematics, school leadership and special education. Staff includes certified Thinking Maps, Wilson and Foundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCIS lab sites for ELLs.</p>

Spring 2012 - 2013 Network Directory

Current School - see Appendix A/B/C	Vision Statement
<p>Network: N206</p> <p>Leader: Ada Cordova Contact: acordova@schools.nyc.gov</p> <p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p> <p>Elem: 11 K-8: 1 Secondary: 1 High School: 6</p>	<p>Mission/Philosophy: CFN 206 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members.</p> <p>Organizational Structure: We review school data and instructional goals; and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR 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 Contact: dgiunta1@schools.nyc.gov</p> <p>Queens: 25</p> <p>ECE: 2 Elem: 20 JH/MS: 1 K-8: 2</p>	<p>Mission/Philosophy: CFN207 is committed to providing outstanding instructional and operational support to our schools. Our strong team, led by a former DOE Principal, is dedicated to assisting all members of the school community to ensure excellence in leadership, teaching and learning. Dynamic offerings of PD designed for sustained professional learning are customized to meet the diverse and collective needs of our PK-8 schools and their learners as we coach them to develop the skills necessary to become critical thinkers and problem solvers.</p> <p>Organizational Structure: CFN207 takes great pride in both the individual expertise of each team member as well as the collaborative nature of our team. Each has specific roles and/or possesses specialized training in a particular area allowing the CFN to better support our schools. We are also dedicated to developing cross-functional capacity across our team as this provides schools with a deeper and more efficient level of support.</p> <p>Special Expertise: CFN207 possesses technical expertise and employs scientific/research-based skills and strategies to support schools. Our operational team is regarded as an expert in its unique functional areas. Our instructional team holds specialized training/certification in the following: Thinking Maps, Wilson, DMI, Math for All, Japanese Lesson Study, etc.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: N401 Brand: Mobilizing Collective Capacity Leader: Roxan Marks Contact: rmarks@schools.nyc.gov		Brooklyn: 11 Manhattan: 1 Bronx: 10	Elem: 13 JH//MS: 2 K-8: 7	<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>
Network: N402 Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov		Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10	JH//MS: 1 Secondary: 5 High School: 13	<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>

Spring 2012 - 2013 Network Directory

Network	Current School	Level	Vision Statement
<p>Network: NAQ3 Brand: The Good Network</p> <p>Leader: Joshua Good Contact: jgood2@schools.nyc.gov</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 4 Staten Island: 1 Bronx: 4</p>	<p>JH//MS: 2 Secondary: 1 High School: 24</p>	<p>Mission/Philosophy: Our core values are integrity, professionalism, and collaboration. Trusting relationships with real conversations are necessary for the cycle of learning. We hold ourselves responsible to quickly get answers to school issues. In addition to building strong network-to-school ties, we connect school communities with each other to support collective growth. We recognize that we are learners who look to school communities to foster our own learning. Our aim is to be a team of professionals that helps schools to help kids.</p> <p>Organizational Structure: Our philosophy is that we need to know our schools well. To this end, each school has one team member assigned to meet that school's particular needs on a very regular basis. In addition, every school has access to all team members' particular areas of expertise. We feel that this design enables all schools' needs to be met in an individualized and expeditious way, while providing expert professional development in key initiatives around instruction, operations and youth development.</p> <p>Special Expertise: We are pleased to boast that we are the only network in the city to be awarded a \$700,000 Petrie grant. This generous funding has allowed our network to support our schools with additional time and materials to develop CCLS units, stronger teacher effectiveness models, and a newly-developed tool to support quality IEP writing.</p> <p>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, interventions, and professional learning communities in support of citywide initiatives.</p> <p>Organizational Structure: CFN 405 is a team of highly-qualified professionals with a proven track record of student achievement. Our instructional team members have previous experience as teachers, assistant principals, and principals and understand the needs of our schools. The very experienced and strong operational team members ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support the needs of the schools.</p> <p>Special Expertise: We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCL/SITE Institutes.</p>
<p>Network: NAQ3</p> <p>Leader: William Fonger Contact: wfonger@schools.nyc.gov</p>	<p>Brooklyn: 12 Manhattan: 8 Staten Island: 4</p>	<p>JH//MS: 3 K-8: 1 Secondary: 2 High School: 18</p>	<p>Mission/Philosophy: We are a diverse network of high schools and middle schools that recognizes and responds to the needs of all constituencies within our school communities. Over the past seven years, our team has developed a culture that respects individuality while enabling schools and leaders to work collaboratively through the sharing of best practices, interventions, and professional learning communities in support of citywide initiatives.</p> <p>Organizational Structure: CFN 405 is a team of highly-qualified professionals with a proven track record of student achievement. Our instructional team members have previous experience as teachers, assistant principals, and principals and understand the needs of our schools. The very experienced and strong operational team members ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support the needs of the schools.</p> <p>Special Expertise: We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCL/SITE Institutes.</p>

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level	Vision Statement
Network: N406 Leader: Sandra Litrico Contact: Slitric@schools.nyc.gov	Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7	ECE: 3 Elem: 21 JH//MS: 4 K-8: 5	<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>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>
Network: N407 Brand: Maverick Education Partnership Leader: Debra Lamb Contact: dlambh@schools.nyc.gov	Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11	Elem: 13 JH//MS: 4	<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>
Network: N408 Leader: Lucius Young Contact: lyoung22@schools.nyc.gov	Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH//MS: 1 K-8: 7 High School: 1	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>

Spring 2012 - 2013 Network Directory

Current school by borough/level	Vision Statement
<p>Network: 4109</p> <p>Lead: Neal O'Connell neal.oconnell@schools.nyc.gov</p>	<p>Brooklyn: 26 Staten Island: 9</p> <p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p> <p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.</p>
<p>Network: 4110</p> <p>Brand: The ROCKS</p> <p>Lead: Altagracia Santana asantana@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p> <p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p> <p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RTI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N411</p> <p>Leader: Michael Alcoff</p> <p>Contact: malcoff@schools.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 CE 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</p> <p>Contact: DConcepcion@schools.nyc.gov</p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH/II/MS: 2 K-8: 2</p>

Spring 2012 - 2013 Network Directory

Current school performance/level	Vision Statement
<p>Network: NS11 Brand: FH360</p> <p>Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh360.org</p> <p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p> <p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p>	<p>Mission/Philosophy: FH1360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: NS21 Brand: CUNY</p> <p>Leader: Dennis Sanchez Contact: dsanchez@schools.nyc.gov</p> <p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p> <p>JH//MS: 3 Secondary: 6 High School: 9</p>	<p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>

Spring 2012 - 2013 Network Directory

Network Information

Current schools per borough/level

Vision Statement

Network: NS31 Brand: CEI-PEA Leader: Joseph Blaize Contact: jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5
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

Mission/Philosophy: The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders.

Organizational Structure: Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans.

Special Expertise: Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.

Spring 2012 - 2013 Network Directory

Network	Current School Set	Level	Mission Statement
<p>Network: NISS1 Brand: Fordham University</p> <p>Leader: Dr. Anita Batista/Marge Struk Contact: abtatisti@fordham.edu struk@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: New Visions 551 Brand: New Visions 551</p> <p>Leader: Derek Jones Contact: djones@newvisions.org</p>	<p>Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1</p>	<p>K-8: 2 Secondary: 8 High School: 15</p>	<p>Mission/Philosophy: We believe that an effective school is a key lever for ensuring that the opportunities afforded each generation are not predetermined by circumstances of birth. We organize our work around the goal of creating and sustaining schools that effectively prepare students for ambitious, post-secondary pursuits. We see the relationship between schools in our network as a source of strength and commit to transparency in discussions of performance and practice so that we can learn from each other.</p> <p>Organizational Structure: Our network is organized to support the intentional development of innovative instructional and operational systems at schools. Our team works with principals to conduct a nuanced analysis of each school that examines everything from historical trends in performance to assessments of the responsiveness of operational systems. From this, we generate a school-level work plan that informs how we allocate network staff and how we structure initiatives. Principals are organized in Critical Friends Groups around areas in common.</p> <p>Special Expertise: New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>
<p>Network: New Visions 552 Brand: New Visions 552</p> <p>Leader: Barbara Gambino Contact: bgambino@newvisions.org</p>	<p>Manhattan: 3 Bronx: 22</p>	<p>Elem: 1 JH//MS: 1 Secondary: 4 High School: 19</p>	
<p>Network: New Visions 553 Brand: New Visions 553</p> <p>Leader: Alexis Benzell Contact: abenzell@newvisions.org</p>	<p>Brooklyn: 20 Queens: 1 Staten Island: 2</p>	<p>Elem: 1 JH//MS: 1 Secondary: 1 High School: 20</p>	



Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement	
Network: N602 Leader: Julia Bove Contact: JBove@schools.nyc.gov	Brooklyn: 32 Staten Island: 2	ECE: 1 Elem: 16 JH//MS: 14 K-8: 3	<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>	
Network: N603 Leader: Lawrence Pendergast Contact: LPendergast@schools.nyc.gov	Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17	JH//MS: 3 Secondary: 5 High School: 16	<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>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>	

Spring 2012 - 2013 Network Directory

Current Schools by Region/Level		Vision Statement	
<p>Network: W504</p> <p>Leader: Richard J. Gallo rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p>	<p>Elem: 19 JH//MS: 5 K-8: 2</p>	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.</p>
<p>Network: W505</p> <p>Leader: Wendy Kang wkang@schools.nyc.gov</p>	<p>Brooklyn: 26</p>	<p>ECE: 1 Elem: 15 JH//MS: 3 K-8: 5 High School: 1</p>	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and PD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>



Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: N606 Brand: Making a Difference Leader: Petrina Palazzo Contact: ppalazz@schools.nyc.gov	Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17	ECE: 2 Elem: 21 JH//MS: 1 K-8: 1	<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. 	
Network: N607 Leader: Elmer Myers Contact: emyers@schools.nyc.gov	Manhattan: 4 Queens: 1 Bronx: 24	ECE: 1 Elem: 22 JH//MS: 4 K-8: 2	<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>	

Spring 2012 - 2013 Network Directory

Current schools per borough/level. Vision Statement

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



Spring 2012 - 2013 Network Directory

Network Information

Current schools per borough/level

Vision Statement

<p>Network: N611</p> <p>Leader: Roberto Hernandez</p> <p>Contact: Rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1</p>	<p>Elem: 2 K-8: 5 Secondary: 6 High School: 14</p>	<p>Mission/Philosophy: CFN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p>Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p>
<p>Network: N612</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Nell</p> <p>Contact: mnell@schools.nyc.gov</p>	<p>Brooklyn: 32 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>

Spring 2012 - 2013 Network Directory

Network/Brand	Current school partnership/level	Vision Statement
<p>Network: Brand: Cluster: 5 Diploma Plus</p> <p>Leader: Contact: Crystal Love cslimmons-love@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>



Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Teaching Matters PSO Leader: Lynette Guastafarro Contact: lguastafarro@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 Valias, 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

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

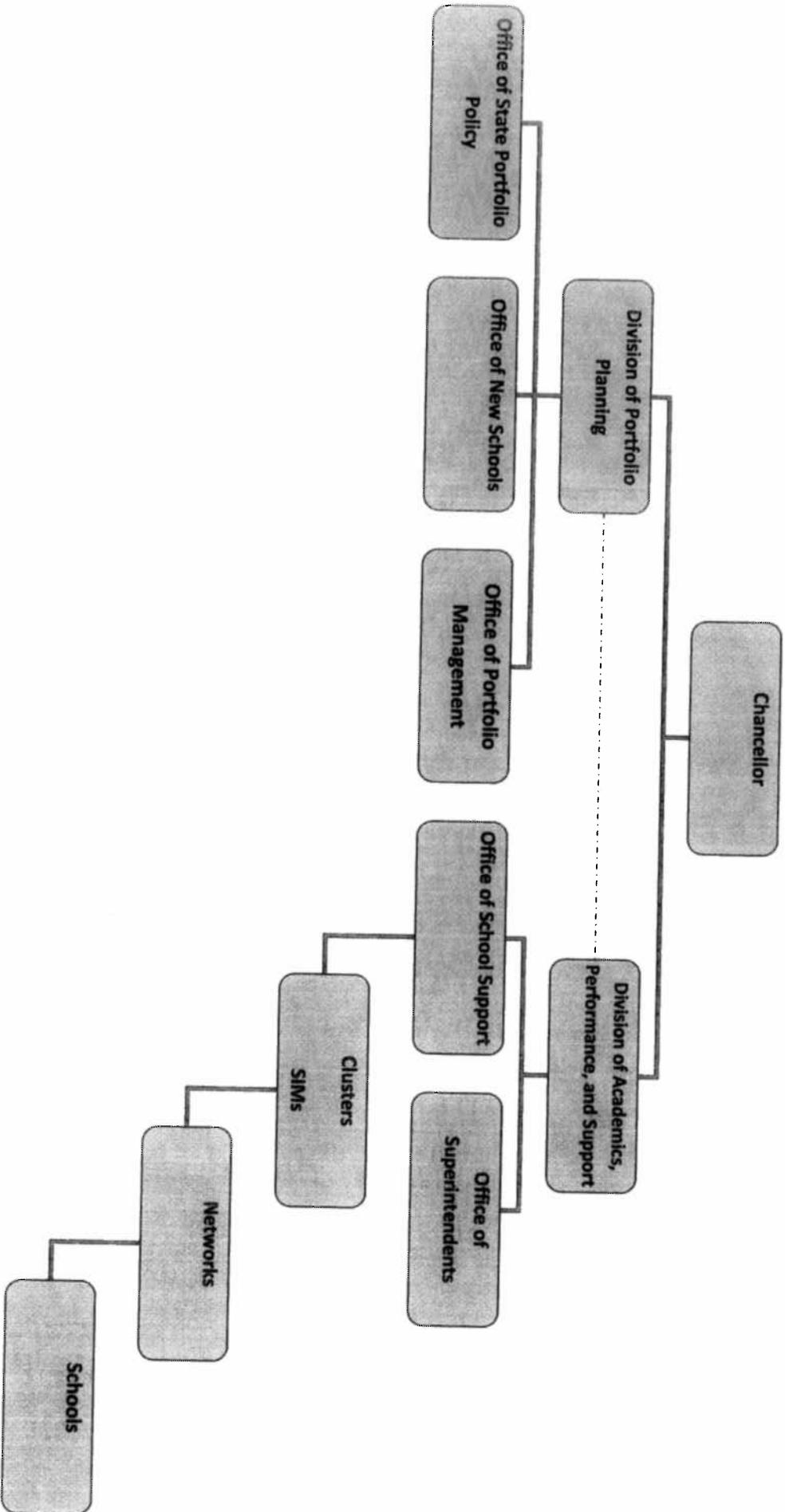
NYC

Department of Education

Note: not all networks are configured the same way.

NYCDOE Management Structure for Turnaround Efforts

Section 01



Section C iii

iii. Timeframe and persons responsible

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

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

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

section D

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

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

A. School Overview

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

MISSION

The mission of MARTA VALLE HIGH SCHOOL (“Marta Valle”) is to support the development of our students’ intellectual curiosity, creative minds, healthy bodies, leadership capacity, and the ethical spirits needed to contribute wisdom, compassion and leadership in the 21st Century. We provide a college and career-readiness academically rigorous program through which educators, parents, and community based partners lead students to take responsibility for learning, and where students are inspired by unique exposure to and experiences in the visual, performing, and culinary arts. We are committed to sustaining a school in which individuals representing diverse cultures and experiences support one another in the meaning and value of community, leadership, innovation, and in the joy and importance of lifelong learning.

VISION

Marta Valle’s vision is that all members of our Professional Learning Community will assume shared responsibility for the development of every student’s social/ emotional growth, academic performance and college and career-readiness. Our collaborative professional practice will reflect a commitment to deep reflection in our realization of our dream of a community where leadership, innovation, and the joy of lifelong learning is evident.

*Meeting the Needs of Every Student,
Today and Every Day*

THREE YEAR SCHOOL TRANSFORMATION GOALS:

Goal #1: Transform our educational community through an intensive Professional Development Initiative to strengthen core content and enrichment curricula. We will utilize the Common Core Learning Standards (CCLS) to provide all students with consistent opportunities to think critically and be cognitively engaged.

Goal #2: Transform instructional practice by norming teacher pedagogy to a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to CCLS aligned curricula that is engaging and meets the needs of all learners.

Goal #3: Transform our school community to be learner-centered by embedding the practice of effectively using formative and summative data to significantly impact students’ achievement and social/emotional growth.

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

- 1) Implement an intensive **Professional Development Initiative** for instructional leaders and teachers in curricula development, blended learning, technology integration, and learner-centered data-driven instructional practices;
- 2) **Hire two Special Educators** to facilitate the transformation of learner-centered teacher practice, and to supplement mandated services for our students with IEPs;
- 3) Develop additional Tier III (most intensive) interventions using the Response to Intervention (RTI) framework, as well as advanced level courses and Advanced Placement courses, and enrichment **Expanded Learning Time opportunities** that support our students’ academic

needs, social-emotional development, leadership capacity, and college and career readiness. The following are the research-based key design elements, core strategies, and key partnership organizations that will assist in the plan's implementation.

Summary of Professional Development Initiative:

- Utilizing the Universal Design (UDL) for Learning Framework, we will work with Editure/AUSSIE consultants to revise our curricula and design rigorous units of study in all content areas. UDL will provide access for all learners, including students with disabilities, English Language Learners, and our highest achieving students to engage in rigorous tasks that are embedded into the CCLS units that we will be designing.
- Partnering with Editure/AUSSIE, Princeton Center for Leadership as Professional Development consultants and Datacation as a Data Management Consultant, we will implement an intensive year-round job-embedded Professional Development Initiative. Instructional leaders, teachers, and staff will be trained in curricula development, technology integration, differentiated instructional practices, data analysis, and in the use of a research-based framework tool and process to observe, assess and improve teacher practice and student achievement within the context of a rigorous and engaging college and career readiness academic curricula in Math, Science, Literacy, Special Education, ESL. We will address our need for a more rigorous and engaging college and career readiness curricula by training our entire team in the topic of academic rigor as well as in the design of challenging CCLS aligned units and lessons. In addition, professional development will be facilitated around content area specific instructional strategies in Mathematics, Science, Literacy, Special Education, ESL and Technology integration, blended learning, and Advanced Placement courses.

KEY PARTNER: EDITURE (AUSSIE):

AUSSIE will provide professional development consultants in Literacy (ELA, Social Studies), Mathematics, Science, Technology, Special Education and English Language Learners to ensure that long-term, systemic change takes place through ongoing professional development for our Instructional Leadership Team (Principal, Assistant Principals, Lead Literacy Teacher, and Grade Level Leaders/Instructional Leads), and all members of the Professional Learning Community. Editure/ AUSSIE consultants have expertise in content, school improvement, and in fostering sustained transformation by developing key instructional skills that lead to reflective teaching practices and, ultimately, deep shifts in instructional leadership and teacher practice. As an i-Zone Pilot school, and an i-Zone Lab Site for the 2012-2013 school year where we have mentored twenty-two other NYC schools in implementing i-Learn programs. In the next three years, we will expand blended learning opportunities in core content areas and for credit recovery and advanced coursework. Our AUSSIE Technology consultant will develop teacher expertise in using the technology tools that we will purchase through the SIG Proposal, including SMART Boards and projectors, carts and laptop class sets and four desktop computers for each classroom.

KEY PARTNER:

PRINCETON CENTER FOR LEADERSHIP TRAINING (PCTL): Through the use of SIG funds, Marta Valle High School will partner with the Princeton Center for Leadership Training (PCLT) to implement two research-based programs: Peer Group Connection (PGC)

Student and Family Advisory (SFA). PCLT will provide Professional Development to build teacher capacity in building our students' skills in self-management of their learning, self-advocacy, leadership, and college and career readiness.

DATA MANAGEMENT CONSULTANT:

DATACTION: Dataaction consultants will train Marta Valle Instructional Leadership team and teachers to evaluate data in their Dataaction system, strengthening educators' skills in effectively assessing students' needs. The Dataaction consultants will equip our team with the tools to accelerate student learning. Our team will learn to break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy.

Proposed Staffing Additions:

- In alignment with the NYC Special Education Reform Initiative, Marta Valle proposes to hire two additional dually certified Special Educators in both Social Studies and Science. These teachers will act as instructional leaders, and will co-teach classes with current General Education Social Studies and Science teachers to build general educators' capacity and skill in utilizing differentiated instructional strategies to better meet the needs of all students. Both Special Educators will provide an additional period of AIS instruction above and beyond IEP mandated support services to reinforce the rigorous concepts and skills that are being addressed in Science and Social Studies. These services will be in addition to the mandated services in students' IEPs. All ICT Special Education and General Education teachers will participate in Professional Development to effectively implement the ICT model.

Expanded Learning Time Opportunities to Support Student Academic/Social/Emotional Growth

- Marta Valle will develop additional Tier III (most intensive) interventions using the Response to Intervention (RTI) framework, as well as enrichment Expanded Learning Time opportunities before and after school to support students' academic needs, social-emotional development, leadership skills, and college and career readiness. SIG funding will allow us to continue and improve our Expanded Learning Program, which is currently funded through the 21st Century Program funding set to expire this year.
- The Expanded Learning Time Initiative will include targeted academic intervention, Regents and SAT Prep, as well as a wide range of enrichment opportunities, including college courses at partner colleges, advanced level STEM opportunities, Advanced Placement Classes, sports, arts, clubs, leadership and community service activities.
- Marta Valle will support our students' social-emotional growth and character development through a deeper partnership with Princeton Center for Leadership Training (PCLT). There will be increased opportunities for service learning and engagement through Peer Group Connection (PGC) and Student and Family Advisory (SFA);

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

i. School-level Baseline Data and Target-Setting Chart

SEE ATTACHMENT B

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

Marta Valle serves a unique population of students who travel from the five boroughs of New York City to our school on the Lower East Side. Eighty-eight percent of our students are eligible for free or reduced lunch. Thirty-one percent of our students are Black or African American fifty-seven percent are Hispanic or Latino, and nine percent are Asian. We serve a large number of lesbian, gay, bisexual, and transgender students who find that Marta Valle is truly a safe haven. During the 2011-2012 academic year, entering freshmen scored at the 15th city-wide in readiness for high school. During the 2012-2013 academic year, our total enrollment was 363 of which ninety-seven were students with Individual Education Plans, and forty-three were English Language Learners. We utilize the continuum of Special Education Services, ranging from Alternative Assessment classes (12:1:1), self-contained (15:1) classes, Integrated Collaborative Team Teaching Classes, and related services. We are a barrier-free building and serve many students with limited mobility. The majority of our graduates who attend college are first-generation college-goers, and are identified as traditionally underrepresented in college. Independent and creative, with an interest in the arts and performance disciplines, the students who choose to join our community are truly unique.

Eligible for Free Lunch	78%
Reduced Price Lunch	10%
Limited English Proficient	12%
Racial/Ethnic Origin	
American Indian/Alaska Native	1%
Black or African American	31%
Hispanic or Latino	57%
Asian or Native Hawaiian/Other Pacific Islander	9%
White	2%
Multiracial	0%

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

- NYSED Differentiated Accountability School Quality Review (SQR) 2011

The **School Quality Review (SQR)** is a school improvement support and intervention strategy for schools identified in the *Improvement (year 1)* phase of New York State’s Differentiated Accountability (DA). This strategy is designed to empower schools and give them the support and assistance necessary to address identified needs in the *Improvement* phase. The SQR involves the development of a culture of review and ongoing improvement to guide schools and districts on a continuous journey of improvement. A research-based, reflective, self-assessment process provides identified schools and districts with guidance on key factors that affect school success.

- A Developing Quality Review was conducted by CFN#108 in May, 2013.
- The Marta Valle Professional Learning Community and our Network team is working together towards meeting the criteria for reaching proficiency on the Quality Review by strengthening key instructional practices and organizational structures that maximize student outcomes.

iv. Results from systematic school review

The SQR and DQR (not yet finalized) identified the following areas of strengths:

- **Strong culture of community building and positive attitudes that support the academic and personal growth of students and adults.** Systems and structures maintain a culture of mutual trust and positive attitudes that support the academic process and personal growth of students and adults. The school's approach to culture building, discipline and social-emotional support is informed by a theory of action and has resulted in an increasingly safer environment. An inclusive culture supports progress toward the school's goals and our school meaningfully involves student voice in decision-making. Through the implementation of a school-wide Advisory program, each student is known well by at least one adult to personalize attendance supports and coordinate social-emotional learning, youth development services and guidance supports that impact student success. For example, The Princeton Center for Leadership Training Peer Leadership Program provides opportunities for seniors to build leadership capacity and become more deeply engaged in school improvement efforts as they mentor freshmen each week in Advisory.
- **Strategic organizational decisions and effective use of resources to support the school's instructional goals, including partnerships for professional learning, programming, scheduling and use of instructional time.** School leaders make strategic organizational decisions, the use of resources and other organizational decisions are aligned to and support the school's instructional goals, and the use of staff and student time is well structured in that teams meet regularly and effectively, thus improving instruction. Hiring practices, teacher assignments, student program groupings and interventions, including those for ELLs and SWDs, effectively support the school's instructional goals. Teacher teams share responsibility for meeting the needs of a manageable cohort of students through Grade Level PLTs, Student Intervention PLT, and the Student Success Summit PLT (Attendance Team).
- **Purposeful effort to establish an effective system for monitoring teacher practice and providing regular feedback on instruction with actionable next steps.** School leaders support teacher development, including those new to the profession, with feedback and next steps through short, frequent cycles of classroom observation using a research-based common teaching framework. This feedback is beginning to positively affect teacher development. School leaders are developing a system to use teacher observation data to effectively design and facilitate professional development opportunities to deepen teacher practice.

Similarly, these reviews and our internal assessments identified the following areas for improvement:

- **Deepen the work with network and partners to strengthen curriculum by incorporating Common Core Standards and providing students with consistent opportunities to think critically as well as be cognitively engaged.** Teachers should be provided with additional support and guidance in continuing the work that has been undertaken to revise curricula maps to ensure multiple entry points for all learners, develop mastery based grading policies, assessments, student friendly rubrics, and exit slips.
- **Develop teacher pedagogy from a coherent set of beliefs about how students learn best** that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.
- **Embed the practice of using formative and summative data to develop a clear picture of**

students' academic strengths and needs, so that data informed instruction regularly impacts students' achievement, and support teachers in reflecting on their practice, set goals for the school year, and achieve their goals by engaging in a collaborative communication process, building staff capacity through an expanded PD calendar that supports the vision to provide rigorous and differentiated instruction.

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

Recommendation 1: *Deepen the work with network and partners to strengthen curriculum by incorporating Common Core standards and providing all students with consistent opportunities to think critically and be cognitively engaged.*

Actions to Address Recommendation 1:

- The Transformation Design Team composed of the Principal, Assistant Principals, Editure and Princeton Center for Leadership Training consultants will develop a comprehensive Professional Development Plan that supports teachers in developing curricula that is both rigorous and meets the needs of the individual learners for all subgroups.
- The Department Professional Learning Teams, under the guidance of our Editure Consultants and the Principal and Assistant Principals, will incorporate in CCLS aligned units of study, literacy strategies across the content areas, and methods for differentiated instruction and intervention strategies. Editure consultants will provide teachers with intensive additional training in:
 - Understanding the CCLS literacy and content area standards.
 - Designing CCLS curricula through the Understanding by Design Framework (Wiggins and McTighe) and revision of curricula to ensure alignment to the CCLS standards. Essential to this process will be:
 - The integration of Universal Design for Learning (UDL) and supports for CCLS aligned curricula;
 - Incorporating multiple access points for all students as they progress toward meeting State and Common Core Learning Standards through inquiry and curricula revisions.
- The Department Professional Learning Teams, under the guidance of our Editure Consultants and the Principal and Assistant Principals will conduct an inquiry-style analysis of performance tasks to assess needs of student subgroups and overall progress towards CCLS.
- The instructional team will identify students in need of academic intervention using formative and summative data and Datacation, and provide Tier II and/or Tier III RTI interventions as appropriate. Tier III interventions will be provided by the Special Educators hired using SIG funding, and our existing General Education teachers.
- Through a partnership with Boardworks (BK Interactive LLC), the Assistant Principals and the Lead Literacy Teacher will train teachers in accessing extensive interactive resources in Algebra, English, US History, Global Studies, and Spanish aligned to State Standards and Common Core Learning Standards and the professional development needed to maximize those resources;
- In collaboration with our Professional Development partners:
 - AUSSIE, PD360, and Common Core 360, instructional staff will use extended days and collaborative time to match teacher skills/experience and student learning needs. An assessment of teacher professional learning needs to ensure student learning.

- School leaders will develop and monitor students' use of digital media in the classroom to engage students and develop critical skills through training from AUSSIE Instructional Technology Specialist and the iLearn initiative.

Recommendation 2: *Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a **research-based, common teaching framework** and is aligned to engaging curricula that meets the needs of all learners so that all students produce meaningful work products.*

Actions to Address Recommendation 2:

- The Department Professional Learning Teams, under the guidance of our Editure Consultants and the Principal and Assistant Principals, will conduct an inquiry-style analysis and review of performance tasks to assess needs of student subgroups and overall progress towards CCLS. The Principal, Assistant Principals, and Lead Literacy Teacher will initially be trained and will then co-facilitate training with teachers. *We will ensure that this work is ongoing beyond the three year span of the grant.*
 - The Department Professional Learning Teams will analyze student responses to the performance tasks and make instructional decisions as to the effectiveness of the tasks.
- Editure consultants will provide the Principal, Assistant Principals, Lead Literacy teacher and all members of the educational team with intensive training in the effective use of the Danielson Framework through the implementation of professional development opportunities that focus on around instructional coherence, maximizing the professional use of the research-based teacher effectiveness framework.
 - Timely, meaningful, and actionable formative feedback will be provided to teachers following frequent classroom visits, both in conversation and in written form.
- Teachers will develop celebrations of student work displayed in and out of classrooms that will include rubrics that demonstrate meaningful feedback to students and recommendations for next steps.

Recommendation 3: *Embed the practice of using formative and summative data to develop a clear picture of students' academic strengths and needs, so that data informed instruction regularly impacts students' achievement.*

Actions to Address Recommendation 3:

- Teachers will maximize common planning time to analyze academic assessment data (Datacation, Acuity, ARIS) on an ongoing basis to inform instruction aligned to CCLS. Members of the instructional leadership team will be provided with professional development through our Editure/AUSSIE and Datacation consultants, who will also facilitate additional training and professional development to all members of the educational team.
- Editure/AUSSIE consultants will provide professional development support to the Principal, Assistant Principals, Lead Literacy Teacher, and all teachers in the content areas, ESL and Special Education will receive training in utilizing formative and summative data to monitor students' mastery of content and skills.
 - The Principal, Assistant Principals, Lead Literacy Teacher, and Editure Consultants will participate in daily Informal Classroom Visits that will inform and affirm effective use of formative data during class time. These Informal Classroom Visits

will be followed by feedback and reflection, including the 'so what?' Teachers will be provided with timely, meaningful, and actionable feedback and will jointly plan next steps in improving practice.

- With the technical and professional development support provided by our Data Management Consultant Datacation, the Principal will implement a school-wide revised master-based grading record-keeping system using the Datacation Platform providing students with multiple opportunities to demonstrate mastery of CCLS, including English Language Learners and Students with Disabilities.
- Individual teachers will maximize common planning time to analyze academic assessment data (Acuity, ARIS) on an ongoing basis to inform instruction aligned to CCLS.
- Using formative assessments, student work products and summative data captured on Datacation, Editure/AUSSIE Consultants will lead Inquiry Team work, which will be focused on developing strategies to build academic literacy skills so that students have the reading comprehension, speaking, and writing skills to communicate and demonstrate mastery and understanding of complex mathematical tasks and texts.

C. School Model and Rationale

i. Model rationale and key school design elements.

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

ii. Process for model selection and stakeholder engagement.

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

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

The SIG goals for the school and our School Transformation Model have been developed through a collaborative process involving the Principal, Assistant Principals, and members of the Professional Learning Community and School Leadership Team, and through an in-depth analysis of the 2011 NYS School Quality Review and the 2013 NYCDOE Alternative Quality Review recommendations and the current school data.

As indicated in diagnostic school reviews by the NYCDOE and NYS, our educational team has demonstrated a strong culture of community building and positive attitudes that support the academic and personal growth of students and adults, strategic organizational decisions and the effective use of resources to support the school's instructional goals, including partnerships for professional learning, programming, scheduling and use of instructional time, and a purposeful effort to establish an effective system for monitoring teacher practice and providing regular feedback on instruction with actionable next steps. Our diagnostic school reviews indicate a need to strengthen curriculum by incorporating Common Core Learning Standards and provide all students with consistent opportunities to think critically and be cognitively engaged, develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework, and to embed the practice of using formative and summative data to develop a clear picture of students' academic strengths and needs, so that data informed instruction regularly impacts students' achievement. Our educational community is receptive and prepared to take on the challenge of improving teacher practice to better support our students' success. The SIG funding will provide us with the opportunity to meet that challenge.

The implementation of our SIG proposed Transformation School Model includes the following key components:

- ✓ **A Professional Development Initiative providing all educational team members with support in: Teacher Pedagogy, Curricula Development and Alignment to CCLS, Data Analysis/Informed Instruction, and Supporting Students' Social/Emotional Growth and College and Career Readiness**

KEY PARTNER:

EDITURE (AUSSIE) Professional Development Model: The Editure (AUSSIE) approach is based on an assessment on the pedagogical skills of the Marta Valle school staff and student needs, and will be integrated into Marta Valle's on-going SIG School Transformation Plan. Working from student achievement data, teacher scholarship reports, and outcomes of our ongoing Informal Classroom Visits, AUSSIE consultants have collaborated with the school instructional leaders to develop an intensive Professional Development Implementation Plan as a key component of the SIG School Transformation Plan. This will involve working collaboratively with leaders and teachers in whole groups, small groups, and one-on-one during the instructional day throughout the next three years— onsite or remotely or in combination. During the three-year engagement with Marta Valle, AUSSIE will collaborate with our Instructional Leadership Team to gather and analyze student and staff performance data, and to plan customized and targeted Professional Development opportunities for all members of the educational team. They will provide weekly and monthly targeted workshops, and work side-by-side with the Principal, Assistant Principals, Lead Literacy Teacher, and all classroom teachers, mentoring, modeling, co-teaching and providing actionable feedback, as well as continually monitoring progress against Individual Professional Growth Plans. As a key component to the plan, AUSSIE will provide Professional Development support for the school instructional leaders in order to ensure the sustainability of the Instructional Shifts, as well as to build internal capacity, thus meeting Chancellor's Expectations and ensuring a consistency of vision throughout the school community. The goal of the partnership will be to provide an intensive program of quality,

job-embedded, ongoing professional development for the school community in ways that support and sustain effective instruction.

DATA MANAGEMENT CONSULTANT:

DATACTION: Dataaction consultants will train the Marta Valle Instructional Leadership Team and teachers to access and effectively evaluate data. Using Dataaction tools, our team will analyze complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy. Dataaction will work with our team for three full days each year to provide a well-rounded perspective of the way in which the Marta Valle PLC can use information about outcomes to guide teaching, set goals for improvement, and make adjustments. Dataaction consultants will work with our team to provide educational tools to ensure that the school is engaged in effective methods of accelerating student learning. The consultants will assist our team in breaking down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy.

KEY PARTNER:

PRINCETON CENTER FOR LEADERSHIP TRAINING (PCLT): Founded in 1988, the Princeton Center for Leadership Training (PCLT) has a 23-year history of changing life trajectories for students and effecting cultural transformations within schools.

Peer Group Connection (PGC) Peer Group Connection (PGC) is an evidence-based and school-based program that supports and eases students' transition from middle to high school. Through the use of SIG funds, PGC will partner to provide Professional development to effectively implement the Peer Group Connection Program, which supports students during their transition into high school. By the time they are in high school, as many as 40 to 60 percent of all students—urban, suburban and rural—are “chronically disengaged” from school (Blum, 2005). Furthermore, research consistently demonstrates that students are most vulnerable for dropping out of school during and immediately following their first year of high school (Cohen & Smerdon, 2009). By intensively focusing on the middle to high school transition, it is possible to transform this period of heightened vulnerability into one of significant opportunity to prevent the potentially devastating personal and societal consequences of high school dropout.

Student and Family Advisory (SFA) School-based advisory programs provide each student with an adult who knows that student and his or her family well. Advisory programs foster students' connectedness to school, promote small, caring communities of learners, mutually respectful relationships; and individual attention to all students. According to the National Middle School Association (NMSA, 2006), it is essential to promote small, caring communities of learners through mutually respectful relationships with individual attention to all students. PCLT will provide Professional Development to teachers to effectively implement Student & Family Advisory (SFA), a research-based school-wide practice that provides the support students need succeed in school and to graduate ready for the rigors of college and high quality careers. Students and their parents will come to be known well by at least one adult in the school who will provide *continuity of care* by staying connected.

- ✓ **An Intensive Program of Expanded Learning Time and Student/Family Supports**
- As we are in the fifth and last year of a 21st Century Grant Expanded Learning Time

Program, we have developed a plan that would utilize SIG funding for an intensive program of support for students through an Expanded Learning Time Program that will offer extensive academic intervention and enrichment opportunities for students from 7:00 AM through 6 PM daily as well as from 9:00 AM-4:00 PM on Saturdays. Opportunities for students will include Regents Prep, SAT Prep, College Application and FAFSA support in our full-time College Office, tutoring in all subjects, Student Government, Film, Drama, Culinary Arts, Visual Art, Video Production, Voice, Music Engineering, Piano, Guitar, Mouse Squad, Peer Group Connection Leadership Class, Cheerleading, Basketball, Volleyball, Rugby, Track, Newsletter, Yearbook, and many others.

- Partnerships with the NYCDOE's Innovation Zone as an i-Zone Model Lab Site, selection as one of ten model schools city-wide in the 2013-2014 Mayor's Inter-Agency Task Force for Chronic Absenteeism and Lateness, Princeton Center For Leadership Training, College Now Program, College for Every Student (CFES), New York University, Hunter College, Sarah Lawrence College, Empire State College, Grand Street Settlement, Culinary Careers through the Arts (C-CAP), Estee Lauder, Relationship Abuse Prevention Program (RAPP), Princeton Center for Leadership Training, Learning Experiences through an Expanded Arts Program (LeAp);
- Through the Princeton Center for Leadership Training Professional Development that will be funded through SIG, we will support teachers' capacity to build each student's leadership capacity and individual sense of responsibility for and pride in his/her success through academic support and the development of Recipes for Success weekly in Academic Accountability sessions in small group Advisories;
- SIG funding will be utilized for per session and for the support of The Big Word translation services to support our efforts to engage all families in a meaningful Home/School Partnership that welcomes and values parent contribution in our Parent Association, Parent Resource Center, College Office, School Leadership Team, College Workshops, Principal Breakfasts, Curriculum Evenings, Monthly Parent Workshops & Family Conferences.

D. School Leadership

i. Characteristics and core competencies sought for school principal.

The principal who presides over Marta Valle Secondary School must be someone who can establish a positive school culture in which students and staff take pride in community membership. S/he must be able to take a systematic approach to planning, implementation and evaluation of school-wide needs and have the ability to leverage existing as well as new resources, staff, and partnerships to bolster the school's instructional program and supports to students. As the school's instructional leader, s/he must hold high expectations for students and staff and establish a culture that fosters collaboration, accountability, community commitment and changes in practice.

ii. Principal's biography

Mimi Fortunato is an experienced educator and youth advocate with a deep commitment to serving our most at-risk students throughout over thirty years of service to public schools. Principal Fortunato began her career as an artist-in-residence for the Studio in a School Association, joined the NYCDOE in 1984, and taught on the elementary level for eight years. One of ten founding teachers of the High School for Environmental Studies, Principal Fortunato

served as a high school assistant principal and as director of a middle school, where she assumed responsibility for leading the school's reorganization resulting in significant progress in students' attendance and performance in both ELA and Math.

Principal Fortunato also served in leadership positions outside the NYCDOE. As the Vice President of Development for Edisonlearning, she partnered with schools and districts throughout the Northeast to customize academic intervention programs of support to schools and districts in need of improvement. In her role as Chief Program Officer for Publicolor, a non-profit youth development organization in NYC, Principal Fortunato led the development and implementation of evaluation systems to strengthen the organization's academic intervention programs.

In 2009, Principal Fortunato was selected to be part of the highly selective New York City's Aspiring Principal Leadership Academy where she worked as a supervisor-intern in a middle school, a comprehensive high school, and a transfer high school. She assumed the role of Principal of Marta Valle High School on the Lower East Side of Manhattan in a school transformation effort which has led to the school's improvement in Regents Pass Rates (40% increase in Algebra, 104% increase in Geometry, 24% increase in Global, 16% increase in Living Environment, and 77% increase in Earth Science over the Regents Pass Rates from the 2010-2011 school year), and in graduation rate, (from 56.4% in 2010-2011 to 59.5% in 2012). In 2012, the 4 year graduation rate was at the 80th percentile and in the 100th percentile in both College and Career Readiness and Secondary Enrollment rate as compared to peer schools. In 2011-2012, under Principal Fortunato's leadership, Marta Valle made AYP in one of three accountability groups for Graduation Rate, in two of three accountability groups for Secondary English, and in three out of three in Secondary Mathematics.

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

Afifa Khanam, Assistant Principal, SPED/ESL

Job Description and Duties:

- Maintains an active leadership role in school improvement and accreditation activities. Serves on the Principal's Instructional Cabinet, and on decision making teams in the school, taking an active role in school improvement and accreditation activities. Supervises SPED, ESL, and Language Teachers, Guidance Counselor, Social Worker and Para-professionals;
- Facilitates weekly Special Education Student Intervention Team Meetings, where case-conferencing of targeted students provides in-depth review of identified need and plans for interventions and next steps. Plans and facilitates professional development workshops around best practices in Integrated Collaborative Teaching (ICT), curriculum planning, student assessment and literacy development, on-site staff development workshops to support teachers in creating Individualized Professional Learning Goals reflective of school's Quality Review feedback, Common Core State Standards and the SCEP Action Plan. Provides training for all ESL and SPED staff in use of data-management tools such as Cap, SESIS.
- Ensures compliance with all Special Education and ESL mandates and regulations.

Joseph Springer, Assistant Principal, Math/Science

Job Description and Duties:

- Takes an active role in school improvement and accreditation activities. Serves on the Principal’s Instructional Cabinet, and on decision-making teams in the school. Supervises Math, Science, Health and Physical Education Teachers;
- Conducts on-site staff development workshops to support Math, Science, Health, and Physical Education teachers in the development of multiple entry points and targeted Learning Goals reflective of school’s QR feedback, CCLS, and SCEP Action Plan. Plans and facilitate professional development workshops around best practices in Math, Science, Health and Physical Education, curriculum planning, student assessment.

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

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

The current supporting leadership profile includes all individuals noted in response to question iii – Principal, Assistant Principal, SPED/ESL, Assistant Principal, Math/Science, as well as the Lead Literacy Teacher, Data Specialist, and Library/Media Specialist/i-Zone Coordinator. All highly qualified, with a proven track record of effectiveness, the Instructional Leadership Team effectively collaborates on all aspects of school improvement efforts through a structure of daily Cabinet and PLT meetings and ongoing reciprocal communication. Additional steps taken in the SIG Proposal to ensure leadership buy-in, support, and calibrated, normed understandings of teacher instructional effectiveness include extensive professional development support through the proposed Editure /AUSSIE job- embedded professional development model. The SIG funded activities and partnerships will support, expand, and improve the school’s improvement focused leadership through targeted professional development, frequent monitoring and reflection on leadership practice.

E. Instructional Staff

i. Current school staff overview and changes needed for model

The current supporting school staff profile includes all individuals noted in our attached organization chart. A high percentage of the educational team is highly qualified, with a shared proven track record of effectiveness. Members of the Professional Learning Community (PLC) collaborate on all aspects of school improvement efforts through a structure of daily Professional Learning Team (PLT) meetings and ongoing reciprocal communication. As The Marta Valle PLC is committed to a distributive leadership model, key staff members engaged in leadership roles in the school transformation efforts will include:

Robin Paletti, Lead Literacy Teacher

Job Description and Duties:

- Serves on the Principal’s Instructional Cabinet, on the i-Zone PLT and on decision making teams in the school, taking an active role in school improvement and accreditation activities;

- Develops a classroom lab site for demonstrating best teaching practices, pedagogical strategies and curriculum. Provides colleagues across content areas with targeted coaching and feedback;
- Serves as official mentor for new teachers, including co-planning and instructional support. Facilitates multiple Curriculum Workshop Series aimed at revising curricula and supporting teachers in developing core-aligned Unit Plans and Performance Tasks;
- Spearheads efforts of school's i-Learn Team to develop digital strategies for enhancing literacy across the curriculum and providing multiple pathways to student success;
- Serves as Grade Level Team Leader, facilitating weekly PLT sessions around interdisciplinary efforts to examine and implement research-based strategies to improve student promotional rates. Plans and facilitate weekly Humanities PLT meetings to engage instructional staff in inquiry work around student skill building and literacy support.

Rob Dieckmann, Data Specialist

Job Description and Duties:

- Serves as the UFT Chapter Chair; on the Principal's Instructional Cabinet, on the School Leadership Team, and as a Grade Level Leader, and on decision making teams in the school, taking an active role in school improvement and accreditation activities;
- Shares ongoing data analysis with all members of the PLC in all PLT Meetings. Co-facilitates daily Grade Level PLTs with the Lead Literacy Teacher and Grade Level Leaders. Supports the Program Chair in providing the data analysis to identify student program needs.

Tracy Karas, Library/Media Specialist, i-Zone Coordinator

Responsibilities:

- Serves as the i-Zone Coordinator, on the School Leadership Team, as a Grade Level Leader, and on decision making teams in the school, taking an active role in school improvement and accreditation activities. Collaborates with educational team to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking;
- Evaluates, promotes, and uses existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide 24/7 access to library services. Conducts ongoing action research/evaluation regarding our i-Zone blended learning program and credit recovery that creates data used to inform continuous program improvement.

Additional steps to ensure full Professional Learning Community support and a shared understanding of teacher instructional effectiveness will include increased time for Professional Learning Team meetings. There will be increased common planning time and the use of targeted support for identified staff, targeted professional development, frequent monitoring, and opportunities for reflection on improved practice. Anticipated changes in staffing between the time of application and implementation will include hiring two replacement Social Studies teachers as well as two Special Educators, (one dually certified in Social Studies and on dually certified in Science). Through utilizing the co-teach model in Social Studies and Science classrooms, the new staff will build general education teacher practice in providing multiple entry points, and utilize highly effective formative assessment practices. Following the research as reported in the 2012 Hanover Report, we will utilize the three central stages for effective co-teaching to ensure a strong model: Planning stage, Instructional Stage, and the Assessment Stage. Our SIG proposal includes plans for a Summer Institute for intensive individualized professional

program support for all Marta Valle High School team members, including our new Integrated Co-Teach partnerships.

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

Excellent teaching is a complex task. Therefore, teachers need to utilize reflection on teaching and learning to constantly refine their practice. Teaching at the high school level requires an in-depth understanding of the content of the discipline and a large repertoire of pedagogical knowledge (Schulman) to make the content accessible to a wider range of students.

Teachers need a repertoire of instructional strategies to engage students in learning and to differentiate instruction to reach a range of abilities and learning styles. Research shows that teacher capacity has the greatest impact on student achievement (Hammond). Thoughtful, targeted professional development is critical to cultivating teacher capacity. Editure/AUSSIE will work collaboratively with the administration and instructional team to create *structures that sustain ongoing professional learning*. A critical part of building capacity is implementing two-way accountability where professionals at every level are accountable for their learning, support those at the next level, and ensure that teaching and learning for all students is highly effective.

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

Our current team schedule and meeting structure includes daily Cabinet meetings, monthly full PLC Meetings (Faculty Meetings), daily Grade Level PLT meetings, and weekly Department PLT meetings. PLC and PLT Meetings provided a venue to review the application draft while being developed and share feedback. All members of the PLC were notified about the School Improvement Grant via letter and email. A schedule of SIG work sessions was announced and posted. As a result, individual team members and parents stepped forward to participate in the planning and development of the SIG application. Children First Network 108 team members provided further recommendations and contributed to the development of the proposal.

Marta Valle has a deeply engaged School Leadership Team that includes active parents, students, and members of the educational team. An SLT Sub-committee participated in planning and developing the SIG application. A draft was shared with the full SLT at the monthly May meeting that was scheduled and designed for this purpose.

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

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

Instructional staff at Marta Valle High School are screened and selected through a rigorous, collaborative, and multi-step recruitment process. Suitable candidates are identified through the NYCDOE ATR Pool, Open Market Transfer System, Teachers College, and NYU Job Placement Centers, as well as through recommendations from colleagues and current members of the Marta Valle community. Resumes are carefully pre-screened, and qualified candidates are invited to interview with a team that includes the Assistant Principal of Special Education Afifa Khanam, Lead Literacy Teacher Robin Paletti, Data Specialist Rob Dieckmann, and several content area teacher volunteers. After an initial interview, select candidates conduct model lessons to showcase instructional strategies, lesson planning and rapport with students. Qualified applicants are referred to Principal Mimi Fortunato, who conducts an additional and final round of interviews before making final decisions around the hiring process. There are no obstacles to assigning appropriate staff to implement the reform model.

F Partnerships

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

EDITURE (AUSSIE):

Role: Professional Development for the instructional leadership team (principal, assistant principals, lead literacy teacher), and teachers in the areas of curricula development, best practice in Math, Science, Social Studies and Literacy, Special Education, ESL and Technology integration.

Rationale: Leaders in Professional Development Management Systems, offering teacher effectiveness tools, targeted online PD content, growth plans, and progress monitoring, AUSSIE's approach to professional development meets the individual needs of its partners through the design, delivery and facilitation of customized programs. One of the largest providers of professional development in the United States, with over 20 years' experience in improving teacher effectiveness and driving student achievement through job-embedded coaching, AUSSIE has led CCLS implementations for over 2,000 schools in the U.S.

PRINCETON CENTER FOR LEADERSHIP TRAINING

Role: Professional Development for instructional leadership team (principal, assistant principals, lead literacy teacher), teachers, families in the area of social and emotional development and building students' leadership capacity and college and career readiness.

Rationale: Founded in 1988, PCLT has a 23-year history of changing life trajectories for students and effecting cultural transformations within schools. Through Marta Valle's partnership with the Princeton Center for Leadership Training (PCLT), our school has been named a Model School by the New York City Department of Education (one of only 10 schools who received this designation).

Peer Group Connection (PGC) Peer Group Connection (PGC) is an evidence-based and school-based program that supports and eases students' transition from middle to high school. This program develops the leadership skills of older high school students who in turn create a nurturing environment for incoming freshmen and help them adjust to their new environment. PGC is the Princeton Center for Leadership Training's seminal peer leadership program, and has been implemented with a 70% sustainability rate in more than 175 high schools since 1988. A four-year longitudinal, randomized-control study conducted by Rutgers University with funding from the U.S. Department of Health and Human Services found, among other major results, that PGC improves the graduation rates of student participants by ten percentage points and cuts by half the number of male students who would otherwise drop out.

Student and Family Advisory (SFA) Student & Family Advisory (SFA) is a research-based school-wide practice that provides all students in middle and high school with the support they need to feel attached to school, to succeed in school and to graduate ready for the rigors of college and high quality careers. Through SFA, students and their parents/caregivers come to know and be known well by at least one adult in the school who provides *continuity of care* by staying connected with them the entire time they are enrolled in the school. Student & Family Advisory is implemented as a building-wide initiative that includes all students in the school and their parents/caregivers, teachers, administrators, other appropriate staff, and high quality support-service providers within and outside the school that are available for referrals and follow-up.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

SEE ATTACHMENT C.

iii. Partner Accountability

EDITURE (AUSSIE)

In the implementation of the SIG funded PD model, there will be regular and ongoing data analysis, reciprocal communication between the AUSSIE team of consultants and the Instructional Leadership team. The educational team will participate in ongoing job-embedded professional development and training days. Scheduled dates for instructional leadership team/AUSSIE consultant team meetings, extensive weekly on-site observation and feedback visits, with all educational team members participating as outlined in the implementation timeline.

Measures and benchmarks will be used to evaluate outcomes and will include a review of revised course curricula maps, course credit accumulation, student performance outcomes, feedback on teacher improved practice through informal and formal classroom visits and observations. If the provided services are not yielding expected outcomes, additional steps will be taken to address targeted cases, including individualized intervention and support plans for improved teacher practice, increased opportunities for modeling, mentoring, co-teaching provided through AUSSIE consultants, inter-visitations, providing support in revision of Individual Professional Growth Plans and monitoring the outcomes for expected outcomes.

PRINCETON CENTER FOR LEADERSHIP TRAINING (PCLT)

Process data such as number, duration, and attendance at PGC sessions; number, duration, and attendance at advisor and stakeholder trainings and technical assistance sessions; and other forms of technical assistance and correspondence will be collected quarterly. School records will be used to obtain data on on-time promotion and discipline referrals. A self-report measure will be administered to students to obtain data on students' school connectedness; motivation to complete high school and post-secondary education; preparedness for college and the world of work and decision-making, goal-setting, communication, and help-seeking skills.

- ✓ To increase 9th graders' on-time promotion to 10th grade
- ✓ To reduce the number of student discipline referrals
- ✓ To deepen students' sense of school connectedness
- ✓ To increase students' motivation to complete high school and post-secondary education
- ✓ To improve students' preparedness for college and the world of work, decision-making skills, goal-setting skills, communication skills, help-seeking skills.

C. Organizational Plan

i. Organizational Chart

SEE ATTACHMENT G

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

Our current structure of Professional Learning Teams will be strengthened as a result of the intensive Editure and Princeton Center for Leadership Training Professional Development provided to instructional leaders and teachers through the use of SIG funds. The Marta Valle High School Professional Learning Community (PLC) is organized as Professional Learning Teams (PLT) that meet frequently to review and analyze data and collaboratively develop action plans and next steps. These PLTs meet daily, weekly, or monthly as indicated below:

- A Daily Update and Quote of the Day is created, enlarged and posted daily in the Marta Valle Community Office and forwarded electronically to all members of the educational community. Daily updates include all scheduled meetings, professional development opportunities, special events, informal classroom visit schedules, successes, upcoming events and next steps. SIG funds will allow us to provide additional intensive support for all members of the educational team and will provide per session to compensate teachers for additional PLT meeting time after the instructional day and during summer Intensive Professional Development Retreats.
- The Marta Valle website www.martvalle.org has a Twitter feed, events calendar, Math/Science and Literacy Lab, teacher web pages and showcase of student produced podcasts, videos, public service announcements, and the monthly Marta Valle Newsletter. The use of SIG funds will allow us to provide translation for many of these communications to families.
- The Instructional Leadership Team (Principal, Assistant Principal/Sped, ESL, Assistant Principal, Math/Science, Lead Literacy Teacher) will participate daily in informal classroom visits (Monday, ELA/SS, Tuesday, SPED/ESL, Wednesday, Math/ Science, PE, Thursday, Arts), using a research-based framework, and reviews the findings of visits as well as formal observations to inform professional development. Teachers receive feedback following an informal classroom visit through an Informal Classroom Visit Feedback Form within 24 hours. Our Pre- and Post-Observation Conference Protocol is shared in a transparent way with staff throughout the year. The use of SIG funds will allow us to deepen the effectiveness of this process by including Editure consultants in content areas who would accompany the Principal, Assistant Principals, and Lead Literacy Teacher on Informal Classroom Visits. Through the process of developing normed understandings of current practice and next steps, instructional leaders will strengthen their leadership skills in providing targeted support to teachers that will yield improvement in teacher practice.
- Each teacher will participate in an inter-disciplinary Grade Level Professional Learning Team (PLT) weekly (Monday through Thursday) to analyze student work, student attendance and performance data and plan for guidance or academic interventions, changes in teaching strategies and practice and next steps. Using SIG funds, these meetings will be collaboratively facilitated by the Data Specialist, Lead Literacy Teacher and Grade Level Leader, as well as Editure/AUSSIE consultants, building teacher and leadership capacity.
- Currently, Grade Level Leaders, the Data Specialist and the Lead Literacy Teacher will continue to meet weekly (Fridays) with the Principal to review outcomes of Grade Level PLT

work and plan for the following week's focus areas. With the use of SIG funds, these meetings will also include Editure/AUSSIE consultants with the goal of ongoing monitoring, reflection and revision of professional development plans.

- Department PLTs (Math/Science, Humanities, SPED/ESL) will continue to meet weekly. Currently, teachers collaborate on the development of mastery-based grading policies, aligning curricula maps to CCLS, developing student friendly rubrics, common assessments, exit slips that provide students with an opportunity to self-assess progress towards learning goals and to identify next steps. Using SIG funds, Editure/AUSSIE consultants will co-facilitate these Department PLT Meetings with Assistant Principal for SPED/ESL, the Assistant Principal for Math/Science, and the Lead Literacy Teacher, building leadership capacity and skill and providing targeted Professional Development to teachers.
- The Student Success PLT (Principal, Guidance Counselor, Social Worker, Community Coordinator/PGC Facilitator, Attendance Officer, Pupil Personnel Secretary, CBO Representatives) will continue to meet weekly. The weekly agenda will include an in-depth review of attendance data, follow up from prior discussions rooted in data and case-conferencing and planning for interventions as well as next steps. As a result of our SIG funded partnership with Princeton Center for Leadership Training, Peer Group Connection facilitators Kelly Wade and Dexter Hannibal will attend these weekly meetings, sharing outcomes from the Princeton Center for Leadership Training Peer Group Connection Program and the Student and Family Advisory Program. Representatives from the Princeton Center for Leadership Training will attend the Student Success Summit monthly.
- Currently, we hold six monthly Full PLC Meetings: Professional Development workshops are facilitated by the Principal, Assistant Principals, and Lead Literacy Teacher or AUSSIE consultants. Focus areas have included NYCDOE Instructional Expectations, Quality Review Indicators of Success, the Danielson framework, and APPR;
- Monthly School Leadership Team Meetings are well-attended by students, teachers, parents, and CBO representatives and provide rich discussions for collaborative planning of the SCEP, SIG, Technology grants and planning for next steps in school improvement efforts. The agendas and minutes of the SLT are publicly shared and posted. With the use of SIG funding, The Big Word translation services will support our goal of providing information to all families in their native languages;
- Monthly i-Zone PLT Meetings provide opportunities for ongoing analysis of and planning for our role as an i-Zone Lab Site during the 2012-2013 year, where we hosted monthly Lab Site meetings for twenty-two NYC i-Zone schools who selected Marta Valle as their mentor school in the implementation of their technology integration program. A monthly e-letter is shared with all i-Zone participating schools and the Marta Valle community;
- Monthly UFT Consultation Committee Meetings, Safety Meetings and Campus Council Meetings provide opportunities for collaboration in the development of school and campus-wide policies, systems and structures. Updates are shared with the educational team via emails, memos or Daily Updates.

iii. Annual professional performance review (APPR) process

Our school will implement New York City's newly approved APPR plan for teachers beginning in the 2013-2014 school year. Central staff and our Network team will support us with training in the new system this summer. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher

evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

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

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

The New York City Department of Education Citywide Instructional Expectations states the need for teachers to increase their knowledge of what quality instruction looks like as described in Charlotte Danielson's *Framework for Teaching*. In response to the Instructional Expectations, Marta Valle High School, teachers have received professional development on Charlotte Danielson's Framework for Teaching. Professional development included gaining a shared understanding of the Framework, watching videos of classroom practice for norming and calibration purposes. We have focused on the following competencies: Designing Coherent Instruction (1e), Using Questioning and Discussion Techniques (3b) and Using Assessment in Instruction (3d). Marta Valle's instructional leadership team has collaborated with the educational team to prepare for a new teacher evaluation system for school year 2013-14. We have supported strong teacher practice through formative feedback using a feedback form across content areas. We know from the research conducted from the Cincinnati school system as indicated in the report "Identifying Effective Classroom Practices Using Student Achievement" (Kane et. Al), teachers' classroom practice directly impacts student achievement, and that by supporting effective instruction, we can raise student achievement. To this end, the Principal, Assistant Principals, and Lead Literacy Teacher participate in the Instructional Rounds/Informal Classroom Visit process daily. They debrief and collaboratively plan professional development designed to support teacher needs based on trends identified and common problems of practice.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment H. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year

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

The practices noted above are aligned with our school community's beliefs about how students learn best, and will reflect the strategic use of the Danielson framework. Our tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment H. Final schedule will depend on teacher Initial Planning Conference.

- AUSSIE consultants will launch the 2013-2014 School Year with an Intensive 3 day Summer Institute. AUSSIE consultants in ELA/SS, Mathematics/Science and Special Needs spend one day per week at Marta Valle weekly throughout the 2013-2014 school year, including the 3 city-wide Professional Development days;
- AUSSIE ESL and Technology consultants will spend two days per month at Marta Valle.
- The full AUSSIE consultant team will meet as a group on a regular basis with the Instructional Leadership Team, to ensure coherence and consistency, and to make any necessary adjustments based on on-going formative data collection.
- In September, all MVHS teachers will receive professional development around the CITYWIDE INSTRUCTIONAL EXPECTATIONS FOR 2012-2013, the Common Core State Standards, and the Danielson Framework for Teacher Effectiveness;
- From September through June, Instructional Rounds/Informal Classroom Visits will take place every day according to a content specific schedule (Monday: ELA, Tuesday: SPED/ESL/Language, Wednesday: Math/Science, Thursday: SS, Friday: Performance Disciplines).
- Principal, Assistant Principals, Lead Literacy Teacher and AUSSIE Consultant participate in the Instructional Rounds/Informal Classroom Visit process weekly, will de-brief as an Instructional Cabinet, and will collaboratively plan Professional Development designed to support teacher needs based on trends identified and common problems of practice;
- Following Instructional Rounds/ Informal Classroom Visits, teachers are provided with formative feedback around a targeted component of the research-based identified framework, including lesson planning, academic discussion and questioning, and assessment practices.
- Full PLC and individual Teacher Professional Development opportunities are aligned to outcomes of trends and individual needs identified;
- Grade Level and Department PLTs meet weekly-these meetings will be facilitated by the Literacy Lead Teacher, Data Specialist, and the AUSSIE Consultant who will develop Professional Development opportunities for teachers reflecting a shared definition of rigor, and a /shared philosophy about how students learn best;
- Analysis of observations, patterns and trends, revisions to living Individual Professional Growth Plans are ongoing throughout the school year;

- Principal and Assistant Principal will conduct frequent Formal Observations with a minimum of two per term for tenured teachers and three per term for non-tenured teachers, using a collaboratively developed Pre-Observation, Observation, and Post-Observation Protocol and process.

H. Educational Plan

i. Curriculum

MATH, SCIENCE CURRICULA

The curricula used at the school in the Math and Science departments will be fully aligned to both the Common Core State Standards as well as the New York State Learning Standards by the start of the 2013-14 school year with support provided by Editure consultants working collaboratively with the Math/Science Department PLT. The curricula include tasks that reflect the Common Core Standards, the required depth of knowledge and skills, as well as covering the content of the subjects. The process involves the teachers and the Editure Consultant to co-plan curricula that follow the guidelines set out on the EngageNY website.

During the 2012-13 school year the teachers and consultant have worked collaboratively to develop curricula maps for each subject that have linked the New York State standards with the CCLS in math and ELA. Performance tasks were developed and administered that followed the Citywide Expectations. The curricula maps were modified during the 2012-2013 academic year to align with the CCLS. We will use the feedback from 2013 alternative Quality Review and modify curricula maps as recommended to ensure full alignment. The science teachers will examine and integrate, where appropriate, the New Generation National science standards released in late April 2013. The Math PLT will be working from the new Common Core Algebra I course for the first time in 2013-14. While a course has been developed with the assistance of the consultant, it will be necessary for the department to closely monitor and adapt the curriculum as the year progresses and develop tasks that reflect the intent of the course writers. The Math PLT will develop a new course for Geometry and Algebra II during the year to be prepared for 2014-15 assessments. This will necessitate the teachers and AUSSIE consultant to work collaboratively in PLT meetings, setting deadlines and having clear goals for the completion of the tasks.

ELA, SOCIAL STUDIES AND PERFORMANCE DISCIPLINES CURRICULA

The ELA, Social Studies and performance disciplines (art, music, physical education) curricula will be fully aligned to the Common Core State Standards (CCLS) and the New York State Standards. Following from the work in ELA in 2012-13, the Social Studies Curricula maps will be reviewed through teachers working collaboratively with our Editure AUSSIE Consultant, planning curricula ensuring alignment to the CCLS. The curriculum will be evaluated to ensure all standards are addressed and developed according to the diversity of student needs.

The curricula maps and units of study will include CCLS-aligned essential questions, tasks and student friendly rubrics for assessments. In preparation for the future PARCC assessments at least two performance based assessments, embedding technology, will be included in the assessment plan for each grade. This will link to and build on the work of the Technology Consultant. The unit plans will be developed with the Editure Consultant support to include the Universal Design for Learning Framework to ensure scaffolding and adjustments to provide multiple entry points for all learners.

The capacity for teachers to plan engaging lessons that encourage student ownership of the learning will be addressed in Common Planning Time, Department PLT Meetings and in individually tailored mentoring by the Editure consultant. Teachers will be introduced to a Lesson Study Model to encourage collaboration and classroom inter-visitations, reflection and adjustment, in line with the plan-assess-adjust cycle. In addition the consultant will collaboratively plan CCLS aligned lessons, model, team teach, observe and provide feedback to teachers on the effectiveness of lessons in engaging students and alignment to the CCLS.

The Editure consultants will use a collaborative process to guide teachers in looking at student work and match the work to the CCLS and NY State Standards to identify gaps and create next steps for teaching. Individual student work samples and lessons will be discussed using agreed upon examining student work protocols and strategies developed to target diverse individual student needs. The Danielson rubric will be used for teacher reflection and developing individual professional development learning plans, based on the best practice models selected.

The consultants will work as a team, communicating and aligning our work to support the school.

PRINCETON CENTER FOR LEADERSHIP TRAINING CURRICULUM

PCLT will provide curriculum for both PGC and SFA program. PGC curriculum includes:

- *Training Curriculum for Program Advisors:* The training materials used by PCLT trainers in the 11-day intensive train-the-trainer course over a 1 ½-year period to prepare program advisors for their role
- *Training Curriculum for Peer Leaders:* The materials used by program advisors in the daily peer leadership class and two peer leader retreats, to prepare peer leaders for their role
- *Freshman Outreach Curriculum:* The materials used by the peer leaders in the 34 weekly peer leader meetings with freshmen, the Activity Day for freshmen, and the Family Nights to prepare freshmen for success in high school and beyond.

Using an engaging, kinesthetic, activity-based structure, the PGC curriculum is designed to promote research-proven mediating factors that influence risk reduction behaviors and produce positive student outcomes, including student retention in school.

The SFA curriculum is designed to achieve academic outcomes through the careful and intentional development of a connected advisory group. To that end, the curriculum scaffolds lively and engaging teambuilding activities with activities that ask students to think about and explore their academic self-identity and orientation to the future. Topics such as goal-setting and healthy decision-making are important staples of the curriculum – these topics become palatable, even interesting, to students through the curricular emphasis on strong group relationships that enable authentic dialogue. PGC and SFA curricula have both been aligned to the NYS Common Core Standards. PCLT will work with the Marta Valle educational team to review and refine this alignment.

ii. Instruction

The instructional shifts in Mathematics require teachers to significantly narrow and deepen the scope of how time and energy is spent in the math classroom. Teachers focus deeply on the concepts that are prioritized in the standards and develop in students speed and accuracy in calculations whilst ensuring that rigor is happening that requires fluency, application, and deep understanding. Teachers will reflect on the following questions:

- How do the instructional shifts connect to the Common Core?

- What about my current practice will stay the same? What will need to change?
- What supports or resources would help me to better support my students?

This will require teachers being familiar with both the content and the intent of the new courses. To ensure that this will occur the school plans to use AUSSIE consultants to work with the teachers in a structure series of workshops that will review instructional shifts and make connections to current practice, analyze Standards for Mathematical Practice and content standards and make connections, identify implications for practice for students and teachers.

The instructional shifts in ELA require teachers to support students to read and comprehend more complex texts, read more informational texts, rather than fiction, write for argument and explain information using text based evidence, take part in collaborative discussions as part of the speaking and listening standards. To improve students' academic vocabulary, learning will be supported in the various disciplines through texts and building academic knowledge. Teachers will be provided with professional development to examine these shifts and the implications for their teaching and the selection of appropriate resources to support students in achieving the CCLS. To do this it will be necessary for teachers to provide accommodations for English Language Learners. For English Language Learners, accommodations made will reduce the complexity of the language used, while at the same time maintaining the rigor of tasks and ideas. Students who are currently classified as English Language Learners would be eligible to receive accommodations approved on PARCC tests. Students whose parents have refused language-support services would be eligible for accommodations, as long as they are classified by their district as an English Language Learner. Among the accommodations available to English Language Learners would be word-to-word translations from English into a student's native language and frequent breaks during testing. Another accommodation would be providing them the English Language Arts test in which students could speak their answers and have them transcribed to text, as is recommended for math. In Summary: One of the two main consortia developing tests aligned to the Common Core State Standards has recommended accommodations that can be used in assessments given to students with disabilities and those learning English. For SWD: Calculators, word-prediction software that types an entire word using a few keystrokes, read-aloud of test passages or instructions, dictation or transcription software. For ELLs: Word-to-word translations from English into a student's native language, clarification of test directions (not test items) delivered in a student's native language, oral responses on math assessments, which would be dictated into text, frequent test breaks.

iii. Use of Time

We are currently in our fifth and last year of a 21st Century Grant that supports our Expanded Learning Time (ELT) Program. The School Improvement Grant (SIG) will allow us to continue with our current level of Expanded Learning Opportunities, and to increase the opportunities in our already extensive and well-attended ELT program that provides over 300 additional contact hours of additional learning time where more than 50 percent of eligible students participate. We engage our parents in key ELT programs such as the Saturday Success Academy and through extensive communication and outreach to families regarding student performance and participation in school and in our ELT program. We have incorporated into the implementation of our whole school reform model an extensive ELT program. We recognize that ELT programs must be integral and not a mere add on to a school intervention model. We have included the ELT as part of a more comprehensive reform. Our Spring 2013 School Based Option vote supports the implementation of additional Regents Preparation AIS for all students during period

9 (two days each week) during the 2013-2014 academic year. We have developed extensive intervention, advancement and enrichment opportunities for students that will take place before and after the instructional day on Mondays through Fridays, on Saturdays in the fall and spring (Saturday Success Academy Regents Prep), and during the summer (Summer Bridge to Success Program for incoming freshman), as well as a blended on-line credit recovery and Summer School Program. In addition, during student lunch time, all students have the opportunity to participate in Café Clubs (both academic intervention and enrichment) that include 10 to 20 options on each day Monday through Friday. These Café Clubs are facilitated by teachers during professional period assignments (each teacher facilitates two Café Clubs each week). Opportunities for ELT include a credit bearing Peer Leadership Program for targeted seniors, academic intervention (two fifty minute AIS per week during period 9), and a wide range of intervention, advancement, and enrichment opportunities that include Advanced Placement Courses, visual and culinary arts, video production, music engineering and recording, drama, community service projects, and an extensive Saturday Success Academy Regents Prep program.

Expanded Learning Time (ELT) Program
Monday through Saturday

Per	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday ELT
0	7:00-8:00 ELT	7:00-8:00 ELT	7:00-8:00 ELT	7:00-8:00 ELT	7:00-8:00 ELT	9:00-9:30 Brainfood
1	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	9:30-12:30
2	8:48-9:38	8:48-9:38	8:48-9:38	8:48-9:38	8:48-9:38	Geometry
3	9:41-10:26	9:41-10:26	9:41-10:26	9:41-10:26	9:41-10:26	ELA
4	10:29-11:14	10:29-11:14	10:29-11:14	10:29-11:14	10:29-11:14	US History/Global
5	11:17-12:02	11:17-12:02	11:17-12:02	11:17-12:02	11:17-12:02	Algebra
6	12:07-12:42 Café Clubs/ ELT	12:07-12:42 Café Clubs/ ELT	12:07-12:42 Café Clubs/ ELT	12:07-12:42 Café Clubs/ ELT	12:07-12:42 Café Clubs/ ELT	Earth Science
7	12:47-1:32	12:47-1:32	12:47-1:32	12:47-1:32	12:47-1:32	Living Environment
8	1:35-2:20	1:35-2:20	1:35-2:20	1:35-2:20	1:35-2:20	ESL
9	2:20-3:00 Advisory ELT	2:20-3:10 Regents Prep AIS/ELT	2:20-3:10 PLT Meetings	2:20-3:10 Regents Prep AIS/ELT	2:20-3:00 Advisory ELT	Rugby
10	2:30-6:00 PM ELT	3:15-6:00 PM ELT	3:15-6:00 PM ELT	3:15-6:00 PM ELT	2:30-6:00 PM ELT	9:00-4:00 PM Grand Street Settlement Beacon Program

**Proposed Expanded Learning Time Activities
September through June**

Monday 2:30-6:00 PM	Tuesday 3:15-6:00 PM	Wednesday 3:15-6:00 PM	Thursday 3:15-6:00 PM	Friday 2:30-6:00 PM	Saturday Nov-Jan April-June
Algebra Tutoring	Geometry Tutoring	Algebra Tutoring	Geometry Tutoring	Algebra Tutoring	9:00-9:30 Brainfood
Global Tutoring	US History Tutoring	Global Tutoring	US History Tutoring	Global Tutoring	9:30-12:30
Living Environment Tutoring	Earth Science Tutoring	Living Environment Tutoring	Earth Science Tutoring	Living Environment Tutoring	Geometry
AP Calculus	AP Calculus	AP Calculus	AP Calculus	AP Calculus	ELA
National Honor Society	Mouse Squad	Student Gov't	Newsletter	Yearbook	US History/Global
Video Production	Art	Video Production	Art	Video Production	Algebra
Drama Club	LGBT	Drama Club	LGBT	Drama Club	Earth Science
Volleyball	Volleyball	Volleyball	Volleyball	Volleyball	Living Environment
Basketball	Basketball	Basketball	Basketball	Basketball	Rugby
AP Spanish	AP Spanish	AP Spanish	AP Spanish	AP Spanish	9:00-4:00 PM Beacon Program
ESL Tutoring	Dance	ESL Tutoring	Dance	ESL Tutoring	

**Summer Bridge to Success Program for Incoming Freshman
July**

Per	Time	Cohort A	Cohort B	Cohort C
1	9:00-9:35	Advisory/Brainfood	Advisory/Brainfood	Advisory/Brainfood
2	9:35-10:20	The Power of Literacy	Global Connections	Thinking Like a Mathematician
3	10:20-11:05	Thinking Like a Mathematician	The Power of Literacy	Global Connections
4	11:05-11:50	Global Connections	Thinking Like a Mathematician	The Power of Literacy
5	11:50-12:25	Advisory/ Lunch	Advisory/Brainfood	Advisory/Brainfood
6	12:25-1:00	Team Building Every Day Fitness	Team Bldg/PE Full PLC (Teachers & Students)	Team Bldg/PE Full PLC (Teachers & Students)

Our Expanded Learning Time Program, sixteen week Saturday Success Regents Prep Academy, and our two week Summer Bridge For Success Program will all be made possible through SIG funding, and will provide our students, including students with disabilities, English Language Learners, highest performing students, and those who are over-age and under-credited with an extensive program of opportunities for targeted academic intervention or advancement , service learning activities and social/emotional support.

iv. Data-Driven Instruction/Inquiry (DDI)

The use of staff and student time is structured such that teams have substantial and regular meetings. Our current schedule and structure includes daily Cabinet meetings, monthly full Professional Learning Community Meetings (Faculty Meetings), daily Grade Level Professional Learning Team Meetings, and weekly Department Professional Learning Team Meetings. These meetings provided a venue where Grade Level and Department Professional Learning Teams are given opportunities to review data as it is being developed following a schedule of diagnostic, interim, and predictive assessments. School instructional leaders will provide extensive teacher-administrator one-on-one meetings, and an extensive schedule of professional development will be provided by a team of AUSSIE consultants, and DataCation.

DataCation, a division of CaseNEX, LLC, will offer an array of tools to break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy. Using DataCation tools, Inquiry PLTs will view, assess and cross-reference data. The DataCation tracking systems will reveal the statistics, trends, challenges and successes.

Utilizing flexible and intuitive technologies, the DataCation team of engineers, programmers, and educators will design data solutions that are custom fitted to meet Marta Valle needs.

The Graduation Eligibility Tracking System program will support Marta Valle PLC in being proactive in addressing student academic performance.

The leadership instructional team will use the DataCation systems to predict which students are academically at-risk, support educators in modifying instruction, targeting remediation. We will work collaboratively with the AUSSIE consultant team to provide professional development to support improved teacher practice. DataCation will provide professional development during the course of each academic year (three per year) in the use of tools designed to capture and leverage best use of student information, school performance, teacher quality and other powerful data. The linked systems will empower leadership, teachers, parents and students by making it easy to view, analyze and/or cross-reference data. Inquiry PLTs will actively assess new needs, address performance gaps, increase transparency and promote academic success, supported by the DataCation team, who will assess our school-specific situation through initial assessment and dedicated consulting days (three per year).

Principal, Assistant Principals, and Lead Literacy Teacher will work collaboratively with our Editure Professional Development consultants to use interim assessment, credit accumulation and attendance data provided by our Data Specialist to drive our PD planning and instructional decisions.

v. Student Support

Our path toward achieving the *Marta Valle High School* mission of **Meeting the Needs of Every Student Every Day** includes the following key structures and systems:

- Teachers will be engaged in Professional Learning Community and Professional Learning Team Meetings with a focus of appropriate grade articulation, credit accumulation and school support services in a manner consistent with principles of Universal Design for Learning (UDL) and Response to Intervention (RTI);
- Through the implementation of the research-based Peer Group Connection and Advisory Program developed by Princeton Center for Leadership Training, teachers and targeted school staff will be engaged in the implementation of programs designed to meet students' academic and social-emotional needs;
- Evidence of well-structured systems for at-risk support/differentiation and more consistent course grading and course pass policies will include consistency in mastery-based grading and course pass policies, and lesson/unit plans that include specific, agreed-upon strategies for providing multiple entry points for students;
- Students will be enrolled in programs designed to provide them with targeted academic and social-emotional support in our period 9 Advisory and Student Success Program, and in our Extended Learning Program that will take place before and after school Monday-Saturday.
- An eight week Fall and eight week Spring Saturday Success Academy Regents Prep Program will prepare students to be successful on Regents exams;
- The Lead Literacy Teacher will work with a team of teachers to develop the eight week per term Saturday Success Academy Regents Prep curriculum map for ELA, Algebra, Geometry, US History, Global Studies, Living Environment, Earth Science;
- Our Expanded Learning Program will provide remediation and enrichment opportunities from 7-8 AM and 3-6 PM Monday through Friday from September through June;
- Our Peer Leadership Initiative (Peer Group Connection) through our partnership with Princeton Center for Leadership Training (PCLT) will provide seniors with an opportunity to participate in a credit-bearing Peer Leadership course and to act as Peer Mentors to freshman during Monday Advisory period each week during period 9;
- All freshman will have the opportunity to participate in the Peer Leadership Initiative where Peer Mentors facilitate a weekly social-emotional workshop in each freshman Advisory on Mondays throughout the school year;
- Each Marking Period, all teachers and the Guidance Professional Learning Team will engage in Academic Accountability conversations with students about formative and summative assessment data to support understanding of the development of Recipes for Success, SMART Goals and Action Plans designed to improve their academic performance;
- Grand Street Settlement College Advisor will supervise the Marta Valle College Office from 9 AM-4 PM daily. Students will access the College Office and will have opportunities to participate in monthly College Tours and an annual College Fair;
- Guidance Professional Learning Team, consisting of Guidance Counselor, Social Worker and Data Specialist will analyze credit accumulation data and develop strategies to ensure that students more quickly accumulate credits and meet graduation requirements.

AUSSIE consultants will work collaboratively with school leadership and teachers in designing curricula that incorporates exciting learning opportunities for all of our students. PCTL will focus on development student motivation and building character such that students are more focused on college and career goals.

vi. School Climate and Discipline

Over the past three years, Marta Valle has demonstrated improvement in school culture and an increasingly safe and nurturing school environment for all students. Through the PCTL and Edure Professional Development, and the added Extended Learning Time opportunities for all students, SIG funds will strengthen and supplement the extensive supports that are currently in place to ensure clear expectations for student behavior, as well as structures and systems that provide for necessary interventions. These include:

- An Advisory program where each adult assumes responsibility for acting as a Success Mentor to ten students;
- A comprehensive Student and Parent Handbook that outlines clear expectations for student behavior and intervention measures;
- A Student Intervention Referral Form that has been collaboratively developed by the school leadership and UFT Consultation Committee, providing clarity for teachers in the ladder of referral, intervention strategies to be implemented at the classroom level and intervention steps that are taken at the administrative level where indicated;
- An Intervention Specialist (Dean), Community Coordinator, Guidance Counselor (who supports all General Education students), Social Worker (who supports all Students with Disabilities and English Language Learners), who collaboratively facilitate mediation and intervention measures;
- A SAVE Room that is stocked with instructional supplies and staffed by a certified teacher or an administrator when needed;
- A partnership with Princeton Center for Leadership Training to implement Peer Group Connection (PGC), which is an evidence-based and school-based program that supports and eases students' transition from middle to high school. This program will develop the leadership skills of older high school students who in turn will create a nurturing environment for incoming freshmen and help them adjust to their new environment, and Student and Family Advisory (SFA), a research-based school-wide practice that provides all students with the support they need to feel attached to school, to succeed in school, and to graduate ready for the rigors of college and high quality careers. Through SFA, students and their parents/caregivers will come to know and be known well by at least one adult in the school who will provide *continuity of care* by staying connected with them the entire time they are enrolled in the school.

AUSSIE consultants will work collaboratively with school leadership and teachers in designing curricula maps incorporate exciting learning opportunities for all of our students. PCTL will focus on developing student motivation and building character so that students are more focused on college and career goals.

vii. Parent and Community Engagement

To deepen partnerships with the families of all students, we will engage in effective reciprocal communication with families and community stakeholders so that individual students' strengths and needs are identified and that data is used to augment learning. This will be enhanced using SIG funding through the use of The Big Word Translation services, and the PCTL Peer Group Connection led Parent Workshops and family engagement activities.

- Marta Valle families will receive monthly communication in their home language regarding school and parent events, as well as their adolescents' academic progress as evidenced by Monthly Newsletters, mailings, and Outreach Logs;
- Teachers will engage in frequent reciprocal communication with the parents of their advisees, as evidenced by Advisory Outreach Logs and Family Conference Logs;

- Marta Valle families will have the opportunity to participate in ARIS Parent Link training and will be given access to up-to-date attendance, credit accumulation, Regents Examination scores and related student academic data;
- Marta Valle will continue to provide monthly workshops for parents on ways to support their adolescents academically, and opportunities to access available community resources;
- Monthly Family Resource Fairs will be scheduled prior to each Parent Association Meeting. At these Fairs, Families will have the opportunity to meet with Community Based Organizations that can provide support such as Health Care, Mental Health Care, financial guidance in the College Application Process;
- The continued implementation of an Advisory Program will provide families with a liaison and student advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports;
- As a part of the Peer Group Connection (PGC) program, Marta Valle will conduct up to two Family Night events in which Peer Leaders will organize events for freshmen and their parents/guardians designed to facilitate communication between parents and their children while also better connecting parents with the school community.

In collaboration with the SLT and PA, The Big Word Translation services were selected to support the need for translation at PA Meetings and in correspondence. All documents sent to the homes of students would be professionally translated into the first language of the students' parents to ensure the most effective communication. Interpreters from The Big Word, Inc. would be at all four of our family night events to ensure effective communication between school personnel and the families of our students.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

All members of the school leadership/staff were given opportunities for involvement in the development of the SIG Plan. The use of staff and student time is structured such that teams have substantial and regular meetings. Our current schedule and structure includes daily Cabinet meetings, monthly full Professional Learning Community Meetings (Faculty Meetings), and daily Grade Level Professional learning team Meetings and weekly Department Professional Learning Team Meetings. These meetings provided a venue where Grade Level and Department Professional Learning Teams were given opportunities to review the application draft as it was being developed as a GOOGLE doc and were provided with opportunities to share feedback and recommendations. All members of the Professional Learning Community were notified of the opportunity to apply for the School Improvement Grant via letter and email and were invited to participate in the development of the SIG application. A schedule of SIG working sessions was announced and individual team members had opportunities to participate in the planning and development of the SIG plan. In addition, Marta Valle has an effective and deeply engaged School Leadership Team that includes active parents, students and members of the educational team. An SLT Sub-committee participated in planning and the development of the SIG application, and a draft was shared with the full SLT at the monthly May meeting that was scheduled and designed for this purpose.

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

PD Event	Target Audience	Organization Delivering PD	Focus	Desired Measurable Outcomes
3 Day Summer Institutes	Teachers involved in Special Education	AUSSIE	Planning and Teaching in the Inclusive Environment	Teachers will: <ul style="list-style-type: none"> • identify and maximize current school resources to support learners with Special Needs • Identify and select research-based strategies to address specific student needs
	ELA and Social Studies Teachers	AUSSIE	Text complexity	Teachers will: <ul style="list-style-type: none"> • Analyze and describe the text complexity using grade-specific rubrics • Knowledge and practice with introducing students to close readings of grade level complex texts
	Math Teachers	AUSSIE	Creating Pathways for Diverse Learners in Math	Teachers will: <ul style="list-style-type: none"> • Understand and implement strategies to support alternative entry points, alternative ways to access material and alternative ways to assess student outcomes
	Science Teachers	AUSSIE	Planning and Delivering Instruction using CCSS	Teachers will: <ul style="list-style-type: none"> • Become familiar with the new Science Standards • Understand the Conceptual Shifts
	Teachers for Digital Learning	AUSSIE	Digital Planning Learning for the Common Core and PARCC & Smarter Balanced Assessments	Teachers will: <ul style="list-style-type: none"> • Understand the digital competencies needed for success in the CCSS and PARCC • Identify the essential curriculum mapping, lesson planning and ongoing support necessary for meaningful technology infused learning and assessment design
	English Language Learners	AUSSIE	Supportive Instruction Across the Curriculum for ELL Students	Teachers will: <ul style="list-style-type: none"> • Develop an understanding of multisensory instructional techniques • understand cooperative learning structures that foster peer modeling and tutoring and incorporate these structures

				in their planning for instruction
Three City-wide PD Days	Teachers and Leadership Team	AUSSIE	Teacher Effectiveness	Teachers will be supported as they examine targeted components of the teacher effectiveness framework, including lesson planning, academic discussion and questioning, and assessment practices.
Ongoing Job-Embedded Support	All teachers and leadership team	AUSSIE	See below	

AUSSIE Job-Embedded Support The AUSSIE consultants in ELA and Social Studies, Mathematics and Science, Special Needs, English Language Learners, and Technology will demonstrate/model, mentor, observe and provide feedback on best, research-based instructional practices, curricula development and teaching and learning strategies to support data-driven, differentiated instruction and the adjustments based on formative data. The consistent, overarching goal of all job-embedded, side-by-side coaching is to improve pedagogy and consequently, student achievement. Consultants debrief with principals daily, providing insight into the work accomplished and outlining in detail the next steps that teachers are meant to practice before the consultant’s next visit.

Measurement of Outcomes: Monitoring, Analyzing, and Reporting Progress

The Lens AUSSIE consultants monitor shifts in teacher behaviors through the lens of rigor evidenced in planning, delivery and assessment of instruction using Bloom’s Taxonomy and Webb’s Rigor Matrix. Behaviors are also observed and analyzed against the AUSSIE Teacher Effectiveness rubric and the Edure’s Essential Practices of Effective Schools model. Consultant Effectiveness is measured against the AUSSIE Consultant Impact Rubric, monitored by the AUSSIE Education Director responsible for the Marta Valle consultancies.

The Documentation All AUSSIE workshops and institutes are planned collaboratively with the school instructional leadership team. Using the school’s data to determine the beginning, benchmark and end points, AUSSIE consultants begin where their target audience is in their learning and progress toward the set goals. Consultants document workshop and institute sessions with Agendas, Evaluations, Attendance Sheets, and Logs of Work. Artifacts of teacher product (curriculum documents, units of study, performance tasks, lesson plans, etc.) as well as examples of student work are collected to correlate the evidence of teacher learning with student progress. For ongoing, job-embedded consultancy, the AUSSIE consultant meets with the Principal at the beginning of every day to confirm or adjust the plan for the day and at the end of the day to discuss who they worked with, what work took place, what the Principal may expect to see the teacher approximating, practicing and intended next steps. This conversation is accompanied with a Work Log that summarizes the day’s events. AUSSIE consultants participate in weekly Wednesday, 9th-period grade level meetings and maintain a binder in the Administration Office containing sections on Plans/Goals, School Data, Agendas/Handouts, Logs, Reports, and Notes to document the entirety of the consultancy. An End-of-Year Summary Report is presented to the Principal upon completion of the consultancy.

PRINCETON CENTER FOR LEADERSHIP TRAINING

Timing	PD Activity	Target Audience	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Sept 2013	SFA stakeholder team training	Stakeholder team	Scheduling advisory sessions; finalizing a program implementation plan; troubleshooting school-based questions and concerns; bolstering the school's student support infrastructure.	Meeting attendance Finalized school schedule List of dedicated grade 9 advisors Finalized 2013-2014 advisory training schedule
Sept 2013	"Introduction to SFA" session with full faculty	Full faculty	The entire faculty will become familiar with the national Advisory movement/research and will provide input on the model that will be implemented in their school.	Meeting attendance Exit Survey
Sept – Oct 2013	SFA 3-day training session for staff who will serve as advisors	Grade 9 advisors	Participants will become familiar with the SFA model and curriculum and practice the targeted skills	Session attendance Exit Survey
Oct 2013	Regular visits for observation and feedback	Grade 9 advisors PGC faculty advisors	Regular on-site visits to observe and provide constructive feedback to advisors and to meet with the stakeholder team will support the implementation of SFA and PGC. Ongoing technical assistance via telephone and email is available as needed. <i>Note: These on-site visits take place throughout the entire school year, but do not appear again in this timeline.</i>	Meeting attendance Observation forms and feedback summaries
Nov 2013	PGC 1-day Training	PGC faculty advisors and/or	PCLT conducts a 1-day training for faculty advisors to explore overcoming obstacles, enhancing	Session attendance Exit Survey

		stakeholder team coord.	facilitation skills and preparing to host Family Night.	
Jan 2014	PGC 3-day residential training	PGC faculty advisors and/or stakeholder team coordinator	PCLT conducts a 3-day residential training for faculty advisors and stakeholder team coordinators focused on advanced facilitation skills; running community service activities; conducting a mid-year retreat and a second Family Night event; and planning and preparing for year 2 program implementation.	Session attendance Exit Survey Review of student outcome data (school records)
Jan/Feb 2014	SFA 2-day training session for staff who will serve as advisors	Grade 9 advisors	Training designed to build advisory skills and to develop strategies for addressing advisory challenges.	Session attendance Exit Survey
Mar 2013	PGC 1-day follow-up faculty advisor training	PGC faculty advisors and/or stakeholder team coordinator	PCLT conducts a 1-day training for faculty advisors to explore selecting peer leaders for next school year, facilitating closure for the peer leaders and freshmen, and planning and preparing for the next year of program implementation.	Session attendance Exit Survey
Apr/May 2014	SFA 2-day training session for staff who will serve as advisors	Grade 9 advisors	Training designed to build advisory skills and to develop strategies for addressing advisory challenges.	Session attendance Exit Survey
June 2014	End of year Stakeholder meeting	Stakeholder team	Advisors and stakeholders participate in an end-of-year stakeholder meeting that reviews the results of Year 1 implementation and plans for next year of advisory.	Session attendance Review of student outcome data (school records and student survey results) Implementation rec for year 2

iii. Plan for training, support and professional development

EDITURE (AUSSIE) will provide a multi-step, self-evaluation and adjustment process. Workshops and institutes are planned collaboratively with the school instructional leadership team, using the school's data to determine the beginning, benchmark and end points. Consultants document workshop and institute sessions with Agendas, Evaluations, Attendance Sheets, and Logs of Work. Artifacts of teacher product (curriculum documents, units of study, performance tasks, lesson plans, etc.) as well as examples of student work, are collected to correlate the evidence of teacher learning with student progress. Consultant Effectiveness is measured against the AUSSIE Consultant Impact Rubric, monitored by the AUSSIE Education Director responsible for the Marta Valle consultancies. AUSSIE consultants will meet with the Principal at the beginning of every day to confirm or adjust the plan for the day, and at the end of the day to discuss who they worked with, what work took place, what the Principal may expect to see the teacher approximating, practicing and intended next steps. This conversation is accompanied by a Work Log that summarizes the day's events. AUSSIE consultants participate in weekly Wednesday, 9th-period grade level meetings and maintain a binder in the Administration Office containing sections on Plans/Goals, School Data, Agendas/Handouts, Logs, Reports, and Notes to document the entirety of the consultancy. An End-of-Year Summary Report is presented to the Principal upon completion of the consultancy.

AUSSIE consultants will work collaboratively with school leadership and teachers in designing curricula maps incorporate exciting learning opportunities for all of our students. PCTL will focus on development student motivation and building character such that students are more focused on college and career goals.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

As the Priority School developed its School Improvement Grant, it was required to consult and collaborate with its stakeholders, including leaders from the principals' union, teachers' union, and parent groups. The NYCDOE asked schools to submit Attachment A, the consultation and collaboration form, in addition to doing district-level consultation and collaboration, with leaders in the following groups: Council of Supervisors & Administrators (CSA; principals' union), United Federation of Teachers (UFT; teachers' union), and Chancellor's Parent Advisory

Committee (CPAC), NYCDOE parent leadership body. By doing so, the NYCDOE sought to ensure that consultation and collaboration took place at the school-level in addition to the district-level. When it was brought to the attention of the NYCDOE that further school-level consultation and collaboration efforts needed to 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.

- Marta Valle families will receive monthly communication in their home language regarding the implementation of the SIG Plan, school and parent events, as well as their adolescents' academic progress as evidenced by Monthly Newsletters, mailings, and Outreach Logs;
- Advisors will engage in frequent reciprocal communication with the parents of their advisees, as evidenced by Advisory Outreach Logs and Family Conference Logs regarding SIG Plan implementation. The continued implementation of an Advisory Program provides families with a liaison and student advocate who maintains contact with families concerning academic performance and socio-emotional behaviors and available supports and SIG Plan implementation;
- Monthly PA/SLT meetings, Title I Workshops will include agenda items such as SIG Plan implementation. Marta Valle will continue to provide monthly workshops for parents on ways to support their adolescents academically and opportunities to access available community resources. Monthly mailings provide families with current information regarding individual student need, available support and SIG Plan implementation;
- Marta Valle will share information with families through Bulletin Boards and school displays, mailings, backpack distribution, postings on the Marta Valle website and in Family Conferences regarding the relevance of analyzing student work and making public what is learned and SIG Plan implementation;
- Monthly Campus Council and full PLC meetings will include updates on SIG Plan implementation.

K. Project Plan and Timeline

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

EDITURE (AUSSIE) Strategy Overview Year 1

Summer Institutes (July/August 2013) Two 3-day institutes of intensive PD

Institute 1 Math, ELA, Technology/ELLs **Institute 2** Science, Social Studies, Special Needs

Job Embedded Professional Development (September 2013 – June 2014)

Five consultants will work with teachers and the leadership team. Math/Science - 36 days
ELA/SS - 36 days. Special Education - 36 days. Technology - 18 days. ELLs - 18 days. There

will be one consultant for each of these areas: Math/Science (1), ELA/Social Studies (1), Technology (1), English Language Learners (1), Special Needs (1).

AUSSIE - Year One Project Plan, Goals, Strategies and Outcomes

<i>Goals - Leadership Team</i>	<i>Year 1 Strategies</i>	<i>Year 1 Outcomes</i>
<p>Support will be provided for the leaders to:</p> <ul style="list-style-type: none"> • developing a whole school strategic PD plan that reflects the school review recommendations, the progress report and classroom observations; • using data to drive instructional leadership strategies; • using high quality targeted assessment to design standards-based, curricula; • creating a school culture and learning environments based on the principles of successful classrooms; • planning, scheduling and supporting learning communities within the school; • differentiating supervision and setting different goals for specific teacher needs. 	<p>Weekly visits will provide guidance and support for the principal as the supports and structures are put in place: The consultants will:</p> <ul style="list-style-type: none"> • support the leadership team in conducting a needs assessment; • guide the writing of a school-wide PD plan that reflects the QR and Progress Report; • support the strategic implementation of the Danielson Framework through focused learning walks; • daily debriefings with administration; • strategizing implementation of PD to address identified needs and focuses; • differentiated seminars and study groups on identified topics; • support meetings (e.g., Inquiry Teams) including weekly grade meetings. 	<ul style="list-style-type: none"> • A current comprehensive school needs assessment; • A foundation strategic plan based on the needs assessment that aligns assessment, curriculum, instruction, technology with professional development; • A planned infrastructure that supports the identified needs; • A school wide assessment framework that identifies measurable goals and benchmarks for student achievement; • A schedule for regular grade meetings to look at student work; • Protocols and norms for PLCs ; • The identification of a framework for looking at teacher effectiveness and a plan for implementation;

<i>Goals- Teachers and Support Staff</i>	<i>Year 1 Strategies</i>	<i>Year 1 Outcomes</i>
<p>Support will be provided for the teachers to:</p> <ul style="list-style-type: none"> • develop a common vision of effective teaching; • deepen knowledge of CCLS • support struggling learners; to develop content-rich, differentiated, Standards-based units of study; • further develop their understanding of assessment driven instruction particularly the development of rigorous Performance based tasks; • support Students with Special Needs and English language; learners by scaffolding instruction in the content areas; • develop knowledge in inquiry based and project-based learning 	<p>The professional development will include workshops as well as job-embedded side-by-side coaching and co-teaching. Strategies include:</p> <ul style="list-style-type: none"> • a three day summer institute for teachers in each content area. • Weekly or bi-weekly ongoing school-based support for the identified content areas. • weekly grade planning meetings for teachers. • ongoing series of mini workshops designed to support differentiated instruction; • differentiated workshops and study groups, including after school PD • demonstrating, coaching, modeling in the classroom; • faculty meetings focusing on data analysis and planning curriculum; • establishing learning communities through lab sites 	<p>With the support of the consultants the following will be the planned outcomes:</p> <ul style="list-style-type: none"> • Regular, scheduled grade level/content area planning and data meetings; • Current curriculum maps revised and aligned with Common Core State Standards; • Teachers embracing professional development opportunities and incorporating new learnings into their planning and instruction • Participation in grade level lab sites; • Special Ed and General Ed Teachers working closely together to optimize student outcomes; • Introduction of the rubrics for identifying the nature of the complexity of texts; • Introduction of Discipline literacy in content areas.

PRINCETON CENTER FOR LEADERSHIP TRAINING Year 1: PGC

<i>Goals</i>	<i>Strategies</i>	<i>Year 1 Outcomes</i>
<p>PGC</p> <ul style="list-style-type: none"> Building the capacity of faculty advisors and stakeholder team to implement PGC 	<ul style="list-style-type: none"> <i>Training.</i> Five (5) days of comprehensive training for faculty advisors and the stakeholder team coordinator <i>Technical Assistance.</i> Six (6) on-site visits throughout the planning and implementation periods to facilitate and participate in stakeholder meetings and observe either the peer leader class or outreach sessions to provide technical assistance, coaching, and support to advisors and stakeholders. 	<ul style="list-style-type: none"> Implementation of PGC with fidelity (as evaluated through PGC Certification) Improved student outcomes Fully trained PGC faculty advisors
<p>SFA</p> <ul style="list-style-type: none"> Building capacity of advisors and stakeholder team to implement SFA Building the skills of advisors 	<ul style="list-style-type: none"> <i>Stakeholder Team Sessions.</i> Three (3) sessions for 6-10 Stakeholder Team members focused on scheduling advisory sessions; finalizing a program implementation plan; and troubleshooting school-based questions and concerns. <i>Training to Support Advisory.</i> Seven (7) training days for advisors. <i>Observation & Feedback.</i> All advisors will be observed by PCLT consultants and provided with individual constructive feedback regarding facilitation of advisory. <i>Technical Assistance.</i> PCLT consultants will monitor and assess program success through quantitative and qualitative evaluation including, but not limited to, student surveys and examination of student data at key points. 	<ul style="list-style-type: none"> Implementation of SFA with fidelity Improved student outcomes Fully trained SFA advisors

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

EDITURE (AUSSIE) Early Wins

- Teachers are prepared with a planned first unit of study and can begin instruction on Day 1
- General Education and Special Education Teachers will have in place strategies for effective, collaborative teaching, to reach every student in the room
- Teachers of English Language Learners will have begun to incorporate strategies to permit entry points for all learners.

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

Indicators of success: Marta Valle’s over-aged and under-credited students’ improved attendance, Teachers’ completed Unit Studies, commonly developed effective strategies for General Ed. and Special Ed. students and overall improved students’ credit accumulation. Marta Valle’s Instructional team will collect data through a systematic process. The team will analyze,

evaluate the collectively collected data and share them with all stakeholders at MVHS Learning Community. MVHS Learning Community will then identify next steps, set measurable goals during weekly Grade Level and Monthly PLT meetings.

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

AUSSIE

Leadership Supp. Goals	Strategies	Year 2 Outcomes	Year 3 Outcomes
<ul style="list-style-type: none"> revising whole school strategic PD plan; using data to drive instructional leadership strategies; using high quality targeted assessment to revise standards-based curricula; school culture and environments based on principles of successful classrooms supporting PLCs 	<ul style="list-style-type: none"> guiding the revision of the school-wide plan that reflects the SQR and PR; focused learning walks; daily debriefings with admin strategizing implementation of PD to address identified needs ; Inquiry Teams 	<ul style="list-style-type: none"> collaboratively developed vision; Revised Strategic plan that takes into account student data for the previous year; differentiated PD plan based on teacher movement towards goals; Gr level/subject area meeting protocols for looking at student work are used. 	<ul style="list-style-type: none"> Common vision and understandings; Development of ongoing self review systems within school; Evidence of the methods used to contribute to achievement, and how it uses information about achievement to review and improve those aspects of its performance most likely to contribute to student learning; Identified priorities for PD; Teacher Effectiveness framework institutionalized, accepted point of reference. Instructional Rounds used to identify problems of practice.
AUSSIE Goals - Teachers Support	Strategies	Year 2 Outcomes	Year 3 Outcomes
<ul style="list-style-type: none"> develop a common vision for the implementation effective teaching; 	Weekly visits will provide guidance and support for teachers: <ul style="list-style-type: none"> ongoing 	<ul style="list-style-type: none"> Teachers consistently use information about student achievement 	<ul style="list-style-type: none"> Common vision for effective instruction Widespread sense of urgency Collaborative adoption of consistent

<ul style="list-style-type: none"> • deepen knowledge of Common Core Learning Standards and Disciplinary Literacies; • address struggling learners by providing multiple entry points to learning events; • develop content-rich differentiated Standards-based instructional units of study • create student centered classroom environments. 	<p>school-based support</p> <ul style="list-style-type: none"> • weekly grade planning meetings for teachers • ongoing series of mini workshops designed to support the implementation of differentiated instruction • differentiated workshops and study groups, including after school • demonstrating , coaching, modeling in the classroom • individual coaching • faculty meetings focusing on data analysis and planning curriculum • establishing learning communities through lab sites 	<p>to identify specific teaching strategies.</p> <ul style="list-style-type: none"> • Teachers share whole-class data, as well as individual students' performance results over a year • Documented goals are in place for individual students • Dedicated instructional practices for English language learners • Curriculum maps reviewed and revised to reflect learning needs of students and the standards • Content-rich differentiated, Standards-based instructional units of study • Use of the Hess Knowledge Framework for planning • Use of the text complexity 	<p>models across grades</p> <ul style="list-style-type: none"> • Effective school-wide collection, organization and analysis of data. • Evidence of long-term and short-term curriculum planning, implementation and review. • Teachers reflecting on their current practice and taking responsibility for their ongoing professional development • Effective and efficient use of data to inform instructional practices and educational programs • Technology integrated in daily classroom practice • Texts used reflect complexity levels recommended in the Standards • Students have a range of strategies to tackle increasingly complex texts
--	--	--	--

		rubrics	
--	--	---------	--

PRINCETON CENTER FOR LEADERSHIP TRAINING

<i>Goals</i>	<i>Strategies</i>	<i>Year 2 Outcomes</i>	<i>Year 3 Outcomes</i>
<p>PGC</p> <ul style="list-style-type: none"> Building the capacity of faculty advisors and stakeholder team to implement PGC 	<ul style="list-style-type: none"> <i>Training.</i> Nine (9) days of comprehensive training for faculty advisors and the stakeholder team coordinator <i>Technical Assistance.</i> Six (6) on-site visits throughout the planning and implementation periods to facilitate and participate in stakeholder meetings and observe either the peer leader class or outreach sessions to provide technical assistance, coaching, and support to advisors and stakeholders. Program success will be monitored through quantitative and qualitative evaluation including, but not limited to, student surveys and examination of student data at key points throughout the school year. 	<ul style="list-style-type: none"> Implementation of PGC with fidelity (as evaluated through PGC Certification) Improved student outcomes Fully trained PGC faculty advisors 	<ul style="list-style-type: none"> Implementation of PGC with fidelity (as evaluated through PGC Certification) Improved student outcomes Fully trained PGC faculty advisors
<p>SFA</p> <ul style="list-style-type: none"> Building capacity of advisors and stakeholder team to implement SFA Building the skills of advisors 	<ul style="list-style-type: none"> <i>Stakeholder Team Sessions.</i> Three (3) sessions for 6-10 Stakeholder Team members focused on scheduling advisory sessions; finalizing a program implementation plan; and troubleshooting school-based questions and concerns. <i>Training.</i> Two (2) training days will be provided for year 1 faculty members teaching advisory to reinforce the training during year 1. Seven (7) training days for new faculty members teaching advisory will be provided. 	<ul style="list-style-type: none"> Implementation of SFA with fidelity Improved student outcomes Fully trained SFA advisors 	<ul style="list-style-type: none"> Implementation of SFA with fidelity Improved student outcomes Fully trained SFA advisors

	<ul style="list-style-type: none"> • <i>Observation & Feedback.</i> All advisors will be observed by PCLT consultants and provided with individual constructive feedback regarding facilitation of advisory. • <i>Technical Assistance.</i> PCLT consultants will monitor and assess program success through quantitative and qualitative evaluation including, but not limited to, student surveys and examination of student data at key points throughout the school year. 		
--	---	--	--

PRINCETON CENTER FOR LEADERSHIP TRAINING (PCLT)

Herbert H. Lehman High School

PCLT began working with Herbert H. Lehman High School in 2012 to implement Peer Group Connection (PGC) to serve up to 80 upper classmen peer leaders and over 400 grade 9 students. Originally slotted for closure by the New York City Department of Education, Herbert H. Lehman High School will now stay open for the 2013-2014 school year. The success of the PGC program over the past school year was cited as a key initiative that demonstrated the turnaround of the school, having a profound effect on the school’s improvement and transformation. Student achievement reports for the 9th graders compared to last school year (since the implementation of PGC) reflect an increase of almost 10%. In addition, students receiving PGC during their 9th grade year who were designated as chronically absent during their 8th grade year (missing 20 days or more in their previous school year) attended school as average of almost 6 more days during their 9th grade year.

Edward A. Reynolds West Side High School

PCLT began working with Edward A. Reynolds West Side High School in 2012 to implement Peer Group Connection (PGC) to serve up to 15 peer leaders and over 80 transitioning students. The PGC program has had a profound effect on the school’s improvement and transformation. Term 1 results showed improvements in credit accumulation and attendance for both peer leaders and transitioning students.

	N size	Credits earned	Credits taken	% credit earned	Average Credit	Average % Attendance
Peer Leaders	15	71	97	73.2%	4.73	83.8%
PGC Outreach	83	289.5	514.5	56.3%	3.49	76.4%
Whole school	551	1554.7	3296.2	47.2%	2.82	64.1%

In addition, students receiving PGC who were designated as chronically absent during their previous school year (missing 20 days or more in their previous school year) attended school as average of almost 6 more days during their current year.

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		59182	75600	100080	100080	100080
b. Student participation in State ELA assessment	%		n/a	n/a	n/a	n/a	n/a
c. Student participation in State Math assessment	%		n/a	n/a	n/a	n/a	n/a
d. Drop-out rate	%		12%	16%	14%	12%	8%
e. Student average daily attendance	%		86.6%	81%	82%	84%	86%
f. Student completion of advanced coursework			30%	17%	20%	24%	30%
g. Suspension rate	%		11.6%	4.6%	4%	3%	2%
h. Number of discipline referrals	num		83	62	60	58	53
i. Truancy rate	%		5.0%	7.9%	7%	6%	3.5%
j. Teacher attendance rate	%		95.2%	96.2%	96.3%	96.5%	97%
k. Teachers rated as “effective” and “highly effective”	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num			2,025	3,780	3,780	3,780
m. Hours of professional development to improve leadership and governance	num			200	720	720	720
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			540	1,080	1,080	1,080
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	152	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	151	Please see memo	Please see memo	Please see memo
q. Student scoring “proficient” or higher on ELA assessment	%		n/a	n/a	n/a	n/a	n/a
r. Students scoring “proficient” or higher on Math assessment	%		n/a	n/a	n/a	n/a	n/a
s. Average SAT score	score		442	372	385	405	430
t. Students taking PSAT	num		113472	109	135	150	150
u. Students receiving Regents	%		16%	8%	10%	13%	16%

diploma with advanced designation							
v. High school graduation rate	%		66%	56%	58%	61%	65%
w. Ninth graders being retained	%		22%	29.3%	28%	25%	20%
x. High school graduates accepted into two or four year colleges	%		50%	48%	49%	50%	53%

**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 	<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
---	--

<p><i>Framework for Teaching</i> and develop a shared picture of effective teaching</p> <ul style="list-style-type: none"> • 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"> • increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
--	--

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

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

<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
---	---

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

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

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

**Attachment C
Evidence of Partner Effectiveness Chart**

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>AUSSIE (Eediture) Job-Embedded PD Support Contact: Bernadette McKinlay (Education Director) BMcKinlay@edituregroup.com ph 212 731 8417</p> <p>Service: Professional Development</p>	<p>1. 03M505 Edward A. Reynolds West Side High School</p> <p>2. 21K344 Rachel Carson High School</p> <p>3. 18K633 High School for Medical Professions</p> <p>4. 27Q650 High School for Construction Trades, Engineering and Architecture</p> <p>5. 21K348 High School of Sports Management</p> <p>6. 07X547 New Explorers High School</p> <p>7. 08X377 Bronx Community High School</p>	<p>1. Principal Jean McTavish jmclavi@schools.nyc.gov ph 212 6787300</p> <p>2. Principal Edward Wilensky ewilens@schools.nyc.gov ph 718 265 0329</p> <p>3. Principal Joseph Scarmato jscarra@schools.nyc.gov ph 718 2908700</p> <p>4. Principal Lakeisha Gordon lgordon6@schools.nyc.gov ph 718 8466280</p> <p>5. Principal Robin Pitts rpitts@schools.nyc.gov ph 718 333-7650 (X4733)</p> <p>6. Principal Jacob Hobson jhobson2@schools.nyc.gov ph 718 292 4150</p> <p>7. Principal Flora Greenaway fgreena@schools.nyc.gov ph 718 585-4108</p>

	<p>8. 11X288 Collegiate Institute for Math and Science</p> <p>9. 03M505 Edward A. Reynolds West Side High School</p> <p>10. 21K344 Rachel Carson High School</p>	<p>8. Principal Shadia Alvarez salvare6@schools.nyc.gov ph 718 944-3431</p> <p>9. Principal Jean McTavish jinctavi@schools.nyc.gov ph 212 6787300</p> <p>10. Principal Edward Wilensky ewilens@schools.nyc.gov ph 718 265 0329</p>
<p>Partner Organization Name and Contact Information and description of type of service provided.</p> <p>Princeton Center for Leadership Training (PCLT) 911 Commons Way Princeton, NJ 08540 (609)252-9300 eoleary@princetonleadership.org</p> <p>Service:Professional Development, Curriculum</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.</p> <p>1. Herbert H. Lehman High School, NYC</p> <p>2. Edward A. Reynolds West Side High School, NYC</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)</p> <p>Rose LoBianco Rlobian@schools.nyc.gov; Fiorella Cabrejos, Assistant Principal 718-904-4200 ext. 1534/1532; fcabrej2@schools.nyc.gov</p> <p>Jean McTavish, Principal jinctavi@schools.nyc.gov</p>

Attachment C Detail Trend-Summary Evidence

EDITURE (AUSSIE) Evidence of Academic Success

Editure (AUSSIE) is currently working in 47 High Schools throughout New York City, many of them SIG funded, Transformation schools. Below is a table showing some examples of upward trending Regents scores in AUSSIE Partner High Schools.

Regents Results Comparison for AUSSIE Partner High Schools in NYC (Regents Results at or above 65%)

School	Subject Area	2009-2010	2010-2011
03M505 Edward A. Reynolds West Side High School	<ul style="list-style-type: none"> • ELA • Global • US History • Living Environment 	<ul style="list-style-type: none"> • 50% • 46% • 50% • 59% 	<ul style="list-style-type: none"> • 65% • 56% • 67% • 83%
21K344 Rachel Carson High School	<ul style="list-style-type: none"> • Geometry • Global • Living Environment • Physics 	<ul style="list-style-type: none"> • 49% • 70% • 64% • 47% 	<ul style="list-style-type: none"> • 67% • 73% • 69% • 75%
18K633 High School for Medical Professions	<ul style="list-style-type: none"> • ELA • Int. Alg • Geometry • Global • Living Envir 	<ul style="list-style-type: none"> • N/A • 72% • 28% • N/A • 57% 	<ul style="list-style-type: none"> • 95% • 79% • 50% • 78% • 82%
27Q650 High School for Construction Trades, Engineering and Architecture	<ul style="list-style-type: none"> • ELA • Int Alg • Alg 2/Trig • Living Envir 	<ul style="list-style-type: none"> • 91% • 78% • 33% • 85% 	<ul style="list-style-type: none"> • 96% • 86% • 45% • 90%
21K348 High School of Sports Management	<ul style="list-style-type: none"> • ELA • Geometry • Algebra 2/Trig 	<ul style="list-style-type: none"> • 62% • 32% • 0% 	<ul style="list-style-type: none"> • 63% • 39% • 21%
07X547 New Explorers High School	<ul style="list-style-type: none"> • ELA • Int Alg • Geometry • Global • US History • Living Envir 	<ul style="list-style-type: none"> • 51% • 31% • 33% • 24% • 41% • 40% 	<ul style="list-style-type: none"> • 55% • 72% • 80% • 58% • 74% • 71%
08X377 Bronx Community	<ul style="list-style-type: none"> • ELA 	<ul style="list-style-type: none"> • 59% 	<ul style="list-style-type: none"> • 65%

High School	<ul style="list-style-type: none"> • Int Alg • US History 	<ul style="list-style-type: none"> • 44% • 43% 	<ul style="list-style-type: none"> • 54% • 58%
11X288 Collegiate Institute for Math and Science	<ul style="list-style-type: none"> • ELA • Int Alg • Geometry • Global • US History 	<ul style="list-style-type: none"> • 88% • 85% • 71% • 69% • 74% 	<ul style="list-style-type: none"> • 91% • 88% • 94% • 79% • 89%

PRINCETON CENTER FOR LEADERSHIP TRAINING (PCLT)

Herbert H. Lehman High School

PCLT began working with Herbert H. Lehman High School in 2012 to implement Peer Group Connection (PGC) to serve up to 80 upper classmen peer leaders and over 400 grade 9 students. Originally slotted for closure by the New York City Department of Education, Herbert H. Lehman High School will now stay open for the 2013-2014 school year. The success of the PGC program over the past school year was cited as a key initiative that demonstrated the turnaround of the school, having a profound effect on the school's improvement and transformation. Student achievement reports for the 9th graders compared to last school year (since the implementation of PGC) reflect an increase of almost 10%. In addition, students receiving PGC during their 9th grade year who were designated as chronically absent during their 8th grade year (missing 20 days or more in their previous school year) attended school as average of almost 6 more days during their 9th grade year.

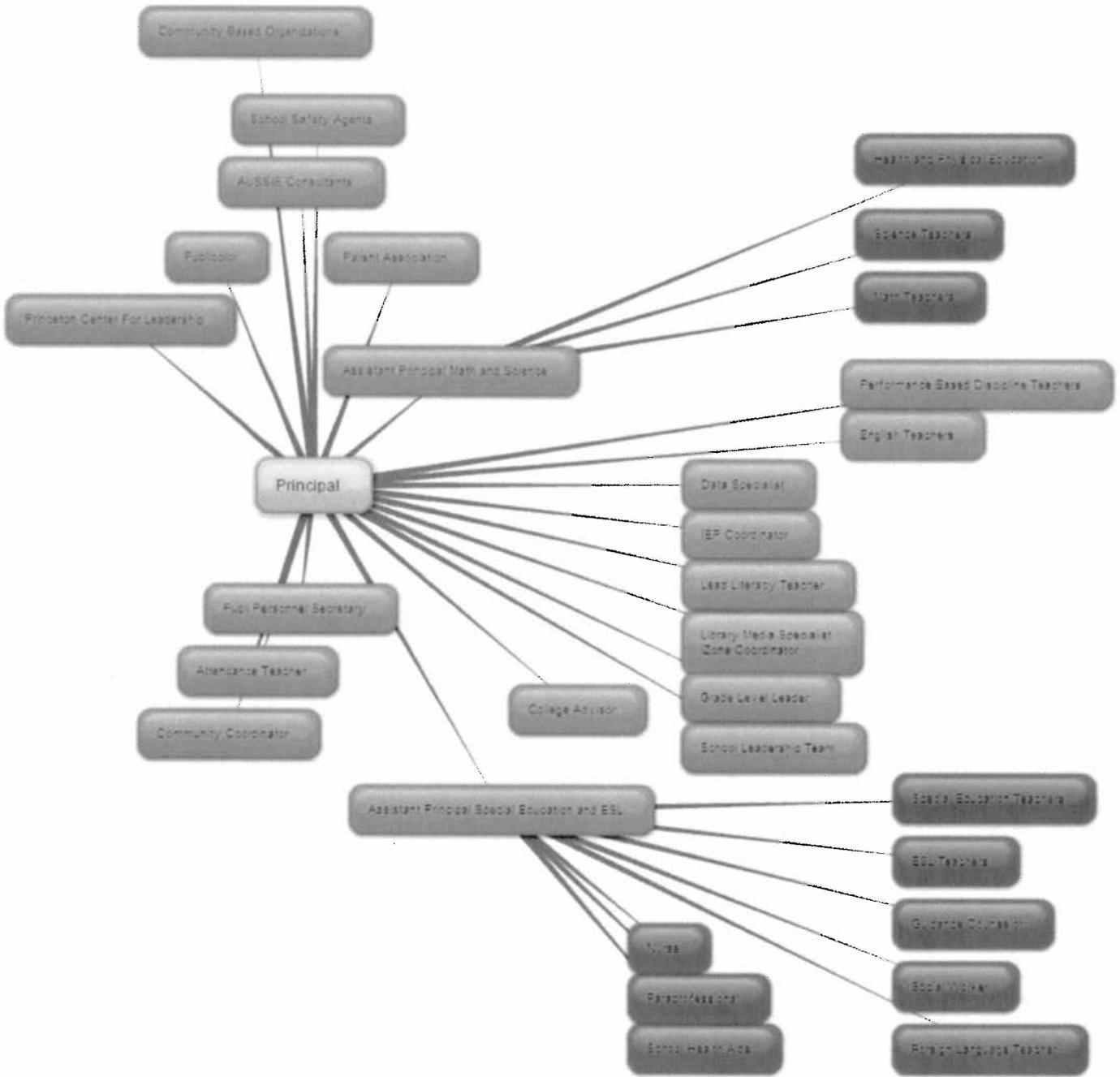
Edward A. Reynolds West Side High School

PCLT began working with Edward A. Reynolds West Side High School in 2012 to implement Peer Group Connection (PGC) to serve up to 15 peer leaders and over 80 transitioning students. The PGC program has had a profound effect on the school's improvement and transformation. Term 1 results showed improvements in credit accumulation and attendance for both peer leaders and transitioning students.

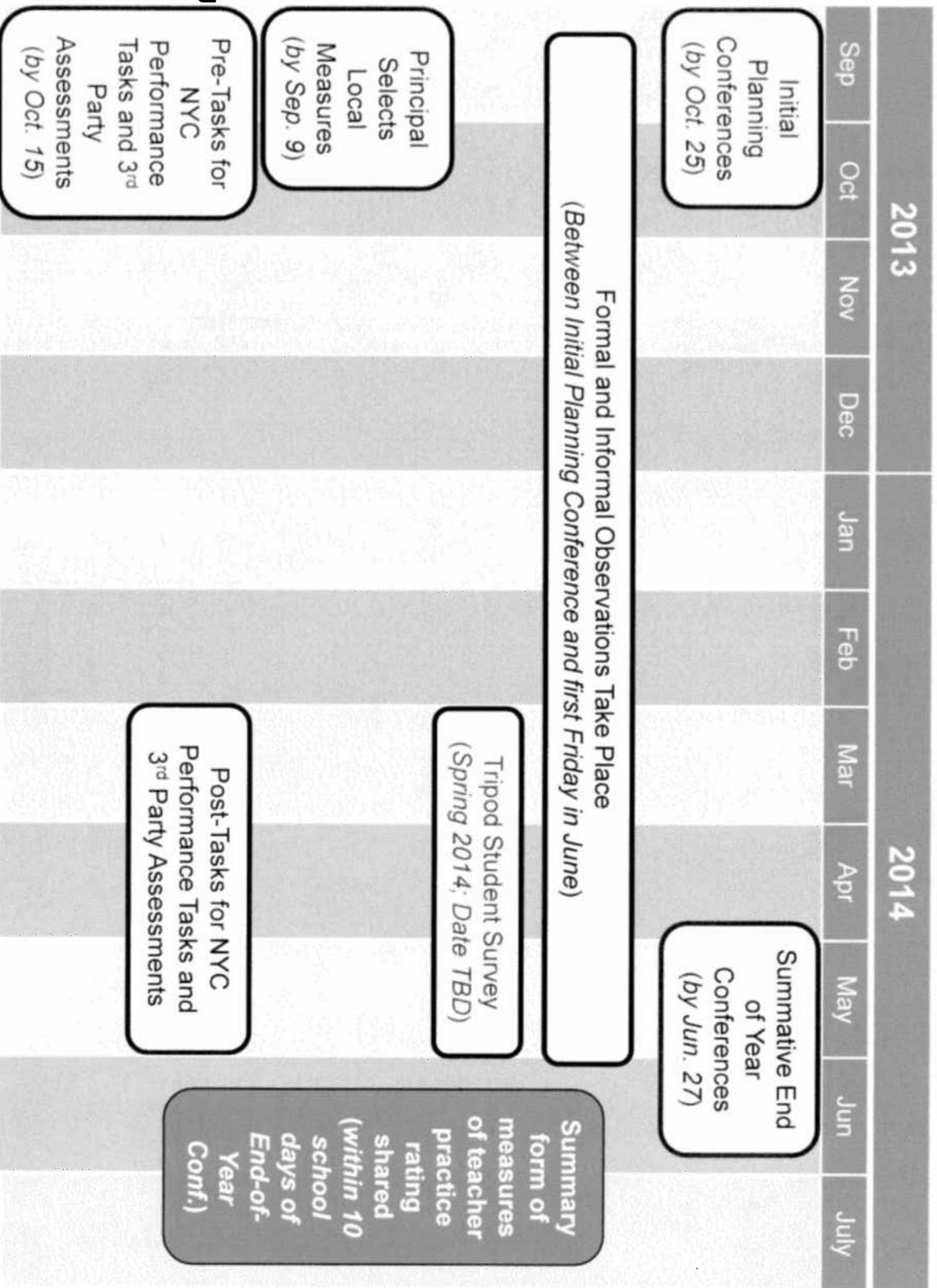
	N size	Credits earned	Credits taken	% credit earned	Average Credit	Average % Attendance
Peer Leaders	15	71	97	73.2%	4.73	83.8%
PGC Outreach	83	289.5	514.5	56.3%	3.49	76.4%
Whole school	551	1554.7	3296.2	47.2%	2.82	64.1%

In addition, students receiving PGC who were designated as chronically absent during their previous school year (missing 20 days or more in their previous school year) attended school as average of almost 6 more days during their current year.

Attachment G Organizational Chart 01M509



2013-14 Teacher Evaluation and Development Timeline



Department of Education
 Dennis W. Valcott, Chancellor

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

01M5091 Marta Valle Secondary School

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

01M509 Marta Valle Secondary School

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

01M509 - Marta Valle Secondary School

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

Attachment A
Consultation and Collaboration Documentation Form

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

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

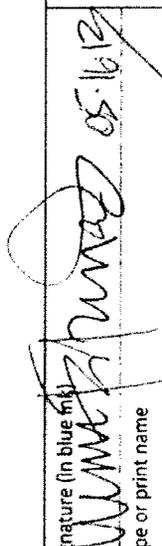
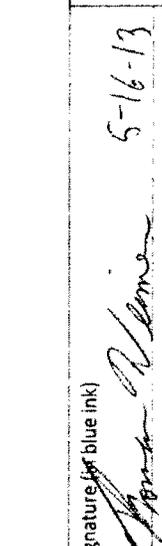
Principals Union President / Lead		Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)			
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) <i>Jane Reiff</i>		6/16/13	
Type or print name Jane Reiff			

01M 509
 Marta Valle SS

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 Mimi Fortunato	Date 5-16-13 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 Robert Dieckmann	Date 5-16-13 Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Parent Group President / Lead Signature (in blue ink)  Type or print name Tom Weimer	Date 5-16-13 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.

01M509 Marta Valle Secondary School

Pre-Review of Full 2013 Grant Application

Page 1

Application Cover Sheet (with original signatures ...)	Yes
Proposal Narrative (including District-level Plan...	Yes
Attachment A (Consultation and Collaboration Form...	No
Attachment B (School-level Baseline Data and Targ...	Yes
Attachment C (Evidence of Partner Effectiveness Ch...	Yes
Attachment D (Budget Summary Chart)	Yes
FS-10 for Implementation Period	Yes
Budget Narrative	Yes
Memorandum of Understanding (required for a Restar...	No
Assurances for Federal and Discretionary Program F...	Yes
Has the applicant submitted all of the documents I...	Yes

Additional comments:

- Cover page signed - not ~~blue~~ ink
- Attachment A form not submitted - district overview submitted — *in hardcopy*
- FS-10 - no sign~~ature~~
- Complete district/school overviews were submitted for each district or school ~~plan~~ section

OR

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

Yes



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

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

BASIC PROJECT INFORMATION																																																														
N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #																																																												
<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td></tr> </table>																					<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td></tr> </table>																					<table border="1" style="width: 100%; height: 20px;"> <tr><td> </td><td> </td></tr> </table>																				
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) MARTA VALLE SECONDARY SCHOOL																																																													
Contact Person	EDUARDO CONTRERAS																																																													
Agency Name	New York City Department of Education																																																													
Mailing Address	52 Chambers Street, Room 413																																																													
	New York, N.Y. 10007																																																													
Telephone #	212-374-0520	Manhattan																																																												
		County																																																												
Project Operation Dates From	SEP 1 2013	To AUG 31 2014																																																												

BUDGET TOTAL

\$1,022,103

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	1.00	139,738	139,738
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	4,538	41.98	190,525
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	598	43.93	26,276
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
CENTRAL - School Implementation Manager	0.30	119,344	35,856
CENTRAL - Talent Coach	0.10	114,000	11,916
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			404,311

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	598	26.27	15,708
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			15,708

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	Edition	253,337
686 - Evaluation Consultant		2,555
689 - Professional Development Consultant	The Princeton Center for Leadership Training	102,130
Subtotal - Code 40		358,022

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	70,140
Educational Software	26,300
General and Instructional Supplies	49,496
Library Books	0
Supplemental Textbooks	29,012
Subtotal - Code 45	174,948

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	54,782
ARRA FRINGE - CENTRAL	14,332
Subtotal - Code 80	69,113

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)	\$1,022,103
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

N.Y.C. GRANT #

0	0	0	0	0	0	0	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

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	404,311
Support Staff Salaries	16	15,708
Purchased Services	40	358,022
Supplies and Materials	45	174,948
Travel Expenses	46	-
Employee Benefits	80	69,113
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total	\$	1,022,103

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	411,130
Support Staff Salaries	16	15,708
Purchased Services	40	380,107
Supplies and Materials	45	152,864
Travel Expenses	46	-
Employee Benefits	80	71,159
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total	\$	1,030,968

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	414,070
Support Staff Salaries	16	15,708
Purchased Services	40	393,479
Supplies and Materials	45	79,492
Travel Expenses	46	-
Employee Benefits	80	72,041
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total	\$	974,790

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	1,229,510
Support Staff Salaries	16	47,124
Purchased Services	40	1,131,608
Supplies and Materials	45	407,304
Travel Expenses	46	-
Employee Benefits	80	212,314
Indirect Cost (IC)	90	-
BOCES Service	49	-
Minor Remodeling	30	-
Equipment	20	-
Total Project Budget	\$	3,027,860

BUDGET NARRATIVE: MARTIA VALLE SECONDARY SCHOOL (01MS09) (TRANSFORMATION)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Professional Staff (Code 15)	2.0 FTE additional Special Ed. Social Studies and Science teachers to provide more targeted instruction to the EL's and students with disabilities. Two additional experienced and dually-certified special educators in Social Studies and Science would be hired. 100% funded with SIG. They would be responsible for partnering in ICT classes with current general education teachers to build those educators capacity to better meet the needs of all Marita Valle students but especially our Students With Disabilities and English Language Learners.	139,738	139,738	139,738	\$419,214	The increase in our student population that is anticipated over the next few years would result in increased FSF and Title 1 funding. We will thus be able to keep these teachers by using FSF and Title 1 SWP funds.
Instruction	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - to provide our students with a smooth transition from junior high school to high school, while giving them the opportunity to earn high school credits. Instruction will be provided in all four major content areas as well as in the fine arts and physical education. Summer Bridge Program - 17 days in July 6 Teachers x 17 days x 4hrs/day x \$41.98 = \$16,728.00 base (\$18,006. w fringe)	16,728	16,728	16,728	\$50,184	We will offer an abbreviated program for ten days using Fair Student Funding and Title 1 Priority / Focus SWP funding.
Instruction	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - to offer students additional instructional support in content area subjects thus giving them a better chance of passing their classes and the mandated NYS regents exams. Per Session for Increased Learning Time: Saturday Success Academy (Years 1, 2 & 3) 10 Teachers x 20 days x 4hrs/day x \$41.98 = \$33,584.00 base (\$36,150. w fringe)	33,584	33,584	33,584	\$100,752	We will sustain this activity by using funds from a 21 Century grant, from Fair Student Funding, and from Title 1 Priority/Focus SWP funding.
Instruction	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - to provide students with daily academic support in all subject areas, as well as to provide students with classes in art, music, drama, video production and sports. Per Session for Increased Learning Time: Extended Day PM School (Years 1, 2 & 3) 6 Teachers x 150 days x 3hrs/day x \$41.98 = \$113,346.00 base (\$122,006. w fringe)	113,346	113,346	113,346	\$340,038	We will offer an abbreviated program (four teachers per day for two hours each day) using Fair Student Funding.
Instruction	Supplies, Materials, Supplemental books and Software (Code 45)	60 MacBook pro laptops each of the first two years, and 25 MacBook pro laptops in the third year. The goal is to increase student access to technology which would give them more access points to information. It would allow teachers to plan more student centered lessons giving students greater responsibility for their learning. Vendor is Apple Computer Inc.	70,140	70,140	29,225	\$169,505	The laptops will still be in use after the SIG expires. Replacement laptops will be bought using NYSTL Hardware funds, Title 1 SWP funds and FSF.
Instruction	Supplies, Materials, Supplemental books and Software (Code 45)	The goal is to improve students reading and writing and prepare them for college and career readiness. Achieve 3000 differentiated literacy online instruction which uses non-fiction text to differentiate instruction by students' Lexile/reading levels, to build reading comprehension of informational text will be used. Achieve 3000 literacy software; 350 license each year (Years 1, 2 &3).	26,300	26,300	26,300	\$78,900	After SIG expires we will focus more on the freshman class, thus necessitating fewer licenses. Funding sources would include NYSTL software, Title 1 SWP, and FSF.
Instruction	Supplies, Materials, Supplemental books and Software (Code 45)	The goal is to increase the use of SMART technology in every classroom allowing teachers to model ways of acquiring, discerning and using information. 64" SMART Board, 1eq Ultra Short Throw Wall Mounted Projector, Rail System, Audio System and Cover. Year 1, 1 SMART Boards; Year 2, 8 SMART Boards; Year 3, none. Vendor: Tequipment, Incorporated	44,628	32,457	0	\$77,085	The SMART boards will be in use for many years after the grant expires. Replacement SMART boards will be bought with NYSTL Hardware funds, Title 1 Priority /Focus SWP funds
Instruction	Supplies, Materials, Supplemental books and Software (Code 45)	The goal is align curricula with CCLS Supplemental Textbooks-High School Math 2012 Common-Core Algebra 1 Student Edition. The vendor is Pearson.	29,012	20,723	20,723	\$70,458	The textbooks will be in use for many years after the SIG expires. Replacement or additional books would be bought using NYSTL textbook funds.

BUDGET NARRATIVE: MARTIA VALLE SECONDARY SCHOOL (01M509) (TRANSFORMATION)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Supplies, Materials, Supplemental books and Software (Code 45)	The goal is to securely store the laptop computers so that students could have them for use in classrooms. Laptop Computer Storage Carts - Briefford Laptop Computer Storage carts for 30 units. Year 1 - 3 carts; Year 2 - 2 carts; Year 3 - 2 carts. Vendor is B & H Foto and Electronic Corp.	4,868	3,244	3,244	\$11,356	The carts will be used for many years after the SIG expires. We will thus sustain the activity by using the same carts.
Parent and Community Engagement	Professional Purchased Services (Code 40)	TheBigWord , would provide translation and interpretation services. The goal is that 100% of Marra Valle families will receive monthly communication in their home language regarding school and parent events, as well as their adolescents' academic progress as evidenced by Monthly Newsletters, mailings, and Outreach Logs/Translation.	2,555	5,410	2,222	\$10,187	We will sustain this activity by using funds from Title 1 SWP Translation Services. We will also use staff members who are native speakers or fluent in the languages to perform some of the translation and interpretation services.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - to provide our students with a smooth transition from junior high school to high school, while giving them the opportunity to earn high school credits. Instruction will be provided in all four major content areas as well as in the fine arts and physical education. A supervisor will ensure the smooth running of the program. Summer Bridge Program - 17 days in July 1 Supervisor x 17 days x 4hrs/day x \$43.94 = \$ 2,987.92 base (\$ 3,216. w fringe)	2,988	2,988	2,988	\$8,964	We will offer an abbreviated program for 10 days using Fair Student Funding and possibly Title 1 Priority / Focus SWP funding.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - to offer students additional instructional support in content area subjects thus giving them a better chance to pass their classes and the mandated NYS regents exams. Per Session for Increased Learning Time; Saturday Success Academy (Years 1, 2 & 3) 1 Supervisor x 20 days x 4hrs/day x \$43.94 = \$3,515.00 base (\$ 3,784. w fringe)	3,515	3,515	3,515	\$10,545	We will sustain this activity by using funds from a 21 Century grant, from Fair Student Funding, and from Title 1 Priority/Focus SWP funding.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Supervisor per session - to provide students with daily academic support in all subject areas, as well as to provide students with class in art, music, drama, video production and sports. Per Session for Increased Learning Time; Extended Day PM School (Years 1, 2 & 3) 1 Supervisor x 150 days x 3hrs/day x \$43.94 = \$19,773.00 base (\$ 21,284. w fringe)	19,773	19,773	19,773	\$59,319	We will offer an abbreviated program (two hours per day) using Fair Student Funding.
Student Support	Support Staff (Code 16)	Educational Para Hourly per session - to provide our students with a smooth transition from junior high school to high school, while giving them the opportunity to earn high school credits. Instruction will be provided in all four major content areas as well as in the fine arts and physical education. An education paraprofessional will be available to assist our students with disabilities. Summer Bridge Program - 17 days in July 1 Educ Para x 17 days x 4hrs/day x \$26.27 = \$ 1,786.36 base (\$ 1,923. w fringe)	1,786	1,786	1,786	\$5,358	We will offer an abbreviated program for 10 days using Fair Student Funding and possibly Title 1 Priority / Focus SWP funding.
Student Support	Support Staff (Code 16)	Educational Para Hourly per session - to provide students with daily academic support in all subject areas, as well as to provide students with classes in art, music, drama, video production and sports. Per Session for Increased Learning Time; Extended Day PM School (Years 1, 2 & 3) 1 Educ Para x 150 days x 3hrs/day x \$26.27 = \$11,821.00 base (\$ 12,725. w fringe)	11,821	11,821	11,821	\$35,463	We will offer an abbreviated program, (two hours each day using Fair Student Funding.

BUDGET NARRATIVE: MARTIA VALLE SECONDARY SCHOOL (01M509) (TRANSFORMATION)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Student Support	Support Staff (Code 16)	Educational Para Hourly per session - to offer students additional instructional support in content area subjects thus giving them a better chance to pass their classes and the mandated NYS regents exams. Per Session for Increased Learning Time; Saturday Success Academy (Years 1, 2 & 3) 1 Educ. Para x 20 days x 4hrs/day x \$26.27 = \$2,101.00 base (\$ 2,262 w fringe)	2,101	2,101	2,101	\$6,303	We will sustain this activity by using funds from a 21 Century grant, from Fair Student Funding, and from Title 1 Priority/Focus SWP funding.
Training, Support, and Professional Develop	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly teacher per session - The goal for years 1, 2, and 3 is to collaboratively develop curricula with Edture Professional Development Consultants, in all core content areas, that is deeply engaging, rigorous, and coherent, and that is aligned to the Common Core Learning Standards and New York State Standards, and meets the identified needs of all of our learners. 20 teachers, each working eighteen hours during the July/August summer break and fourteen hours during the school year.	26,867	26,867	26,867	\$80,601	We will build in-school capacity by working closely with Edture consultants and network experts. We will employ Edture consultants in a limited role using our Title 1, 10% set aside funds for professional development.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	The goal for years 1, 2, and 3 is to collaboratively develop curricula with our Edture Professional Development Consultants, in all core content areas, that is deeply engaging, rigorous, and coherent, and that is aligned to the Common Core Learning Standards and New York State Standards, and meets the identified needs of all of our learners. 2 Consultants x 1 day /wk x 36 wks x \$1,175.00 = \$169,200.00 4 Consultants x 9 days x \$1900. = \$34,200 during summer institutes.	253,337	253,337	253,337	\$760,011	The administrative staff will work very closely with the Edture consultants in an effort to build our school's internal capacity to do the curricula and instructional training ourselves. We will also employ two content area Edture consultants each for nine days per year using Title 1 SWP funds and Fair Student Funding (FSF)
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	The goal is to increase student attendance and graduation rates to prepare students for college and career readiness. The Princeton Center for Leadership Training will help students take ownership for their learning by exposing them to the training program advisors and peer leaders. By using an engaging, kinesthetic, activity-based structure, the PCLT curriculum is designed to promote research-proven mediating factors that influence risk reduction behaviors and produce positive student outcomes, including student retention in school, improved attendance and academic achievement.	102,130	121,360	137,920	\$361,410	School program advisors and our social worker will be trained by PCLT consultants throughout the three years, and would thus be able to train student peer leaders after SIG expires. Funding sources for limited PCLT consultant involvement include FSF and Title 1 SWP 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.	54,782	54,782	54,782	\$164,346	
		Subtotal School	959,999	960,000	900,000	2,819,999	
District-level expenses: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.31, 0.36, 0.36	35,856	40,973	43,180	120,009	
District-level expenses: Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1, Y2, Y3): 0.1, 0.12, 0.12	11,916	13,617	14,351	39,885	

BUDGET NARRATIVE: MARTA VALLE SECONDARY SCHOOL (01M509) (TRANSFORMATION)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Fringes Central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARBA-funded FTE positions	14,332	16,377	17,259	47,968	
		Subtotal Central	62,104	70,968	74,790	207,862	
		TOTAL SIG	1,022,103	1,030,968	974,790	3,027,860	
Other sources of income		Non-Core Instruction Tax Levy	238,731	238,731	238,731	716,193	
		Title 1 for Priority and Forces Schools	78,385	78,385	78,385	235,155	
		Other Title 1 allocations	257,614	257,614	257,614	772,842	
		TOTAL	1,596,833	1,605,698	1,549,520	4,752,050	