ORIGINAL

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

District (LEA)			LEA Beds Code:
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
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Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Martin Van Buren High School			342600011435
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)**
2178			230-17 HILLSIDE AVENUE, QUEENS NY 11427

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

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

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

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

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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

Prior to his current role as principal of Martin Van Buren High School, Sam Sochet joined the New Leaders for New Schools leadership pipeline, serving as Resident Principal at Bronx Lab for the 2011-2012 school year.

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 Queensborough Community College and North Shore LIJ Hospital.

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 Martin Van Buren High School, students with disabilities comprise 12% of the school's population, 4% points lower than the citywide high school average. Students in self-contained settings comprise 5% of the school's population, 2% points higher than the citywide high school average. English Language Learners comprise 10% of the school's population, 3% points lower

than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.61, which is 0.14 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 proficiency[1] 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% 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

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

work to ensure that SWDs, ELLs, and students performing below proficiency have access to diverse and high quality school options across the district.

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

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

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

iii. District strategies for enrollment equity

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

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

For the past two years, the NYCDOE has added seats to every high school's OTC projection. As a result, the impact of OTC placements at low-performing schools, including former Persistently-Lowest Achieving (PLA) or Priority Schools, was minimized, and there was an increase in student access to more programs. The NYCDOE OTC population changes year to year. As it

changes, we have mitigated the effects of high populations of harder-to-serve students for PLA/Priority Schools. For example, from 2011 to 2012, the number of Special Education Students placed during OTC increased by 14% citywide. However, for PLA/Priority schools the number of Special Education Students placed during OTC actually decreased by 2%.

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Section Bii: Labor Mgmt

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

AGREEMENT

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Section BW - Sam

Department of Education
Dennis M. Walcott, Chancellor

Children First. Always.

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: **October 18, 2012**

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

FROM: **Michael Tragale, Chief Financial Officer**

SUBJECT: **Priority and Focus School Allocations**

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:
Schools can provide supplemental compensation to support:

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

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

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

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

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

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

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

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

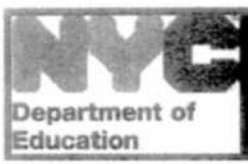
Click here to download a copy of the School Allocation Memorandum.

Attachment(s):

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

MT:bf

Section Bii Network Directory



Spring 2012 - 2013 Network Directory

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

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

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: Brand: Leader: Contact:	N103 Network for Sustainable Excellence Yuet M. Chu YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH/I/MS: 8 K-8: 2 Secondary: 1 High School: 4	**Mission/Philosophy:** As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group. **Organizational Structure:** As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools. **Special Expertise:** Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.
Network: Leader: Contact:	N104 Tracey Collins, I.A. tcollins5@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH/I/MS: 7 K-8: 6 Secondary: 2	**Mission/Philosophy:** Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning. **Organizational Structure:** We are a large cross-functional network that offers tiered professional development, intervisitations and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy. **Special Expertise:** We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.
Network: Brand: Leader: Contact:	N105 The Urban Assembly Jonathan Green JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH/I/MS: 5 Secondary: 5 High School: 11	**Mission/Philosophy:** The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus: 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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

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

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

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

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

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

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

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

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

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

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

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Network Information	Current schools per borough/level		Vision Statement
Network: N409 Leader: Neal Ogromalla Contact: nogroma@schools.nyc.gov	Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 25 JH/I/MS: 2 K-8: 5 K-12: 1	**Mission/Philosophy:** Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another. **Organizational Structure:** Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice. **Special Expertise:** CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and Institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.
Network: N410 Brand: The ROCKS Leader: Altagracia Santana Contact: lsantan2@schools.nyc.gov	Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH/I/MS: 2 K-8: 3	**Mission/Philosophy:** Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving. **Organizational Structure:** CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network. **Special Expertise:** We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.

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

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

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

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

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

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

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

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

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

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

Spring 2012 - 2013 Network Directory

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

Sample Network Structure

Network Leadership

Network Leader

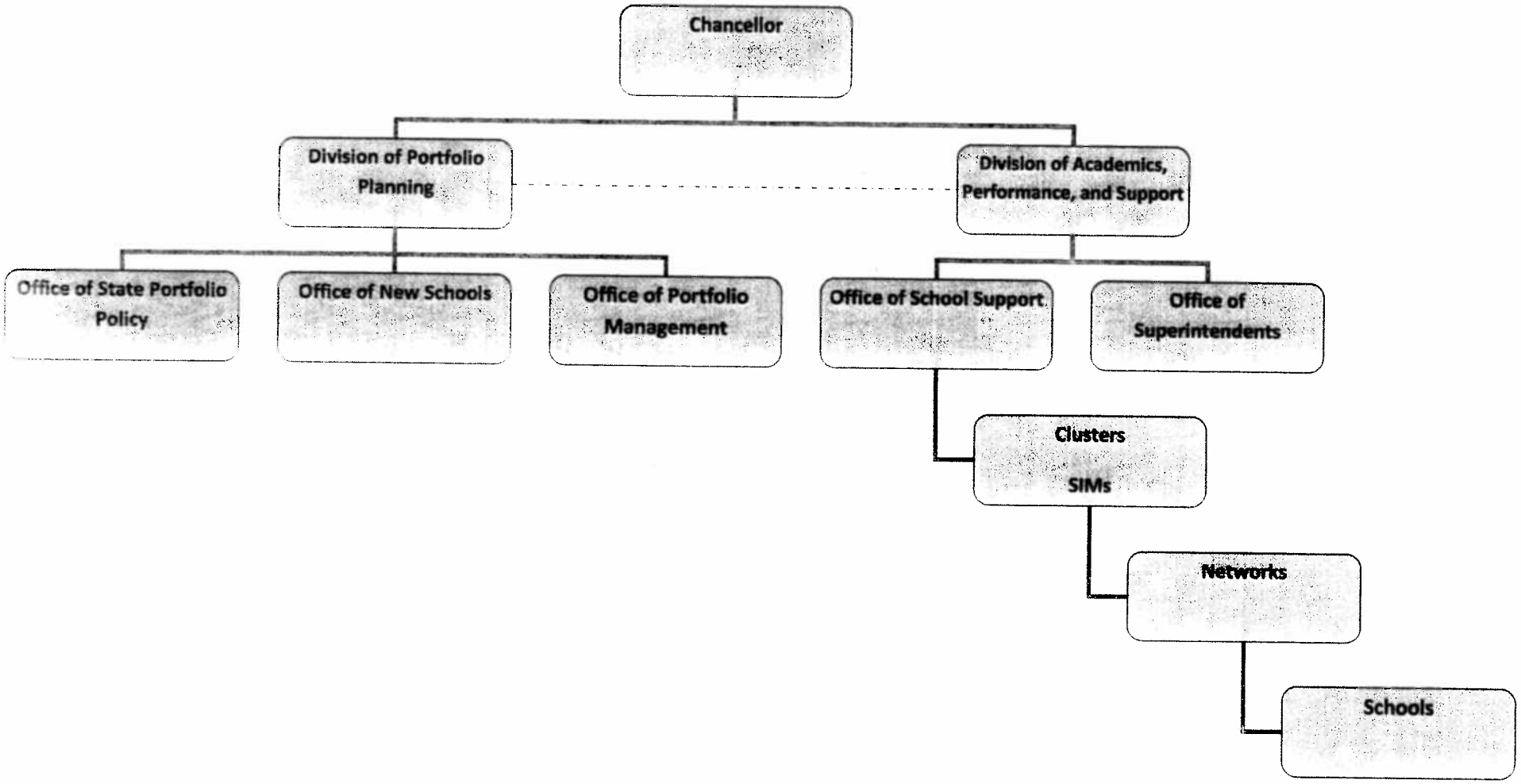
Deputy Network Leader

Instruction	Operations	Student & Family Services
Achievement Coach	Director of Operations	Administrator of Special Education
Achievement Coach	Budget & Procurement Manager	
Achievement Coach	Director Human Resources & Payroll	Youth Development, ELL, Network Family Point
Achievement Coach	Data / IT, Special Education Support	
Special Education Achievement Coach	Food, Transportation, & Health	Attendance, Safety, & Suspensions

NYC
Department of Education
Dennis M. Walcott, Chancellor

Note: not all networks are configured the same way.

NYCDOE Management Structure for Turnaround Efforts



Section C iii

iii. Timeframe and persons responsible

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

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

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

section D

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

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

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	58080	60030	66240	74520
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%	9%	8%	7%	6%
e Student average daily attendance	%		86.6%	83%	82%	83%	85+%
f Student completion of advanced coursework			30%	21%	23%	25%	27%
g Suspension rate	%		11.6%	6.6%	10.6	9.0	8.0
h Number of discipline referrals	num		83	174	170	140	125
i Truancy rate	%		5.0%	8.9%	3.02	2.8	2.5
j Teacher attendance rate	%		Please see memo				
k Teachers rated as "effective" and "highly effective"	%				25%	35%	50%
l Hours of professional development to improve teacher performance	num				75hrs	60hrs	50hrs
m Hours of professional development to improve leadership and governance	num				50hrs	50hrs	50hrs
n Hours of professional development in the implementation of high quality interim assessments and data-driven action	num				50hrs	50hrs	50hrs
II. Academic Indicators							
o ELA performance index	PI		n/a	Please	Please see	Please see	Please see

				see memo	memo	memo	memo
p Math performance index	PI		n/a	Please see memo	Please see memo	Please see memo	Please see memo
q Student scoring "proficient" or higher on ELA assessment	%		n/a	n/a	46%	48%	52%
r Students scoring "proficient" or higher on Math assessment	%	n/a	n/a	n/a	10%	12%	15%
s Average SAT score	score		442	399	406	416	433
t Students taking PSAT	num		113472	659	700	720	750
u Students receiving Regents diploma with advanced designation	%		16%	4%	3%	4%	5%
v High school graduation rate	%		66%	64%	59%	60%	62%
w Ninth graders being retained	%		22%	27.8%	25.8%	24.8%	22.8%
x High school graduates accepted into two or four year colleges	%		50%	45%	46%	49%	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 – (total absent days/total active days)

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

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

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

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

• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's *Framework for Teaching* and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions	• PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT)

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	opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

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

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

• Regular meetings in which school leaders:
  ○ Review data and establish an instructional focus
  ○ Evaluate curricular alignment with standards in all content areas
  ○ Plan and adjust PD to support implementation of the school's curricula
  ○ Plan and adjust PD to improve instruction
• Regular meetings in which team leaders develop facilitation, data analysis, and planning skills
• PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings
• Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system
• Support for school leaders supporting teachers with the new teacher evaluation and development system
	• Support for highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools
	• PD for principals/ instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll
	• PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll
	• PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll

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

This may include the following types of professional development activities:

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

<u>II. Academic Indicators</u>

o. ELA performance index

p. Math performance index

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

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

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

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

s. **Average SAT score**

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

u. **Students receiving Regents diploma with advanced designation**

v. **High school graduation rate**

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

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

Attachment C - Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Queensborough Community College	1 Jamaica Gateway to the Sciences	1 Caren Birchwood-Taylor, PRINCIPAL 167-01 Gothic Drive, Queens, NY 11432 Phone: (718) 480-2689
Jeffrey Chen	2 Queens Collegiate: A College Board School	2 Jaime Anne Dubei, PRINCIPAL 167-01 GOTHIC DRIVE, JAMAICA, NY 11432 Phone: 718-658-4016
Phone: 7158-281-5546	3 Law, Government and Community Service High School	3 Donna Delfyett White, PRINCIPAL 207- 01 116TH AVENUE, QUEENS, NY 11411 Phone: 718-978-6432
Fax: 718-281-5538	4 Mathematics, Science Research and Technology Magnet High School	4 Jose Cruz, PRINCIPAL 207- 01 116TH AVENUE, QUEENS, NY 11411 Phone: 718-978-1837
Email:	5 Humanities & Arts	5 Rosemarie Omard, PRINCIPAL

jchen@qcc.cuny.edu	Magnet High School	207- 01 116TH AVENUE, QUEENS, NY 11411 Phone: 718-978-2135
	6. Business, Computer Applications & Entrepreneurship High School	6 Lynne Callender, PRINCIPAL 207- 01 116TH AVENUE, QUEENS, NY 11411 Phone: 718-978-2807
North Shore LIJ Hospital/MVBHS Partnership Agreement	7. Queens High School of Teaching	7. Jae Hyun Cho, PRINCIPAL 74-20 Commonwealth Blvd Bellerose, NY 11426 (718) 736-7100
Agnes Barden and Denise Romero Phone: 718-470-7091		
Queens Borough Community College	8. Information Technology High School	8. Joseph Reed, Principal 21-16 44TH ROAD, QUEENS, NY 11101 PHONE: 718-937-427011 Phone: **718-937-4270** M
Asser, Stuart M	9. Queens Vocational and Technical High School	**9**. Melissa Burg, PRINCIPAL 37-02 47 AVENUE, QUEENS, NY 11101 PHONE: 718-937-301
Phone:718-631-6207	**10. Nassau BOCES**	1

Fax:718-281-5564	1	2
Email: SAsser@qcc.cuny.edu	2	3
	3	4

A. School Overview

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

Martin Van Buren High School, with 2,180 students in 2012-2013, is dedicated to becoming a viable and strong local high school in Southeast Queens, New York City. Our recently re-written mission statement, developed collaboratively by the entire School Leadership Team, states "Martin Van Buren High School is an evolving community of lifelong learners who see learning and hard work as a continual process which strives to develop students, staff, and parents' ingrained sense of curiosity. We are dedicated to the academic success and social development of our students."

The new Mission Statement reflects the change that has already begun at the "New Van Buren" High School, as it is referred to in many local circles. The school and its community have embraced the new principal who has brought in a movement towards transforming its culture, and developing a new awareness of what needs to occur as the school moves forward by embracing and reintegrating with its surrounding community, as well as taking legitimate strides in improving learning and instruction across all subject areas. One way that the school has already and will continue to "transform" itself is through the development of four unique small learning communities via attractive programs that this proposed grant will greatly enhance. With pervasive budget constraints and shortfalls, the Pre-Med, Pre-Engineering, Pre-Law Forensics, and Computer Technology Programs are expensive to implement and the grant will make it more likely that these programs become a reality in a timely fashion over the next three years. Most important, the SIG plan will send a clear message to the community that Martin Van Buren High School is genuinely serious about changing its academic and cultural image in the most positive way imaginable.

We will dedicate our resources into improving in the following areas:

- Addressing the needs of our increasing English Language Learners (ELL) population by increasing dedicated resources.
- Dedicating additional resources to our Instructional Support Services (ISS) population to improve instruction. Part of this program would involve the hiring of a behavioral specialist.
- Concentrating on providing support for the lowest third of our general education population.
- Providing leading edge professional development opportunities to our staff and administration.
- Using the latest understandings to effectively utilize Data Driven Instruction (DDI).

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

To the end of achieving these goals, there are 3 "Big Rocks" that the Principal has identified and prepared to "move" in partnership with the school's stakeholders since arriving just prior to the 2012-2013 school year: culture shift, community, as well as learning and teaching.

Culture Shift- Our new mission statement indicates that we are an evolving community of lifelong learners that includes all the stakeholders of the Van Buren community including parents, teachers, administrators, and students. Our goal is to make 2% improvement across the board on our Learning Environment Survey; specifically Communication, Safety and Respect.

Community- We are in the process of reaching out to the community by providing their children with special programs and incentives that will revitalize interest in the school. Currently, very few students from the district attend the high school. Through the programs and area partnerships, we want to once again make Van Buren a prime destination high school for the area and all of Queens. Our goal is to significantly increase the incoming numbers from feeder middle schools.

Learning and Teaching-We are dedicated to improving classroom instruction by focusing on improving classroom practices. First, we have emphasized the Essential Elements of Instruction (EEI) as a guide to assist teachers in improving engagement, giving feedback, improving classroom environment, and ensuring that lessons are congruent. Second, we have utilized practices from the Research for Better Teaching (RBT) that focuses on improving classroom instruction by improving the observation process focusing on claims, evidence, and the impact on learning (CEI). We have used these two tools along with Danielson Frameworks as the primary lens to gauge instructional trajectories and teacher improvement. Our goal is to increase our Regents results in all four core areas by 2% for each of the next three years.

In addition to aligning the above mentioned strategies (EEI, RBT, and Danielson), we plan to create specific Small Learning Communities in the form of 9-12 screened specialized academic programs in Pre-Medicine, Pre-Engineering, Pre-Law / Forensics, and Computer Technology. We have recently articulated a partnership agreement for our new Pre-Med program with North Shore LIJ Hospital and Queensborough Community College. We currently have partnerships with NYU Polytechnic University as well as Queensborough Community College for our Pre-Engineering program, John Jay School of Criminal Justice for our new Pre-Law / Forensics Program. We are also in early stages of developing partnerships with computer and engineering firms for our Computer Technology Program. Additionally, we are offering additional Advanced Placement Classes for the 2013-2014 school year (in Spanish and world history), and additional ones for each subsequent year to complement our screened programs. Beyond academics, we intend to hire the services of a behavioral specialist through SIG funds to help us address the needs of our students with disabilities (SWD) and chronic issues with absenteeism and disruptive behavior. Although our school is a large comprehensive high school, there are many of examples of such schools achieving success by adopting this model and implementing these strategies.

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

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

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

The New York State accountability report demonstrates that the largest gap of achievement is found within our English Language Learners and our students with disabilities (SWD), specifically our Asian ELL students and students with disabilities. In addition, these specific groups are also students who are eligible for free or reduced lunch and are first generation college-goers.

According to the New York State School report card, the diverse student population body includes 8% ELL with SWD needs. We service 277 SWD's, of which 137 are in Least Restrictive Environment (LRE). These students are in Integrated Co-Teaching (ICT) classes or Related Service only classes. 140 are MRE. These students require a small class environment to meet their academic and social needs. Students in the SE classes are classified as learning disabled, emotionally disturbed and or have other health impairment. The class ratio is either 15

students to one teacher or 12 students to one teacher and one paraprofessional. 98 students receive Special Education Teacher Support Service. In addition, 3 % of our general education students are hearing disabled. These students receive sign language services and interpreters in the classroom. Our SWD's receive assistance from Guidance Counselors, Bilingual Social Worker, Bilingual Guidance Counselor, Transit Coordinator, Behavioral Specialist, Inquiry Teams, Deans and Paraprofessionals in the development of social and emotional skills. Through the guidance of these supports, students can integrate successfully into the community.

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

According to our May 8-10, 2013 Quality Review Summary Feedback Form from the Division of Academics, Performance and Support, "The school leader has made strategic decisions utilizing resources, financial and human capacity in order to support the school's instructional goals and strengthen student achievement. The school leader has developed a systematic approach to observations and for teacher supports in order to promote school-wide coherence and improve opportunities for academic growth and teacher development. MVBHS will continue to develop a nurturing environment that fosters high expectations with well-coordinated supports to promote a culture of learning, mutual respect, and accountability for all students and results." In terms of areas for further support, the same feedback form reports that the schools needs to "Continue the development of curriculum maps, embedding higher order thinking tasks, and key curriculum standards so instruction is engaging and challenging to all students including ELL, SWD's, and promote post-secondary readiness; continue to develop consistent classroom practices across all content areas so that students learning needs are supported and they are able to engage in rigorous tasks that promote higher order thinking and mastery of content and skills; and continue to develop a systematic approach to gathering and analyzing formative and summative assessment data in order to adjust curriculum and instructional tasks so that learning is relevant and appropriate to all subgroups including ELL's and SWD's."

iv. Results from systemic school review:

As stated in the MVBHS SCEP: We will strengthen pedagogy to improve coherence of practices throughout the school so that all students have entry points into meaningful academic engagement; evaluate units and tasks through the lens of Common Core Learning Standards to ensure that all students have challenging opportunities that promote academic success, closing of the achievement gap and post-secondary readiness; intensify use of assessments and monitoring of student learning so that key trends are more evident to inform timely adjustments to improve student academic outcomes; ask: Do students feel that the school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning?; ask: Do parents feel that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes?

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

School leaders will conduct frequent cycles of formative teacher observation and feedback supported by professional learning opportunities for teachers to develop common understanding of effective instruction. By June 2013, snapshot observations will reflect that at least 50% of the teachers will have shifted on average at least one column concerning instruction, planning and preparation, or assessment by using personalized trajectories based on self-assessment. Martin Van Buren High School will increase the Regents pass rate in Science and Social Studies results

from the previous year. By June 2013, there will be a 2% improvement in the passing rate for both Social Studies and Science Regents examinations compared with June 2012 results, for students taking the exam for their first time. Martin Van Buren High School will increase the weighted Regents pass rate in the Integrated Algebra and ELA results from the previous year. By June 2013, the passing rate for Integrated Algebra and ELA Regents exams will increase compared with June 2012 results by increasing the passing rate by 2% for students taking the exam for the first time.

The School's culture will shift to a more positive self-image and an overall improvement in building-wide respect and discipline. By June 2013, we will make specific improvements in the Learning Environment Survey; in particular there will be a 3 % improvement in two areas of the survey: *Communication* and *Safety and Respect*, for both students and teachers.

The school will create a partnership between parents/guardians, students and staff to encourage a transparent environment to all members and to use data to help the entire school community understand and advance academic and social achievement by providing access to parents concerning their children's data. This will involve shifting the school culture so that parents will be proud to send their children to Martin Van Buren High School.

The students of Martin Van Buren High School will receive instruction that is rigorous, challenging, and aligned with the Common Core Learning Standards. By the end of the 2012-2013 school year, 50% of planned lessons for English, Math, Social Studies, and the Sciences, will feature rigorous instruction that is Common Core aligned and as described in the Citywide Instructional Expectations for 2012-2013:

1) Students being able to cite text-based evidence
2) Students being able to demonstrate critical thinking skills across all subject areas.
3) Students demonstrating proficiency in engaging text

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.

-SIG funds will be used to decrease class sizes for all in-need subgroups as stated in research by SIOP (ELL, ISS, and lowest third population.)

-SIG funds will be used to hire additional resources to supplement AIS services including but not limited to: additional guidance personnel, Part time Social worker, at-risk liaison between guidance and safety team, additional support for graduation cohort and expanding the college office to Juniors to increase college preparedness

-MVBHS strengths are compounded by the diverse population that represents our community. SIG funds will be utilized to strengthen relationships that have already been established with the community and parents: i.e., Middle School articulations, Civic Association meetings, Community Boards, SLT committee, PTA events, and student/parent family nights.

-MVBHS has established a high need for literacy amongst all subgroups. SIG funds will be utilized to hire additional literacy resources including coaches, small group instruction and push-

out classes for those students who have scored low on state examinations. (Level 1 and 2 students).

ii. Process for model selection and stakeholder engagement.

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

After a decade of consistent decline in student academic performance, teacher satisfaction, graduation rates and enrollment under the previous administration, Martin Van Buren High School needed a leader who could stem the school's downward trajectory and create legitimate reasons for buy-in among the faculty, administration, students, parents, and neighborhood community members, whilst making a positive impact on school culture, instruction, and student achievement. Sam Sochet's record as a proven innovator in the areas of instructional technology, student-data analysis and data-driven instruction, as well as research-based practices for improving teacher performance make him well-suited to produce dramatic gains across the major performance indicators at Martin Van Buren High School.

ii. Principal's biography

Since 2000, Principal Sam Sochet has supervised increasingly large and complex school programs, departments, and, since taking the helm at Bronx Lab School in 2011, entire schools. His background as an environmental science teacher may in fact have a significant influence on his skills as a systems-oriented thinker, as well as his ability to discern the most significant features of a school's learning environment and act to improve upon them quickly and efficiently, so as to benefit the entire school community.

Following his move from Science Department Chair at Commack and Calhoun High Schools on Long Island Mr. Sochet became an Assistant Principal at Thomas Edison High School in Queens, where he revamped the school's use of instructional technology, including adopting on-line grading and student data programs to streamline school-wide administrative work and facilitate analysis of student academic achievement and progress. Upon completing the ALPAP program

in 2010, Mr. Sochet joined the New Leaders for New Schools leadership pipeline, serving as Resident Principal at Bronx Lab for the 2011-2012 school year. At Bronx Lab, he concentrated on school systems and operations, learning & teaching aligned with CCSS, and promoting data-driven instruction among his faculty, including detailed item analyses and close analyses of student work.

These initiatives and Mr. Sochet's commitment to creating Small Learning Communities targeted to 21st century skills led to his appointment as Principal at Martin Van Buren High School in fall of 2012. Since arriving, he has taken on the role of turnaround specialist, identifying the need for school-culture shifts throughout the building, opening up new lines of communication between the school and the surrounding community, implementing CCSS-aligned performance tasks and interim assessments for all four core academic areas, revamping the observation process using Danielson, EEI, and RBT, developing new screened programs for pre-med, robotics & engineering, forensics, and computer technology, and forming partnership agreements for student internships and on-site learning opportunities between the school and North Shore LIJ Hospital.

The proposals described and outlined in this SIG plan reflect the areas Mr. Sochet, based on the past academic year's observations, sees as necessary for moving Martin Van Buren High School forward to the benefit of all stakeholders. The plan was developed in collaboration with stakeholders, and was cited as a model of school-level SIG plan collaboration by stakeholders.

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

Assistant Principals of English, Science, Math, ISS, Social Studies, Business and Art, Safety, Guidance, and School Business Manager will continue to serve as support positions aligned to the needs of the school. The Instructional Assistant Principals will develop the curriculum for English, Social Studies, Science, Math, and the Sciences that will follow the Common Core Learning Standards. In addition, all administrators are members of the cabinet and serve on a rotating basis on SLT, Literacy team , School Wide Inquiry Team , Safety Team, UFT Executive Board and Community Council. Assistant Principals coordinate departmental inquiry teams, who will review the CCLS and work in groups to develop activities and curriculum plans, based on student-data analysis that will identify those students who meet the standards, are reaching standards or are below standards. This data is used to assist students improve their literacy levels by adjusting the curriculum and lesson plans to accommodate the needs of the students. APs supervise unit planning and performance task development in each grade level, as well as our after-school Regents preparation courses and review classes for Saturday school, PM targeted school, and our Academic Failure Prevention Services Program. Aps manage the item analysis of past Regents results from Private ARIS in order to identify trends and prepare action plans for lesson improvements, whilst also supporting teachers as they prepare DDI-based lessons to help students answer these types of questions. Assistant Principals schedule department examinations for each subject and review data to determine programs and strategies that meet students' needs.

Additionally, APs coordinate with the guidance department to determine how intervention will be addressed for low performing students to address their needs, especially in support of the Principal's *Take Five* initiative—wherein each teacher will identify one student per class to mentor for the academic year nurturing those five students to successful outcomes via tutoring and focused academic remedies for writing or reading, studying and other literacy problems, in

addition to parent outreach. APs articulate and communicate criteria for effective teaching to all teachers, identify and provide professional development for low performing teachers, manage the development of interim assessments and then perform item analysis to determine the strengths and weaknesses of the students in order to develop appropriate lesson plans, as well as strategies and activities for student subgroups. Along these lines, APs review student scholarship reports with all teachers to evaluate faculty and student progress, prepare action plans, follow up on intervention logs including calling parents or sending letters home, contact with guidance counselors and other classroom teachers using *ARIS* and *Datacation*.

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**

One readily apparent obstacle to leadership buy-in of our model is that the leaders could see that new teacher evaluation tools as subjective measures, susceptible to moral hazard. In order to maintain objectivity in terms of the use of this evaluative tool, the cabinet members must norm the process of rating teachers according to the language of the rubric. This is currently being done, and will continue throughout our time with SIG funding, through job-embedded PD from the NYCDOE's Office of Talent, Labor, and Innovation, as well as our Network Achievement Coach. For example, administrators and faculty leaders may feel that the lack of pre-observation conferences may foster resistance and non-compliance among the faculty and administration. A solution to this would be to hold informal pre-observation conferences anyway, so as to maintain an interactive relationship and open communication about instructional and professional expectations between supervisors and faculty.

Along these lines, resistance to CCLS-aligned curriculum and our SIG-funded literacy intervention programs for struggling readers (in particular, iLit (via Pearson), Read 180, and System 44, may be seen as temporary initiatives, rather than for the significant changes in instructional practice they are. We anticipate mitigating any such resistance through establishing a careful process of analyzing student data and determining which students receive which targeted supports (whether as part of the CCLS-aligned general curriculum or through interventions for SWD or low levels of prior academic performance) so as to improve student achievement broadly across the entire student body.

Our planned small-learning communities in Pre-Med, Pre-Law, and Pre-Engineering, being new and unprecedented initiatives at MVBHS, may create an impression that the new programs are not aligned with either CCLS or NYS graduation requirements. Our solution to fostering buy-in among school leaders is to establish and widely publicize program maps detailing the course sequences for core academic classes and electives from 9th through 12th grade, revealing how the coursework meets both CCLS expectations and NYS graduation requirements.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Martin Van Buren High School currently is staffed with 7-Assistant Principals Supervision, 1-School Business Manager, 110- Teachers, 7-Para's, 1- School Psychologist, 1- Social Worker, 6- Guidance Counselors, 1- SAPIS Worker, 1- Attendance Teacher, 1- Speech Teacher, 1- Parent Coordinator, 9- Secretaries, 1- Computer Technician, and 20- School Aides.

It is expected that all our instructional staff: develop and maintain familiarity with highly effective instructional planning and best practices, such as those identified in sections 1e (planning instruction), 3b (questioning/discussion techniques), and 3d (assessment) in the Danielson Framework for Effective Teaching; fully align all curriculum plans and coursework with CCLS, with highly engaging and relevant instruction taking place bell-to-bell in our classrooms; and create a school-wide environment where students are comfortable taking risks in their classes so as to foster new connections between their existing knowledge and their developing understanding.

Regarding implementation of our new model, to address our need of improvement in ELL we intend to hire an ELL Coordinator (Teacher) that is fluent in Hindi and hire an ELL guidance counselor to improve our graduation rate and student progress. To increase student attendance we would like to hire an Attendance Coordinator (Teacher). To provide professional development to all teachers and work with Gen ED, ELL, and SWD, we would like to hire a Literacy Coach to address the literacy professional learning needs across the school, in collaboration with staff and leadership. To improve our graduation rate we need to provide an Academic Failure Prevention Service Program, Saturday Academy, Saturday Regents Prep Program, and Targeted PM School to insure our graduation rate exceeds 60%. To address our need to restructure departments and cohorts we also need to hire an Assistant Program Chair.

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

The ELL Coordinator should be fluent in Hindi: The ideal candidate has knowledge and experience teaching in a High School bilingual/ ELL program; is knowledgeable about data and reports required; exhibits superior organizational and communication skills; is compassionate; can provide effective collaborative and open-minded Leadership; and is knowledgeable about recent research in pedagogy in the field of second language acquisition ELL/ bilingual education. This person will coordinate testing and placement for all ELL students, collaborate with counselors on coordination of schedules and 4 year academic planning for students in the program, coordinate the administration of required language proficiency and academic achievement tests for placement and ongoing monitoring of student progress and determine when student is to be exited from the program. The Coordinator will facilitate communication among ELL teachers about issues and needs relating to ELL students, will serve as a liaison between students in the program and/or their parents. He/she will facilitate workshops for parents, and compile and maintain a profile summary record of achievement and progress for each student.

The prospective ELL Guidance Counselor must provide counseling and educational advisement for ELL students. Work as a member of our Guidance department to conduct intake and assessment interviews of ELL students who are enrolled. Identify appropriate class placement and make referrals to teachers for incoming ELL students. Develop Educational Plans for ELL students. Provide on-going counseling and advisement for ELL students. Provide immediate crisis counseling when needed and refer students to appropriate social service

agencies to address individual student needs. Meet regularly with Administration to monitor ELL attendance.

The Attendance Coordinator teacher must have experience monitoring attendance and performing outreach on selected students based on attendance performance. He/she must have knowledge of state laws and relevant Chancellor's Regulations and DOE attendance policies, experience interacting effectively with related service providers and support staff to facilitate improved student attendance, knowledge of all relevant daily and weekly ATS attendance reports, experience investigating and resolving 407 Attendance Referrals including address unknowns and addressing investigations, experience of conducting interviews to determine cause of absence and pursues appropriate and specific follow-up actions, experience consulting with parents, school and agency personnel to seek a solution in resolving absences or in providing appropriate services.

The Assistant Program Chair must demonstrate leadership; facilitate the development of programs and monitor implementation of curriculum that meets the needs of all students, encourage new ways of teaching; reorganizes classes, students and subjects; and use new forms of formative and common assessments. He/'she will manage new programs by utilizing effective change and pacing strategies, troubleshoot, makes decisions from a base of relative information, demonstrates, be responsible for the ongoing accuracy of student and school data, and collaborating with the staff entering data into DOE source systems. In addition, communicate effectively the relationship between data inputs and outputs to the rest of the school administration and staff, including coordination with the school's testing coordinator around testing requirements for accountability purposes. Processing new admits and LTA programs as well as program changes; capable of analyzing transcripts in order to approve transcript updates; understanding the process of scheduling students and building a master; familiarity with using ARIS, HSST, ATS and Datacation; review student performance/achievement outcomes; printing all necessary reports such as transcripts, report cards, scholarship reports, etc. They would work closely with the guidance department to ensure the accuracy of student programming.

The Literacy Coach(es) will work closely with the Principal, Administration and teachers and Literacy Team to develop a school-wide plan to improve the reading achievement of all students in the school. This will include professional development, modeling, and observing classroom instruction, collecting data, and providing feedback to the Principal, administration and teachers. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing and assessing instructional strategies to improve reading and overall achievement in all core areas in the school. The Literacy Coach will use instructional research and strategies, and coach teacher colleagues in successful completion of reading strategies for student achievement. They will work with staff to develop a school-wide plan to improve reading in the content areas.

We propose to hire a Pre- Engineering teacher for our Pre-Engineering Program year 2 and year 3. The teacher must have an Engineering Degree. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing and assessing instructional strategies to improve students problem solving and technical skills.

We propose to hire a science teacher for our Pre- Med Program year 2 and year 3. These teachers must have a Masters Degree in Biology, Chemistry or Physics. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing, and assessing instructional strategies to improve students problem solving and technical skills.

We propose to hire a Special Ed Teacher who is certified in Behavioral Intervention to support the behaviors demonstrated by students characterized with emotional and social learning deficits. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing and assessing instructional strategies to improve students' behavioral skills. We also propose to hire a part time Social Worker to work specifically with ELL and ISS students.

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

All staff will continue to be informed of the model being implemented through weekly Cabinet Meetings which will be turn-keyed from Assistant Principals to each department during departmental meetings. Administration will continue to collaborate and inform the SLT of the model of implementation. The Principal and Assistant Principals will inform the staff of on-going information pertaining to the model being implemented during monthly department meetings.

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.

F. Partnerships

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

Pre-Med Program: For our Pre-Med Program, we are partnered with Queensborough Community College for instruction and North-Shore LIJ for clinical research. Up to 100 students would be accepted to the program for the first year and an additional of 100 students would be added yearly over a period of four (4) years. Students would be required to maintain a minimum passing grade of 80 in all classes to be selected for the Pre-Medical program. Professors and a Registered Nurse from Queensborough Community College (QCC) and North Shore Long Island Jewish Hospital would teach students at Martin Van Buren High School for courses in Emergency Medical Technician, CPR, First Aid, Medical Terminology for Allied Health Programs, EKG Technician, Phlebotomy Technician, Certified Nursing Assistant, and Cultural Competency and Health Care.

Pre-Engineering Program: The mission of the Engineering Technology Program at Martin Van Buren High School College is to develop students to be college and career ready. Our Pre-Engineering Program would be partnered with NYU-Poly. Up to 34 students would be accepted to the program for the first year and an additional of 34 students would be added yearly over a period of four (4) years. Professors from NYU-Poly would teach students at Martin Van Buren High School for courses in Introduction to digital Electronics, and Introduction to Electric Circuit Analysis. Students would be required to maintain a minimum passing grade of 80 in all classes to be selected for the Pre- Engineering Program. Students enrolled in the Pre-Engineering Program would build a robot with 6 weeks so that they could participate in the *FIRST Robotics Competition* at the Jacob Javits Center. Four engineers and five teachers would be needed to support the robotics students. A Programming teacher would be needed throughout the school to teach programming languages. A Business teacher would work with the robotics students to help them develop their organizational and team building skills.

Rationale: Students would be prepared for basic engineering skills and knowledge for further studies in the Engineering field and college by receiving college level instruction culminating into 8 college credits per year.

Pre-Law / Forensics Program: Our Pre-Law Forensics Program would be partnered with John Jay College of Criminal Justice, and would entail up to 100 students accepted into the program for the first year and an additional 100 students would be added yearly over a period of four (4) years. Professors from John Jay would teach students at Martin Van Buren High School for courses in civil, criminal, and constitutional law, as well as specialized courses in DNA testing. Students would be required to maintain a minimum passing grade of 80 in all classes to be selected for the Pre-Law / Forensics Program. Students would be prepared for careers in criminology, forensics, law, toxicology by receiving college level instruction totaling up to 8 college credits per year.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

iii. Partner accountability

Martin Van Buren High School and the Office of Continuing Education and Workforce Development at Queensborough Community College agree to an articulation agreement that covers the following: The courses would be taught in a hybrid fashion. We would have students do some of the work online which would reduce the number of required class hours. The grant would register students into the class as non-matriculated students. The students would get QCC ID cards and have access to most all QCC resources (i.e. library, gym, tutoring, clubs, etc.). Our current tuition rates are $190 per credit for non-matriculated students. These are both 4-credit courses. There are also some student fees and CUNY is proposing a small tuition increase next year (approx. 2-5%). Students would be required to complete weekly assignment as per textbook reading. Unit exams would be administered to students periodically. Students would receive daily to weekly homework assignments. Students would write summaries upon completion of each unit of study. Students would be required to complete laboratory experiments in labs and write lab reports on a weekly basis. Midterms and final examinations would be administered each semester. Students will be tracked in terms of their college and career readiness. Director of Special Programs and the Assistant Principal will monitor the progress of all candidates and coordinate with QCC professors on a biweekly basis.

North Shore Long Island Jewish Medical Center and Martin Van Buren High School agree to an articulation agreement that covers the following: Selected students will work with a mentor researcher from the hospital doing research at the hospital's appropriate facility on a predetermined goal between both institutions. Research mentors of the hospital will provide guidance and sufficient time to the students. Students will use the hospital's facility, and appropriate resources and equipment two to three hours a day for three days during the week. Student research will commence in September and to be completed no later than May of the school year. The students covered under this agreement will have to satisfactorily complete Biology (Living Environment) and Chemistry Regents courses, and must be enrolled in either an Advanced Placement (College) appropriate science course at Martin Van Buren High School. Students will apply for the research program between both institutions and must meet the criteria for acceptance. The students will have to follow and adhere to all North Shore – Long Island Jewish Medical Center regulations while working at their facilities. Students will be tracked in terms of their college and career readiness. The Director of Special Programs and the Assistant Principal will monitor the progress of all candidates and coordinate with LIJ mentors on a biweekly basis.

Martin Van Buren High School and NYU-Poly agree to an articulation agreement that covers the following: Students would experiment on circuits as part of their assessment for the lab class for each new theory and electrical engineering concepts learned. Unit exams would be administered to students periodically. Students would receive daily to weekly homework assignments. Students would write summaries upon completion of each unit of study. Students would be required to complete laboratory experiments in labs and write lab reports on a weekly basis. Midterms and final examinations would be administered per term. Students will be tracked in terms of their college and career readiness. Director of Special Programs and the Assistant Principal will monitor the progress of all candidates and coordinate with NYU-Poly professors on a biweekly basis.

G. Organizational Plan

i Organizational chart

See Attachment: G

Day-to-day operations under the school's structure School Leaders (Principal, Assistant Principal and School Business Manager) have weekly cabinet meetings to discuss, make decisions and turn-key information to their departments. All teachers at MVBHS are on a Departmental Inquiry Team, which meets on a weekly basis to review, discuss and establish strategies to close the achievement gap. This year we developed a Literacy Leadership Team (Principal, Assistant Principal of English, School Business Manager, teachers from each department, parents, and students), which meets on a weekly basis to discuss ways literacy strategies that can be used across department to improve the reading achievement. The School Wide Inquiry Team- Data Specialist/ Testing Coordinator, Teachers, and Guidance Counselor meet on a weekly basis to develop Literacy strategies to turn-key to all Departments. For example, department inquiry teams will review CCLS and work in groups to develop activities that will identify those students who meet the standards, are reaching standards or are below standards. Data will be used to assist students improve their literacy levels by adjusting the curriculum and lesson plans to accommodate the needs of the students. As such, administrators

will use frequent classroom visits, frequent feedback to teachers, and weekly professional development meetings to articulate and communicate criteria for effective teaching to all teachers, identify and provide professional development for underperforming teachers, review scholarship reports with all teachers to evaluate progress, prepare action plans, follow up on intervention logs including calling parents or sending letters home, contact with guidance counselors and other classroom teachers using *ARIS* and *Datacation*.

iv. Annual professional performance review (APPR) process

School year 2012-2013: Observation and feedback practices include teacher self-assessment and goal setting which began with teacher conferences with their Assistant Principals. Pre and post observations with formal observations began this year and have developed to short frequent visits with follow up meetings which are detailed in emails. Assistant Principals and the Principal are responsible for scheduling, conducting and reporting.

School year 2013-2014: Observation and feedback practices will continue to be the responsibility of the Assistant Principals and the Principal and will build upon the progress made the previous year. Teachers will continue to receive professional development on Danielson's Rubrics and our observation feedback will adjust in accordance with the guidelines set forth by the DOE .

1) School year 2012-2013- The Essential Elements of Instruction has guided the observations and teachers have been provided with professional development in both EEI and Danielson's.

2) School year 2012-2013- Talent Coach Nicole Theo, Job Embedded Professional Development for Danielson has begun April 18, 2013

3) April 17th and 23rd, 2013-CSA Executive Leadership Institute, Leslie Gurka and Carol Wertheimer - PD Observation walk-through for Quality Review

4) Professional development on the observation process by Research for Better Teaching

5) In school year 2010-2011 we participated in the Teacher Effectiveness Project in which three Assistant Principals were trained over the year and teachers in ELA, Fine Arts, Business, ESL and Social Studies received PD using the Danielson Frameworks.

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.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment Z. 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 Z 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.

We also plan to incorporate:

- Monthly Department meetings and Monthly Faculty Seminars
- Daily walkthroughs leading to frequent feedback to teachers in their growth areas for the Danielson Rubric.
- Peer observations focused on "LOOK-FORS" from the Danielson Rubric and conversations in teacher teams, literacy team, school wide Inquiry team, or grade teams.
- Weekly department seminars focusing on instructional practices in the classroom using the Danielson rubric.

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Martin Van Buren's tentative Professional Development calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment Z. Final schedule will depend on teacher Initial Planning Conference.

Monthly Calendar of Events—PD at Van Buren HS

Month	Task (listed by week: 1, 2, 3, 4, etc.)
August	• 1- Regents Preparation-last week of summer school • 2- Curriculum Planning Week; Regents Examinations • 4- Teacher and 9th grade Orientations; PD for New Teachers- DDI and Adult Culture, Danielson Group
September	• 1- School begins, Teachers Report; Full Day PD I; 1- Students Report to school • 2- Inquiry Teams- SLC's, Special Programs, ELL's, SWD's • 3-Department Meetings; *Datacation-* Create *Gradebook* • 4-Using Assessment in Instruction; Datacation; Science, Math ELL, Social Studies Inquiry; Deliver PD to • school's instructional leaders in DDI and leading analysis meetings (use *Driven by Data* for PD, agendas, and resources) • 5 -SESIS Training
October	• 1- Have teachers predict performance on IA #1- mark each answer "confident", "not sure", and "no way"; Datacation-communication; Inquiry Teams-Review Curriculum adjustments-look at Acuity and department assessments; Inquiry Teams: Adjust Curriculum momentum--Alignment by all teachers to Common Core; Faculty Seminar-Common Core and CIE • 2- Look at IA predictions and make adjustments to the examinations, teaching practice, etc.; PD on Literacy Strategies; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's; Common core Baseline assessment • 3- Department Meetings; Interim Assessments for English. Math, Science, and Social Studies; PSAT preparation • 4- Department Leaders look at IA item analysis and results; Inquiry-Results IA-Next steps; Principal observes analysis meetings, giving instructional leaders feedback about their progress
November	• 1- Full day PD II-Run results meeting to plan to reteach challenging standards, have teachers add rigor to their lessons using "Data-driven Best Practices for Increasing Rigor" and Danielson Group on Teacher Effectiveness; Discipline/ How to eliminate

	disruptions while building responsibility and ownership; Inquiry-Literacy-strategies-look at results; Portfolios-student self-assess, teacher conferencing • 2-Review Lesson Plans- is there evidence of implementation of teacher action plans from the assessment analysis meeting; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's • 3- Department Meetings; Evaluate School on the DDI rubric; Formative Assessment Analysis for all core areas; Social Studies Inquiry/Regents Review for January commences; Student Interventions-best practices • 4- Regents Review school-wide; Principle of Learning/ How to design efficient and effective learning experiences; Inquiry-What are the formative assessments showing/adjustments; Writing goals-Review/for all grades/all subjects; Thanksgiving Break • 5-IEP preparation; ICT Training; Datacation
December	• 1- Have teachers predict performance on IA #2- mark each answer "confident", "not sure", and "no way"; Science, Social Studies, Math, and ELL Inquiry Teams; Looking at Student Work - Next steps; Inquiry-Look at Student Portfolios celebrate progress identify weaknesses • 2- Interim Assessments for English. Math, Science, and Social Studies; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's; Planning/ How to plan lessons that will reach all students • 3- Department Leaders look at IA item analysis and results; Overarching Objectives/ How do my personal passions show up in a "No Child Left Behind" world?; Department Meetings • 4- Winter Recess
January	• 1- Faculty Seminar- Models of Teaching/ How to create learning experiences that develop the mind as well as the content • 2- ELL, Math, Science, and Social Studies Inquiry- Inquiry Teams- SLC's, Special Programs, ELL's, SWD's; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's • 3- Department Meetings • 4- Regents Examinations; Full day PD III- Teacher Effectiveness-Danielson Group
February	• 1- Assess Regents Examinations; Faculty Seminar- Momentum/ How to keep the flow of events moving smoothly and minimize downtime, delays and distractions • 2- Partnerships meetings and assessments with LIJ, NYU Poly, and John Jay College; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's; Target students for PM and Saturday School • 3- Department Meetings • 4- Mid Winter Recess
March	• 1- Have teachers predict performance on IA #3- mark each answer "confident", "not sure", and "no way"; Faculty Seminar- Using DDI to help students; Faculty Seminar • 2- Interim Assessments for English. Math, Science, and Social Studies; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's • 3- Department Leaders look at IA item analysis and results

	• 4- Spring Recess
April	• 1- Faculty Seminar • 2- Inquiry Teams- SLC's, Special Programs, ELL's, SWD's • 3- Department Meetings; Spring Recess • 4- Have teachers predict performance on IA #4- mark each answer "confident", "not sure", and "no way"
May	• 1- AP Exams; Faculty Seminar • 2- AP Exams; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's • 3- Department Meetings; Interim Assessments for English. Math, Science, and Social Studies • 4- Interim Assessments for English. Math, Science, and Social Studies
June	• 1- Full Day PD IV on June 5 • 2- Regents Examinations; Inquiry Teams- SLC's, Special Programs, ELL's, SWD's; Dept Leaders look at IA item analysis and results • 3- Regents Examinations; Department Meetings • 4- June 25-Graduation

H. Educational Plan

i. *Curriculum*

All four core academic domains at Van Buren -- English language arts, mathematics, science, and social studies will align their curriculum with New York State's learning standards, inclusive of the Common Core State Standards. Our transformational model draws from successful components of past curriculum design, modified to align not only with NYSED and CCSS, but also with our proposed small learning communities. For example, in our Pre-Med, Pre-Engineering, and Pre-Law/Forensics programs, as well as our general-education program, all students take the required number of core curriculum courses to meet NYS graduation requirements with the option to substitute Regents-track courses with AP classes in each core academic domain. Our literacy intervention plans – based on meaningful identification of students' reading and writing skills (as well as numeracy/computation skills for mathematics) – will help us identify which students need what supports and then review the student data on a regular basis throughout the year (in monthly departmental team meetings) to target literacy instruction and help them progress.

Our new approach will be evaluated ultimately on the basis of increased credit accumulation among all student subgroups (by at least 2% per year), higher Regents examination pass rates (by at least 2% per year), as well as, ultimately, graduation rates exceeding 60%. SIG-funded intervention programs in literacy play a significant role in the curriculum plan, since careful identification of students in need of significant literacy help (as well as appropriate instructional tools to help students progress) will be the engine which drives the transformational model. As such, we are asking for funding to purchase, train faculty to use, and implement: iLit, a struggling readers' literacy program which involves software, iPads to engage low-level readers with high-interest CCLS-aligned texts, provide real-time alerts on students engagement and progress, as well as a data analysis tool for instructional planning; Read 180, a 9th grade

struggling readers' literacy program which levels readers' work by grade (typically 3rd through 8th grade reading levels) and moves students towards appropriate grade-level content during the course of the year; the SRI assessment tool, which will be given to all students to diagnose their actual reading level in year one of our grant, then specifically to all 9th-graders and newly matriculating students in years two and three; and System 44, a literacy program for readers identified as reading below the 3rd-grade level. Our SIG-funded professional development plans during the course of this grant are also pegged to raising student literacy levels and teachers' capacity to teach all courses as literacy courses: we will hire a Teachers' College literacy coach to work across disciplines and develop a school-wide plan to raise reading achievement for all learners, whilst bringing in developers from The Danielson Group and the CSA Executive Leadership Program to align curriculum along the CCSS literacy (and numeracy) standards and corresponding instructional shifts. In general terms, our curriculum plans for each of the four core academic areas are:

ELA: Having developed a standards checklist for our ELA classes based on the CCSS reading, writing, speaking & listening, and language standards, each course in our new four-year sequences incorporates essential questions, texts from the updated (2013) NYS reading list, and regularly scheduled interim and performance-task assessments designed to build students' skills at writing argumentative pieces based on informational, as well as literary, texts. These assessments, bolstered by evidence from scholarship reports, standardized assessment scores (the ELA Regents exam), and short & frequent cycles of observation pegged to the Danielson Framework for Effective Teaching, will be analyzed regularly in weekly departmental team meetings and help the school evaluate students' progress and determine data-based measures of the effectiveness of our approach. Ultimately, we plan to see an increase in both student scholarship data and Regents exam results, with course and Regents exam pass rates rising 2% per year.

Mathematics: This past year, we have modified the NYS AMAPS curriculum for Algebra I and Geometry to align with the CCSS, and have continued to use the NYS AMAPS curriculum for algebra II. Our pre-algebra and AP calculus courses follow College Board curriculum guidelines. In all courses, teachers incorporate the eight CCSS standards for mathematical practice into unit and lesson plans, with special emphasis on perseverance in solving problems, reasoning abstractly, and modeling with mathematics. Regularly scheduled interim and performance-task assessments are designed to build students' skills at putting their mathematics skills into practice using real-world situations and practical applications, especially in our financial algebra course, where students analyze and solve problems pertaining to projecting profit margins, determining production costs, calculating mortgage payments, among related projects. These assessments, bolstered by evidence from scholarship reports, standardized assessment scores (the algebra I and geometry Regents exams), and short & frequent cycles of observation pegged to the Danielson Framework for Effective Teaching will be analyzed regularly in weekly departmental team meetings and help the school evaluate students' progress and determine data-based measures of the effectiveness of our approach. Ultimately, we plan to see an increase in both student scholarship data and Regents exam results, with course pass rates and Regents exam pass rates rising 2% per year.

Science: Chemistry, earth science, living environment, and physics courses all align with subject-specific NYS curriculum guides. Our soon-to-be-launched Pre-Med program, with courses in EMT training, engineering, and patient-care technician training uses the Queensborough Community College curriculum, as these programs lead to college course credit

from CUNY. Likewise, our planned Pre-Engineering program, developed in partnership with NYU-Poly, incorporates college courses in robotics, computer programming, and engineering into the students' programs. In all courses, teachers incorporate the CCSS reading and writing in the content areas into unit and lesson plans. Regularly scheduled interim and performance-task assessments are designed to build students' skills at putting their analytical and informational-text-based argumentative writing skills into practice. These assessments, bolstered by evidence from scholarship reports, standardized assessment scores (Regents exams), and short & frequent cycles of observation pegged to the Danielson Framework for Effective Teaching, will be analyzed regularly in weekly departmental team meetings and help the school evaluate students' progress and determine data-based measures of the effectiveness of our approach. Ultimately, we plan to see an increase in both student scholarship data and Regents exam results, with course pass rates and Regents exam pass rates rising 2% per year.

Social Studies: Global history, government & economics, and US history courses all align with subject-specific NYS curriculum guides and pacing calendars. Our soon-to-be-launched small learning community program in Pre-Law / Forensics has been developed in partnership with John Jay College of Criminal Justice (including a corresponding forensics law course developed in partnership with the social studies department). In all courses, teachers incorporate the CCSS reading and writing in the content areas into unit and lesson plans. Regularly scheduled interim and performance-task assessments are designed to build students' skills at putting their analytical and informational-text-based argumentative writing skills into practice. These assessments, bolstered by evidence from scholarship reports, standardized assessment scores (the global history and US history Regents exams), and short & frequent cycles of observation pegged to the Danielson Framework for Effective Teaching, will be analyzed regularly in weekly departmental team meetings and help the school evaluate students' progress and determine data-based measures of the effectiveness of our approach. Ultimately, we plan to see an increase in both student scholarship data and Regents exam results, with course pass rates and Regents exam pass rates rising 2% per year.

As pertains to addressing the needs of all student learners at Van Buren, we have dedicated ourselves to improving classroom instruction by focusing on improving classroom practices. First, we have emphasized the Essential Elements of Instruction (EEI) as a guide to assist teachers in improving engagement, giving feedback, improving classroom feeling tone, and ensuring that lessons are congruent. Second, we have utilized practices from the Research for Better Teaching (RBT) that focuses on improving classroom instruction by improving the observation process focusing on claims, evidence, and the impact on learning (CEI). We have used these two tools along with Danielson Frameworks as the primary lens to gauge instructional trajectories. We will integrate the four domains of Danielson's Framework for Learning with the New York State Common Core Literacy Standards. The transformational impact on the learner encompasses a qualitative shift in how individuals organize, understand, and actively process information. To increase student's capacity of learning, they must be engaged. The focus of Domain 3: "Instruction" involves communicating with students, engaging students in learning, using question and discussion techniques as well as using assessments in instruction. The Universal Design for Learning (UDL) provides a framework that connects CCLS and Danielson. UDL allows teachers to adapt instruction for all learners. This is achieved by creating goals, methods, materials, and benchmark assessments. The UDL for learning has three essential principles that organize and plan instruction to assess student differences. The three principles are Acquisition of Knowledge, student Demonstration for Learning and opportunities for Student

Engagement. Within the principle of Acquisition of Knowledge students will connect prior knowledge of topics through interactive discussions and the use of graphic organizers. Next, in the Demonstration of Learning principle, student learning is recorded through a variety of methods. This can be accomplished through student journal writing, use of tiered assignments that focus on the same learning goal, and technology. Finally, Student Engagement will be evaluated and assessed using continuous and specific feedback through multiple formats and media. In addition, we will implement the Academic Resiliency Success Highways program to address low academic achievement, low graduation rate, and college and career interest. We are integrating this curriculum based on the methodology to promote academic confidence, stress management skills, understanding the relevance of education in achieving life goals and connectedness to others. The Academic Resiliency Success Highways program has a curriculum and assessment component based on human development and change. The legacy of this program will, over time, be better attendance, credit accumulation, graduation rates, college & career readiness and academic success.

ii. ***Instruction.***

Our new initiatives are compiled here (with targeted objectives; key personnel; and evaluation methods noted in parentheses following each): Freshmen will have a nine period day with eight periods of instruction (increased instructional time; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes).

Freshmen with low math and/or English score on 8th grade tests will be scheduled for double period math and/or English classes (increased instructional time; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes). Freshmen and newly entering students without 8th grade scores will be tested during the summer before entering school. As part of our literacy DDI intervention during year one, we will use the Scholastic Reading Inventory (SRI) on-line test for all students to determine their reading levels, then use the tool for newly entering students and incoming freshmen in years two and three. We will administer a comparable in-house designed student diagnostic assessment for mathematics (appropriate programming and targeted literacy/mathematics instruction for all students; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes).

Building on past successes, our Literacy Leadership Team will continue to investigate best instructional practices to promote literacy across the disciplines, develop a literacy focused school and support teachers through collaboration. 20 participating teachers from all subject areas will continue to receive ongoing professional development provided by *Leadership Matters*, our current literacy group. In addition parents, students, support staff and supervisors participate on the team (appropriate and targeted literacy/mathematics instruction for all students; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes).

We will hire a full-time literacy coach for professional development across disciplines and a part time literacy coach from Teachers College, Columbia University. Scheduled activities will include: professional development in CCSS-aligned curriculum development and instruction for all teachers, support for Teacher Inquiry Teams to enhance the use of the instructional cycle to insure coherence from grade to grade by setting goals for each subject in each grade to spiral learning, assistance in using performance tasks and strategies to norm grading with rubrics, support in adjusting classroom practice to meet the six instructional shifts in mathematics and

literacy (appropriate and targeted literacy/mathematics instruction for all students; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes).

Technology-based instructional supports: iLit, a struggling readers' literacy program which involves software, iPads to engage low-level readers with high-interest CCLS-aligned texts, provide real-time alerts on students engagement and progress, as well as a data analysis tool for instructional planning; Read 180, a 9th grade struggling readers' literacy program which levels readers' work by grade (typically 3rd through 8th grade reading levels) and moves students towards appropriate grade-level content during the course of the year; and System 44, a literacy program for readers identified as reading below the 3rd-grade level (appropriate and targeted literacy/mathematics instruction for all students; all instructional staff; success evaluated on the basis of course passing rates and interim assessment results in all classes).

iii. *Use of Time*.

See Attachment T – Please note that this is a sample daily class schedule with our daily hours of operation and time allocations for core instruction, supplemental instruction, and increased learning time activities. As seen in the attached proposed daily school calendar, we have added four minutes of instructional time to our daily classes, from the current 42 minutes to 46 minutes, thus adding 24 minutes of instructional time to the school day, which translates into 72 additional hours of instruction per year. As regards supplemental instruction, we propose to offer our seniors evening classes from 3:15 to 6:15, during which time they will be able to complete two core instructional classes (90 minutes each) over the course of 36 class visits, Monday through Thursday. We also propose to offer Saturday Academy classes in core academic areas to sophomores and juniors for four hours per day (9:00-1:00) for 14 weeks. We also propose to offer non-credit Regents exam preparation courses to any and all interested students in every area for which we have students enrolled in a Regents-level class.

Our proposal for increased learning-time activities involves a mandatory nine-period schedule for freshmen, including one writing-intensive arts/health elective or, for students who have already been accepted into one of the Small Learning Communities, a writing-based elective course which explicitly connects to the student's SLC's aims and curriculum. This plan for our 9th graders is differentiated according to the students' demonstrated academic performance, with the lowest third of students programmed for an additional period of ELA, the middle third of students programmed for a writing-intensive elective designed to promote active involvement in the school, such as a journalism/newspaper course, and the highest third of students programmed for a writing-intensive leadership elective based on their SLC program. On a case-by-case basis, we also propose to offer sophomore students an additional world history elective, since student performance on the Global History Regents exam usually has the lowest passing rate among all Regents exams at our school.

iv. Data-Driven Instruction/Inquiry (DDI)

Since fall 2012, Martin Van Buren High School has organized its Data-driven instruction/inquiry cycles around a quarterly calendar, with CCLS-aligned performance tasks in all core subject areas developed, administered, and analyzed in October, January, April, and June. This schedule enables us to assess the impact of instruction and academic intervention beyond the traditional midterm-and-final-exam structure, as well as provides us with opportunities to adjust our instructional practice more frequently to help move all students forward.

Lead teachers from each department meet after school regularly with our School Support Network's Achievement Coach to develop and refine CCLS-aligned performance tasks, which are themselves based on department-level analyses of CCLS-aligned student work and the areas for support surfaced by the department teams. Between meetings with the Achievement Coach, Lead Teachers share their findings from analyzing student data so that the data informing the performance-task development also informs teachers' instructional practice and lesson planning.

In addition to our CCLS Lead Teachers program, we have two additional teams reviewing student work to target instruction appropriately across disciplines: the Literacy & Leadership Team and the School-wide Inquiry Team.

Every week during period 8, our new Literacy & Leadership Team, comprised of teachers, students, parents, and administrators, meets to develop and steer school wide initiatives pertaining to literacy instruction across the school. Having been formed in February 2013, the team's focus has been on developing a school-wide vocabulary development program as well as working with departmental teams to develop and introduce useful graphic organizers for the content areas to help elucidate concepts and provide means for students to comprehend and retain information they draw from their reading assignments.

In its weekly meetings during period 9, our School-wide Inquiry Team, now in its second year, collects student work and assessment data to determine what initiatives could make the greatest impact on student learning across disciplines, develop and lead professional development sessions for the entire faculty throughout the year on the year's initiative, and review resulting student work and assessment data to evaluate the initiative's impact. Having previously focused on vocabulary development through mnemonic devices, this past year's work on instituting the double-entry "Cornell" note-taking method school-wide aims to help students extend their learning by explicitly requiring students to draw connections to their prior knowledge and consider the implications of what they are learning about every day.

In terms of a "next wave" of new types of supports, our analysis of this past year's supports revealed that "turnkeying" information among the faculty did not always translate appropriately, leading us to plan next year for providing training and practice in DDI initiatives to all faculty during regularly scheduled department meetings. PD during these times would be provided by faculty leaders from our Literacy& Leadership and School-Wide Inquiry teams, as well as by outside consultants from Teachers' College and The Danielson Group and the CSA Executive Leadership Program, as mentioned above, and our network Achievement Coaches.

v. Student Support

As per the above mentioned Student Support statement, below are the school's operational structures and the projected systems of student support to address our students' academic, social, and emotional needs:

Attendance: Our school Attendance Plan reflects the manner in which the school will meet the standards of attendance as set forth in Chancellors Regulations and State Law. All students are expected to attend school every single school day. As our school population grows, our goals are to meet over an 85% attendance rate. As of mid- May, we have increased 1% (80.5%) from last year's attendance to this year (81.5%). To achieve the goal of over an 85% attendance rate; we will hire an Attendance Coordinator and two additional school aides in the Attendance Office to perform the necessary outreach of Academic Intervention Services. For example, a management system ensuring teacher progress reports mailed home before report cards are

issued, postcards informing parents the days students are absent, and phone calls needed to achieve this goal.

Closing the Achievement Gap: The largest area of need is our ELL population. As our ELL population consistently grows to a current all-time high of 271 students—we need additional support services to meet the needs of these students. In addition, the other population that is consistently growing is our ISS population. It is very important that we are in compliance with the legal mandates of the services that we are mandated to provide. We are proposing to a hire a dedicated ELL guidance counselor and an ELL teacher/coordinator to support this group specifically. Some of our students need both ELL services and ISS services concurrently. The ISS Department is in need of additional support through the use of Resiliency Software-Success Highways validated resiliency assessments measure students' aptitude in the six critical areas that have been scientifically linked to student engagement, achievement and graduation. The goal of this software is to improve graduation rate, college career readiness and student achievement. We will hire a dedicated ELL guidance counselor and ELL teacher coordinator. We would also propose to hire a part time Social Worker, a Behavioral Intervention Specialist, and an additional resource room teacher to meet both our ISS and ELL compliance mandates. We are also proposing to upgrade our School Messenger vendor usage that will allow us to translate our letters and phone messages in the languages of our ELL students. This in turn will bridge and further close the achievement gap with our ELL students and families by increasing the level of coherence with regards to our schools expectations.

Academic Failure Prevention Services: To meet the needs of our students we would like to introduce our new Academic Failure Prevention Services program. With our school being instructionally annualized; for graduation seniors, we will allow students to have an additional class to make up a section of a course that they missed concurrently with the class in which they failed. As a result, a child who is failing a course on the second marking period report card; will have that specific additional course on their schedule to make up the section of the class they missed which prevented them from passing. This will be a non credit bearing class; and students will receive a P for passing or an F for failing as an indicator of success completion of the area of the class that the student missed. We are proposing per session hours for 8 teachers to sustain this unique program.

Targeted PM school/ Saturday Academy: In our school, we have not met the 60% graduation rate for AYP. To achieve this goal, we would like to have a robust Targeted PM school of 54 hours of instruction program during the week for seniors and a Targeted Saturday Academy of 56 hours of instruction for our sophomores and juniors in alignment with the academic policy. To support these new programs; we are proposing to hire a teacher who will function as an Assistant Program Chair and a school aide to execute the necessary programming duties. With this in mind, we would like to propose additional per session hours for 8 teachers to meet the needs of the additional targeted recovery classes. These classes will meet on Mondays, Tuesdays, and Wednesday for 90 minutes. These classes will meet 36 times to meet the required 54 hours of instruction. The Saturday Academy will meet for 4 hours for 14 weeks to meet the required 54 hours of instruction. These programs will last for both the fall term and spring terms. This program will give us the opportunity to increase our graduation rate of above a 60% and meet the 10+ credits benchmark for each cohort.

Saturday Regents Prep: At Martin Van Buren High School, according to our Cohort **O** data, we have learned that approximately 200 students are almost on track to graduate in terms of credit accumulation; however, these students have not met the Regents exam mandates to

graduate. We are proposing a robust Saturday Regents Prep Tutorial Program. Students will be invited to attend a 14-week Saturday Regents Prep tutoring program. This program will ensure that our students have the appropriate habits of mind, preparation, and stamina to be successful at achieving the college readiness benchmark of a 75 or higher on Regents examinations. The Saturday Regents Prep program will run for 14 weeks for 4 hours each day for 2 terms.

vi. School Climate and Discipline.

Funds will be used to promote restorative justice program along with progressive discipline measures. The new programs will focus on behavioral management to decrease suspensions and level 4 and 5 incidents. Each student infraction will have a guidance component which will decrease recidivism. OORS data will be utilized to deploy 11 safety agents along with the Safety team and school aides.

vii. Parent and Community Engagement.

To create a partnership between parents/guardians, students and staff to encourage a transparent environment to all members and to use data to help the entire school community understand and advance academic and social achievement by providing access to parents concerning their children's data. This will involve shifting the school culture so that parents will be proud to send their children to Martin Van Buren High School. Key initiatives we will undertake include the following: Since communication is very much at the center of the concerns expressed by parents and community and therefore continued professional development must be provided to the staff and the families so that Datacation is used by all teachers, parents and students to share information. The message board planned for the front of the school will serve as a vehicle to reach out to the community, inform them of our various events and invite them into our building. We have made great strides in public relations and have visited our feeder schools, participated in community meetings, invited members of community organizations to join our SLT and welcomed local newspapers and TV to our events. We will use the services of CBO's such as Carnegie Hall, LEAP and Town Hall to offer classes and activities to families to encourage more family involvement. We will continue to develop our job placement and internship program to connect our students to community business and organizations, and continue to develop programs that encourage community volunteerism. We will continue our Career Day program which invites more than 30 professionals to participate in classroom visits to discuss career opportunities. We will continue Saturday and after school guidance workshops for parents. We will assign a "Webmaster" to update our website and support electronic communication. Upcoming events and important information will be posted on the main page of the website to ensure parent and student notification. Tutoring schedules for all subject areas will be posted in accordance with their respective departments. Teacher email addresses will be listed in their respective departments for easy parental outreach. We will hire a new ELL guidance counselor to help outreach to ELL families. We will continue to use the phone messenger to update and inform parents of student attendance and upcoming events, as well as important information concerning their child's progress and academic status. We will continue to invite the press to cover important events and happening to increase positive promotions including community newspapers and NY1. Notifications regarding students' academic status and progress will be sent via USPS. We will develop workshops to help parents understand school data. We will encourage parents to provide their personal email addresses to teachers and guidance counselors so that communication and outreach regarding their child's academic progress and

attendance is continuous. Assistant Principals will review phone logs to ensure parental outreach is consistent.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

When we became aware of the opportunity to apply for the three-year SIG Grant, the principal met with the School Leadership Team as well as the Cabinet to determine a plan of action. We also contacted our CFN network that informed us of the best way to proceed. Once we learned that we were classified as a Transformation School and that we would be eligible to apply for the grant, the principal met with the entire staff during faculty seminars. He also met with the School-wide Inquiry Team and the Literacy Leadership team. In addition, the Assistant Principals of Supervision met with staff during their department conferences. The purpose of these meetings was the same; to look at student data and determine what leverage points and primary areas of need for the school.

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

See Attachment U

iii. Implementation plan for evaluating PD

Progress will be tracked on a monthly basis during Teacher Team Meetings, Principal's Faculty seminars and regularly through item analysis of common Interim Assessments. At our Faculty Seminars, teachers will have the opportunity to give feedback to each other and to the principal about the effectiveness of the Professional Development described above in ii. In addition, we will look at student data and make adjustments in terms of reaching our intended goals in the core academic content areas. Ultimately, our PD goals for 2013-2014 are: First, that 100% of teachers in core content areas (ELA, math, social science, and science) will demonstrate facility with high-level questioning and cognitively engaging tasks, in an effort to engage students academically and attract higher percentages of students to their classes. This work will be evidenced and recorded in formal classroom observations. Secondly, we expect that 100% of teachers in core subject areas (ELA, math, social studies, and science) will have developed, implemented, and analyzed the results of at least one CCLS-aligned performance tasks per curriculum unit. Furthermore, departmental teacher teams will have followed the lead of consultants, network liaisons, and administrators to use the student work generated by these tasks to modify their curricula as needed to boost and support student academic performance (as referenced by Regents exam scores, scholarship reports, and college-readiness levels).

J. Communication and Stakeholder Involvement/Engagement

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

The NYCDOE and the Priority School fully and transparently consulted and collaborated with education stakeholders about the school's Priority status and on the implementation of the SIG plan. Upon designation of the school as a Priority School by the New York State Education

Department in August 2012, the NYCDOE sent letters to superintendents, clusters school support staff, and principals about the school's Priority School designation.

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

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

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

The School's stakeholders will be regularly informed on our priority status and implementation of the SIG Plan via newsletters from our Parent Coordinator, messages to all parents via our School Messenger phone notification service, email and updates from Datacation/Pupil Path (our data management system), our School Web Site, our newly printed Parent/Student Handbook, our proposed Outdoor Message Board, and via local Newspapers.

K. Project Plan and Timeline

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

For the 2013-2014 school year, we will be looking to improve in the following areas based on our most recent SAR: 1) Addressing the needs of our expanding ELL population by increasing dedicated resources including the hiring of an ELL Coordinator that is fluent in Hindi. 2) We will be dedicating additional resources to our ISS (Instructional Support Services) population, in part by hiring a dedicated behavioral specialist to assist struggling students both academically and behaviorally. 3) Concentrating on improving the academic standings of the school's lowest third population. This will occur by dedicating several resources, including a literacy coach(es) through Teachers College at Columbia University, extending our school day by an average of 24 minutes per student, as well as by providing Targeted PM School, Saturday School, and Saturday Regents Prep. 4) Providing leading edge professional development to help teachers with their instructional pedagogy (via Danielson Group) and the Administration (via Research for Better Teaching). 5) Using the latest understandings of technology to effectively implement Data Driven Instruction (DDI) for all students at the school.

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

A variety of resources will be utilized as "early wins" as early indicators of a successful SIG plan. They include:

Datacation: This computer data base offers an array of tools that extracts data from STARS and ATS to help our school to breakdown complex student data to inform and support instruction, professional development, accountability, and curriculum planning. We will review the data and make informed decisions to promote academic success, assess needs, and offset low performance.

Scholarship reports: A review of our scholarship data after every marking period will be an indicator to assess our "early wins" of the successes of the proposed SIG plan.

After the 1st marking period which ends in October, a higher passing percentage among low level freshman in Math and English indicate that programming our freshman for extra math and English classes has helped their achievement level.

Higher passing percentages among those students coming from outside New York. This would show that testing prior to programming helped placement of students in the correct classes.

Having more teachers utilizing the common core curriculum in the classroom will indicate the Professional development was successful

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

The four core academic departments conduct interim assessments four times per year. These tests are created within each department in alignment with their grade or subject specific inquiry teacher teams. These exams are produced to mimic the Regents exams in each department. This ensures that the teachers in each grade are using Regents-level questioning to prepare students in content knowledge as well as sharpening student test taking skills. Teachers work with their inquiry teams on a weekly basis. The interim assessments measure how well teachers are keeping up with and are maintaining a proper and equal pacing of the curriculum maps.

When tests are completed, item analysis bubble sheets are used to ascertain the number of multiple-choice questions that most students answered incorrectly. Teacher inquiry groups review and analyze these results for the following information: teachers complete an item analysis worksheet on each interim assessment given throughout the year to determine student content and skill needs; identifying what type of questions students are having most trouble with, (i.e.: cause and effect, timelines, political cartoons, map questions, compare & contrast, other

analysis, critical lens, etc.); content areas were most students having trouble answering correctly (DDI); working in teams teachers can also begin to identify trends of student weaknesses in relation to their lesson planning and orchestration of materials in the classroom; the inquiry team's completed worksheets are copied to the department A.P. for further analysis to ensure that all members of the grading teams are keeping up with the curriculum as well as identifying the types of Professional Development needed for staff teachers to assist them in improving their classroom practice; reporting of the interim assessments findings are paramount in driving instruction, informing students of their content and skill level deficiencies for real time turn around, and parents have these assessment's results available to them on the Skedula program so they can keep track of their child's progress. This entire process is the crux for providing critical data to drive real time instruction (spiraling instructional strategies) as well as prepare students to successfully pass state exams.

All academic disciplines are required to incorporate the CCLS (Common Core Literacy Standards) into their subject areas through various forms of writing assignments. Professional Development was arranged by the Principal for instructional coach, Deb Reed of RBT, to instruct the cabinet members on the proper type of feedback teachers should supply students to help them improve and/or adjust their writing skills. This professional development strategy was then turn-keyed back to academic department teachers.

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

YEAR 2

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Deeper understanding of the framework for teaching	Administrators and Teachers	The Danielson Group	Teachers will self assess using Danielson Rubric	Observation process
CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
System 44	Teachers	Scholastic	Training	Assistant Principals

System 44	Teachers	Scholastic	Training	AP's
Scholastic (SRI)	Teachers	Scholastic	Training	Assistant Principals
Resiliency Software	Teachers	Sussman	Training	Assistant Principals
CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention across Departments	Observation process
Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention across Departments	Observation process
Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention across Departments	Observation process
Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention across Departments	Observation process

YEAR 3

PD Activity	**Target Audience**	**Organization/Agent Delivering PD**	**Desired Measurable Outcome**	**How Outcomes will be Analyzed and Reported**
Deeper understanding of the framework for teaching	Administrators and Teachers	The Danielson Group	Teachers will self assess using Danielson Rubric	Observation process
Resiliency Software	Teachers	Sussman	Training	Assistant Principal ISS
Scholastic (SRI)	Teachers	Scholastic	Training	Assistant Principals

Attachment: G **2012 / 2013 SCHOOL YEAR**
Martin Van Buren High School Organization Sheet

Sochet, Sam (Principal)
Braham-Wyley, Tina (School Business Manager)
Smaragdas, Gus (A.P. Security)
Chattoo, Rajesh (A.P. PPS, I.A.)

Art
Kross, Cathy (AP)
1. Cunneen, Darren
2. Hitchcock, Lisa
3. Hutley, Kenneth
4. Montalvo, Antonio

Music
Kross, Cathy (AP)
1. Grexer, Michelle
2. McFarland, Caroline

Business
Kross, Cathy(AP)
1. Fleury, Shaniqua (Data Specialist)
2. Friel, John (Dean)
3. McGowan, Alice
4. Osso, Anthony (College Advisor)

English
Kross, Cathy (AP)
1. Barlam, Cathy
2. Castellano, John (Senior Advisor)
3. Chang, Helen
4. Fried, Pamela
5. Greenspan, Brian (COSA Advisor)
6. Kolins, Jonathan
7. Leto, Patricia
8. Lochan, Michelle
9. Mancini, Antonia
10. Medina, Cynthia
11. Misuraca, Edward (Dean)
12. Moretti, Joan
13. Mulligan, William
14. Paredes, Carolyn
15. Patel, Sanjay(Newton Science Program Coord)
16. Sarafoglou, Eleni

17. Turman, Michelle
18. Vero-Toma, Camille (Attend Coord./Negotiation)
19. Woodcock (Woods), Renata

ESL

Jean, Marie Micheline (AP)

1. Axelrud, Rochelle
2. McNally, Madeline (ESL Coordinator)
3. Recinos, Ana
4. Vargas, Danielle

Library

Bullock, Darlene (AP)

1. Seymore, Kerry

Foreign Language

Marcus, Mindy (AP)

1. Dominguez, Juan
2. Herrera, Jorge
3. Jornet, Olga
4. Melchor, Blanca
5. Then, Luna

Health and Physical Education

Smaragdas, Gus (AP)

1. Conway, Peter
2. Hanellin, Jeffrey
3. Jakubiec, Joanna
4. Koliatsis, Stamatis
5. Lannan, Tracy
6. Shectman, Edward

Instructional Support Services

Tyson, Carolyn (AP)

1. Bancone, Frank (UFT Chair)
2. Caraballo, Maria
3. Carrington, Lynn
4. DeCandia, Ron
5. Diaz-Dominicci, Mercedes
6. Dunworth, Jennifer (Dean)
7. Gaska, Susan
8. Hazelwood, Anisa
9. Hazlewood, Mary
10. Kapetanakos, Soterios
11. Mazur, Jaclyn
12. Miller, Carin (IEP Teacher)

13. Milza, Karen
14. Murphy, Stephen (Dean)
15. Ramsey, John
16. Tsiakos, John

Mathematics

Marcus, Mindy (AP)

1. Adams, Kim
2. D'Antone, Maria
3. Inshan, Abdool
4. Krauss, Allen
5. Larsen, Paul, (Dean)
6. Mathew, Rachel
7. Mathews, Siju
8. Morse, David
9. Pinero, Jocelyn
10. Re, Vito
11. Schaefer, Alpha
12. Toussaint, Elise
13. Yum, Jane

Science

Jean, Marie Micheline (AP)

1. Alexander, Charmaine
2. Barnett, Laura
3. Cohen, Ira
4. Diehl, Bernice
5. Edwards, Everton
6. Kang, Yea
7. Leslie, Leroy
8. Martin, Catherine
9. Pappas, Irene
10. Prussman, Mitchell
11. Rubin, Daniel
12. Shah, Zaman
13. Somrah, Cassandra

Lab Assistants

1. Calitri, Mary Ellen
2. John-Lewis, Marina

Social Studies

Bullock, Darlene (AP)

1. Allimonos, Michael
2. Connolly, Michael (Dean)
3. Hahl, Casey

4. Hnis, Michael
5. Johnson, David
6. Laar, Zoltan
7. Morgan, William
8. Perlmutter, Amy
9. Pointdujour, Daniel
10. Pugliese, David (Dean)
11. Rakowitz, Richard
12. Reidy, Declan
13. Riger, Janet
14. Rosenberg, Michael
15. Suriano, Frank
16. Sweeting, Shane
17. Tasiopoulos, Susie
18. Tucker, Ralph

Hearing Education

1. *Hintz, Betty (Coordinator)*
2. *DeLuca/Squicciarini, Mary Beth*
3. *Kramer, Dinah*
4. *McMillan Cherisse (HES) (Phillip)*
5. *Rivman, Anita*

Guidance/Related Services

Chattoo, Rajesh (AP, I.A.)

1. Carmel, Janice
2. Giourgas, Catherine
3. Lauria, Janelle
4. Pugliese, Alexandra
5. *Solomon, Karen (HES)*
6. Stanco, Dominick
7. Stephens, Felice

School Assessment Team

Tyson, Carolyn (AP)

1. Ahn, Young Hee (Soc. Worker)
2. Chite, Doris (Psychologist)

Secretaries

Braham-Wyley, Tina (School Business Manager)

1. Druss, Susan
2. Gallo, Terri
3. Green, Janice
4. Hendelman, Carol
5. Koch, Paula
6. Roth, Keavy

7. Sandhu, Joyce
8. Van Eyk, Lisa
9. Virgintino, Elizabeth

Speech
Tyson, Carolyn (AP)
1. Kalina, Andrea

Paras
Tyson, Carolyn (AP)
1. Chiu, Linda (ELL)
2. Devi, Seema
3. Kaiser, Matthew
4. *Krupnick, Irene (HES)*
5. Marks, Lori
6. McLaughlin, Margaret
7. *Pierre, Woodly (HES)*
8. Reyes, Shaqunna
9. *Simkhayeva, Olga (HES)*
10. Yusaf, Samina

Aides
Braham-Wyley, Tina (School Business Manager)
1. Aponte, Edwin
2. Athanasopoulos, Aliki
3. Cevallos, Diana
4. Fanger, Dianne
5. Fowles, Georgia
6. Galazin Mary
7. Germana, Dorothea
8. Hawkins, Sondra
9. Karavassilis, Kathy
10. Lane, Sharon
11. Leto, Rosina
12. Margrill, Riva
13. O'Connor, Carmel
14. Rosenbaum, Stephanie
15. Scott, Jacqueline
16. Tareen, Mohammad
17. Terranova, Maria
18. Troina, Joseph
19. Troncoso, Haydee
20. Vonatsos, Pinelopi
21. Zarate, George
22. Zarate, Ilde

Attendance
Cowen, Mathew

Computer Technician
Goran, Ion
Walrond, Horace

Parent Coordinator
Chew, Russell

Youth Development
Kelly, Brian

Cafeteria/Dietician
Sookai, Cindy

Custodian
Fitapelli, Anthony
Noutsis, Kathy (Secretary)

School Nurse
Urena, Linda

School Safety Officers
Brown - L3

Attachment T

THE NEW YORK CITY DEPARTMENT OF EDUCATION

MARTIN VAN BUREN HIGH SCHOOL

230-17 HILLSIDE AVENUE , QUEENS VILLAGE, NEW YORK 11427 (718)776-4728
Sam Sochet, Principal

BELL SCHEDULE
Tentative Fall 2013

Period 1	7:45 AM	·	8:31 AM	
Period 2	8:35 AM	·	9:21 AM	
Period 3	9:25 AM	·	10:14 AM	
Period 4	10:18 AM	·	11:04 AM	Lunch
Period 5	11:08 AM	·	11:54 AM	Lunch
Period 6	11:58 AM	·	12:44 PM	Lunch
Period 7	12:48 PM	·	1:34 PM	Lunch
Period 8	1:38 PM	·	2:24 PM	Lunch
Period 9	2:28 PM	·	3:14 PM	
Extended Day Period 10	3:15 PM	·	4:45 PM	**Extended Day** Monday, Tuesday & Wednesday (Targeted PM)
Period 11	4:45 PM	·	6:15 PM	**Extended Day** Monday, Tuesday & Wednesday (Targeted PM)
Saturday School	9:00 AM	·	1:00 PM	
Saturday Regents Tutoring - *Period 1*	9:00 AM	·	10:30 AM	
Saturday Regents Tutoring - *Period 2*	10:30 AM	·	12:00 PM	

Teacher Time Session 1	7:40 AM – 2:30 PM
Teacher Time Session 2	8:30 AM – 3:20 PM

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

YEAR 1

Timeframe	PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
September-November	Deeper understanding of the framework for teaching	Administrators and Teachers	The Danielson Group	Teachers will self assess using Danielson Rubric	Observation process
December-January	Deeper understanding of the framework for teaching	Administrators and Teachers	The Danielson Group	Teachers will self assess using Danielson Rubric	Observation process
February-April	Deeper understanding of the framework for teaching	Administrators and Teachers	The Danielson Group	Teachers will self assess using Danielson Rubric	Observation process
May-June	Deeper understanding of the framework for teaching	Administrators and Teachers	The Danielson Group	Teachers will self assess using Danielson Rubric	Observation process
September-November	CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
December-January	CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
February-April	CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
May-June	CCLS	Administrators and Teachers	CSA Executive Leadership	Common Core Learning Standards	Observation process
Yearlong	Read180	Administrators Teachers	Scholastic	Read180 Training	Assistant Principals
September-November	Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College	Literacy Intervention across	Observation process

			Columbia Univ.	Departments	
December-January	Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention across Departments	Observation process
February-April	Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention	Observation process
May-June	Literacy Intervention (Coach)	Teachers	(Literacy) Teachers College Columbia	Literacy Intervention	Observation process
Fall Semester	System 44	Admin/Teachers	Scholastics	System44 Training	Assistant Principals
Spring Semester	System 44	Admin/Teachers	Scholastics	System44 Training	Assistant Principals
Year Long	Resiliency Software	ISS Teachers	Susana Inc.	Resiliency Training	Assistant Principal ISS
Fall Semester	ILit Program	Admin/Teachers	Pearson	I Lit Training	Assistant Principals
Spring Semester	ILit Program	Admin/Teachers	Pearson	I Lit Training	Assistant Principals

2013-14 Teacher Evaluation and Development Timeline

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

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

NYC Department of Education
Dennis M. Walcott, Chancellor

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

Sam C. Sochet
304 Southwood Circle
Syosset, NY 11791
Cell: 516 528-9789, email: ssochet@schools.nyc.gov, ssochet@gmail.com

Certifications: SAS Admin. Lic., NY State, Biology and General Science 7-12, NY State, NYC Admin License.

Current Position: Principal, Martin Van Buren High School

July 2012- Present

Lead180 teachers, assistant principals, school aides, paraprofessionals, and other staff. Developed new screened programs for Pre-Med, Robotics/Pre-Engineering, Pre-law/Forensics, and Computer Technology. Opened up new lines of communication between school and surrounding community. Formed a partnership agreement between the high school and North Shore LIJ Hospital. Reinstituted Homecoming Basketball Game for School Spirit. Reconfigured Guidance Dept to be organized by cohort. Instituted Saturday Regents Prep, Targeted PM School, and Saturday Credited Courses for struggling students. Technology Initiative to bring Smartboards to all classrooms. Won Participatory Budget vote for Smartboards. New Assistant Principal Assignments to improve School Safety and Security. Initiated School Literacy Leadership Team. Developed new school Mission Statement in collaboration with School Leadership Team. Partership with CUNY for 21st Century Grant. Implemented use of Interim Assessments for all 4 core areas. Revamped Observation process using Danielson, EEI, and RBT.

Resident Principal at Bronx Lab School

June 2011-June 2012

Resident Principal at Bronx Lab School: focusing on Accountability, Improving School Culture, Employing DDI, and coaching untenured and experienced teachers to improve instruction using both RBT and EEI. Created/developed successful Credit Recovery Program. Head of Grade Team, member of Advisory Team, Inquiry Team, Dept Chairs, Cabinet, 100 % Respect Committee, Student Affairs/Dean's Office, and Coaching the school's Literacy Teacher. New Leaders training: concentrating on Systems and Operations, Learning and Teaching, and developing Adaptive, Personal, Cultural,and Facilitative Leadership skills, shaping school culture, Using Data Driven Instruction including detailed item analysis, and Aligning Staff and Curriculum.

Assistant Principal, Supervision, at Thomas Edison CTE HS (Queens, NY)

Fall 2004-Spring 2011

Led a staff of 20 teachers and Lab Specialist. Principal's cabinet. Teacher of AP Psychology for 6 yrs. Revamped 4 year CTE Program for Medical Biotechnology at Edison. Graduated from the ALPAP (Advanced Leadership Program for Assistant Principals) Program in 2010. Significantly improved departmental data over 7 years. Helped bring Daedalus Progress Reports building-wide data analysis complementing ARIS to Edison, working closely with software developer Steven Kramer. Co-President of Science Supervisors Association of New York City 2008-2011. Leading Professional Development for Science Supervisors from all five boroughs. Developed Science Honor Society and Science Fairs to Edison. Added two Advanced Placement courses to Edison (AP Psychology and AP Physics B). Prof. Dev.: Training Specialist for AAA (Advancing Adolescent Achievement) involving techniques in coaching mentors and Assistant Principals in EEI (Essential Elements of Instruction). Worked with Rob Bocchino and *Heart of Change* to implement EEI pieces throughout the building and trained administrators from other buildings. Run and administer both departmental and faculty seminar meetings (monthly). Created and modified curriculum for new research program including articulation with CUNY QCC. Supervised new curriculum for Environmental Science Program. Brought various technology pieces into science classrooms as well as PD, including *eInstruction, Smart Response, PASCO,* Smartboards, and other computer-

based media. Designed new Science Lab. Incorporated AP Psychology into Science Dept. Modified science sequence for over 2,500 students. Redesigned and expanded Medical Pharmaceutical Program at Edison. Partnership with York College's Bridge to Medicine and Explore Programs. Received administrative training: Executive Leadership Institute (ELI) through the CSA (Council of Supervisors and Administrators).

Science Department Chair at Calhoun High School (Bellmore-Merrick CHSD)

Fall 2002-Spring 2004 Led a staff of 14 teachers. Led department meetings and PD sessions. Directed research program leading to the school's first Intel semifinalist in 7 years. Scheduling. Directed curriculum writing for new Environmental Science Program. Grant from US Air Force Worked closely with parent group in developing Science Boosters. Supervised collaborative classes. Worked closely with special education chairperson including joint observations. Collaborated with Assistant Superintendent for Curriculum and Instruction. Worked regularly with science chairs from other two district high schools. Significantly improved percent passing in Regents Chemistry and Physics. Supervised interns/student teachers. Advanced technology in department. Workshops for Vernier probes, flex video cameras, and new approaches to teaching genetics. Collaborated closely with guidance and Special Ed. Oversaw dept. budget. Taught two sections of AP Psychology.

Science Department Chairperson at Commack High School

Fall 2000- Spring 2002 Led a staff of 23 teachers and lab assistants. Scheduling. Supervised curriculum writing for Living Environment. Implemented new SED standards for all regents science courses. Co-chaired articulations with middle and elementary science coordinators. Developed science department's web site. Implemented AIS for science department. Chaired committee to upgrade use of technology including PASCO Scientific. Directed research program leading to two Intel semifinalists and a Siemens finalist. Implemented International Baccalaureate (IB) program for dept. Developed honors program for Living Environment and Chemistry. Significantly improved Regents exam results in all courses. Budgeting. Involved in the hiring of 12 new staff members. Coordinated innovative interdisciplinary science research program.

Fall 1997- Spring 2000 **Great Neck North High School:** Teacher of Advanced Placement Biology, Regents Biology, Anatomy/Physiology, and Science in Society. Helped design an interdisciplinary senior alternative program *(Life in the Age of Technology)*: Science department collaboration with Business, Social Studies, and English departments to form a substantive in-school/internship program.
Ninth Grade Advisor: Successful program includes peer leader supervision, planning, and collaboration with Guidance Department.

Fall 1989-Spring 1997 **Benjamin N. Cardozo High School:** Teacher of Advanced Placement, Honors, and Regents Biology. Chairperson of School Based Planning Committee from 1996-1997. Responsible for group's agenda with principal, parents, teachers, and students. Member of Committee from 1991-1997. Led a series of workshops for AP Biology Teachers in Queens County High Schools. Designed and led a series of workshops to institute an innovative Peer Negotiation Training program for Queens high schools. Member of the Queens College Educational Administration and Supervision Conference Committee 1993-1994. Organized and initiated workshops dealing with conflict management for educational leaders. Collaborated on interviewing workshops for prospective Assistant Principal candidates. Conflict Resolution Coordinator from 1993-1997: Conceived and implemented negotiation curriculum that became a model for several NYC High Schools (see awards).

Fall 1988-Spring 1989 **Fiorello LaGuardia High School of Performing Arts:** Teacher of Regents Level Biology and General Science.

Spring 1988	**Stuyvesant High School:** Teacher of Accelerated Regents Level Biology. Assisted Science Research program.
Fall 1987	**Whitestone Academy:** Teacher of Earth Science, Regents and Advanced Level Biology, Chemistry, and Environmental Science.
Fall 1986-Spring 1987	**Substitute Teacher in 3 districts in the Fort Collins, Colorado area.**
Fall 1981-Spring 1984	**Colorado State University:** Graduate Teaching Assistant and Laboratory Instructor in Biology, Cytology, Mycology, and Botany.
Summer 1992	**University of Vermont Medical School:** Participated in HELIX Program for Excellence in Science Education. Training for AP Biology Teachers in state-of-the-art genetic engineering methods.
Summers 1988-1991	**Stuyvesant Summer Institute:** Biology Teacher and Curriculum Coordinator at Southampton College and Adelphi University. Duties included scheduling and program and curriculum development.

EDUCATION

1992-1994	**Queens College: Professional Diploma** from the Department of School Administration and Supervision in June 1994. Vice President of the Graduate Student Association for the program.
1985-1986	**Colorado State University: Teacher Certification** Program in Secondary School Science. Dean's List, Academic Achievement Award.
1981-1984	**Colorado State University: M. Sc.** in Botany and Plant Pathology, **GPA 3.6**.
1977-1981	**Syracuse University and SUNY College of Environmental Science and Forestry: Bachelor of Science.** in Biology. Graduated cum laude.
1977	Graduated from Jamaica High School with Honors.

AWARDS, SOCIETIES, PUBLICATIONS, AND HONORS

- 2011 Winner of Science Council of New York City Jerry Resnick Memorial Award.
- Co-President of the Science Supervisors Association of New York City, 2008-2011.
- Graduate of **ALPAP** (Advanced Leadership Program for Assistant Principals) 2010.
- Co- President of the Science Supervisors Assoication (SSA) of New York City since 2008.
- Member of **American Psychological Association (APA) 2003-2007.**
- **2001 Intel Mentor Award** working directly with the high school's semifinalist.
- **Human Relations Education Award** from the National Conference for Christians and Jews for Outstanding Service in Conflict Resolution and Negotiation.
- **Certificate of Merit** from NYC Bd. of Ed. and the International Center for Cooperation and Conflict Resolution at **Columbia Teachers College** for participation in the **Violence Prevention through Peer Intervention** Program Video Training Series.
- **Outstanding Teacher Recognition Award** from Tufts University.
- **Honors Status** for superior scholarship from Queens College, School of Education

Department of Educational and Community Programs (4.0 GPA), 1994.

- **Service Award** from the Queens College School of Education's Department of Educational and Community Programs, 1994.
- **Published Articles** on Administrator's collaborative role in education: "What's Wrong with Idealism in Education?" *Involvement* 2:1, 113-114, 1994 and "Some of Us Still Care" *Involvement* 3:1, 43-44, 1995. (Reprints available).
- **Kappa Delta Pi**; International Honor Society in Education, 1994.
- **STANYS** and **American Biology Teachers** 1990-2004.
- **NY State Science Education Leadership Association (NYSELA)** 2000-2004.
- **Dean's List** for the School of Education at Colorado State University.
- **Graduate Student Council Representative** for the Intercollegiate Athletics Committee, Colorado State University.

260435 Martin Van Buren High School

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

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

26Q435 Martin Van Buren High School

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

Attachment A
Consultation and Collaboration Documentation Form

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

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
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Principals Union President / Lead Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name	
Teachers Union President / Lead Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) 6/6/13 Type or print name Michael Mulgrew	
Parent Group President / Lead Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name	

26 Q 435 – Martin Van Buren H.S.

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

26Q435

Attachment A

Consultation and Collaboration Documentation Form

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

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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) Sam C. Sochet 5-6-13 Type or print name Sam C. Sochet	
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 Frank Bercone	
Parent Group President / Lead Ellen Young — **Date** 5-6-13	**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)	
Type or print name	

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT # _____

N.Y.C. DOCUMENT # _____

PROJECT # _____

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

Federal /State Program **SCHOOL IMPROVEMENT GRANT 1003 (g) MARTIN VAN BUREN HIGH SCHOOL**

Contact Person EDUARDO CONTRERAS

Agency Name **New York City Department of Education**

Mailing Address **52 Chambers Street, Room 413**

New York, N.Y. 10007

Telephone # 212-374-0520

Manhattan
County

Project Operation Dates From **SEP 1 2013** To **AUG 31 2014**

BUDGET TOTAL

$1,916,443

N.Y.C. GRANT #

0	0	0	0	0	0	0

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	3.00	78,281	234,843
Lead Teacher	1.00	78,281	78,281
Coach (Math, Literacy, Special Ed)	1.00	78,281	78,281
Guidance Counselor	1.00	80,936	80,936
Eduacation Administrator	0.00	0	0
Social Worker	1.00	78,281	78,281
Teacher Per Session (rate per hour)	5,685	41.98	238,656
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	609	43.93	26,753
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	0.56	119,344	67,229
CENTRAL - Talent Coach	0.20	114,000	22,343
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
		Subtotal - Code 15	905,604

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)	1.00	69,558	69,558
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
		Subtotal - Code 16	69,558

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Queensborough Community College (CUNY), Teachers College Columbia University, Pearson	358,045
686 - Evaluation Consultant		0
689 - Professional Development Consultant	The Danielson Group, CSA Excecutive Leadership	48,000
	Subtotal - Code 40	406,045

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	93,243
Educational Software	119,958
General and Instructional Supplies	55,566
Library Books	0
Supplemental Textbooks	34,661
Subtotal - Code 45	303,428

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE		204,936
ARRA FRINGE - CENTRAL		26,872
	Subtotal - Code 80	231,808

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)	$1,916,443
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	905,604
Non-Professional Salaries	16	69,558
Purchased Services	40	406,045
Supplies and Materials	45	303,428
Travel Expenses	46	0
Employee Benefits	80	231,808
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,916,443

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6.7.2013

DATE

SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #:

Project Funding Dates

9 1 2013 FROM **8 31 2014** TO

Program Office Approval

Fiscal Year	Amount Budgeted	First Payment
	$	$
	$	$
	$	$
	$	$
	$	$

Voucher #

$ First Payment

Finance Office Approval

MARTIN VAN BUREN HIGH SCHOOL

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

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

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

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

Categories	Code	Costs
Professional Salaries	15	$ 905,604
Support Staff Salaries	16	$ 69,558
Purchased Services	40	$ 406,045
Supplies and Materials	45	$ 303,428
Travel Expenses	46	$ -
Employee Benefits	80	$ 231,808
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,916,443**

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

Categories	Code	Costs
Professional Salaries	15	$ 863,068
Support Staff Salaries	16	$ -
Purchased Services	40	$ 352,680
Supplies and Materials	45	$ 39,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 195,050
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,449,798**

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

Categories	Code	Costs
Professional Salaries	15	$ 568,694
Support Staff Salaries	16	$ 46,372
Purchased Services	40	$ 201,000
Supplies and Materials	45	$ 17,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 141,723
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 974,789**

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

Categories	Code	Costs
Professional Salaries	15	$ 2,337,366
Support Staff Salaries	16	$ 115,930
Purchased Services	40	$ 959,725
Supplies and Materials	45	$ 359,428
Travel Expenses	46	$ -
Employee Benefits	80	$ 568,581
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 4,341,030**

BUDGET NARRATIVE: MARTIN VAN BUREN HIGH SCHOOL (26Q435)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	year 3	Years 1 -3 TOTAL	Sustainability
Curriculum	Professional Purchased Services (Code 40)	**Teachers College Columbia University:** Literacy Coach (Education Consultant on site 2 days per week / 70 days September - June 2013-2016 Goal: literacy coach for professional development across disciplines. Will work closely with the Principal, Administration and teachers and Literacy Team to develop a school-wide plan to improve the reading achievement of all students in the school.	84,000	84,000		$168,000	Teachers College Columbia University- Literacy Coach(Education Consultant) will be sustained with Tax Levy Fair Student Funds and Priority Funds.
Curriculum	Professional Purchased Services (Code 40)	**The Danielson Group**: Curriculum Professional Development - Year 1 4 Full Professional Development Days/ 2 Consultants/ 90 Teachers each Day. Year 2, 1 Professional Development Day Full session/ 2 Consultants/ 90 Teachers.	32,000	8,000	8,000	$48,000	The Danielson Group PD will be sustained with Tax Levy Fair Student Funds and Priority Funds after the SIG Grant expires.
Curriculum	Professional Purchased Services (Code 40)	**CSA Executive Leadership**: Common Core Professional Development Workshops Goals: curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards.	16,000	16,000		$32,000	CSA Executive Leadership- will be sustained with Tax Levy Fair Student Funds.
Curriculum	Professional Purchased Services (Code 40)	**Pearson:** iLit Program Goals: The iLit classroom hub creates a totally interactive classroom! It allows for real-time communication between teacher and student devices, pushes content to student screens during instruction, and provide real-time alerts for teachers on student engagement and progress. Data analysis and Intervention for Low level readers Grade 9.	29,365			$29,365	Pearson- Ilit Program will be sustained with Tax Levy Fair Students Funding and Priority Funds.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per Session**: Targeted PM School- Goals: To Support for Seniors to graduate and meet promotional standards. To meet or exceed 60% Graduation Rate. The Program will run October - January and February - May. Total Teachers 5- Teachers / 3 days per week/9 hours per day/270 hours per Teacher.	56,673	56,673	56,673	$170,019	Targeted PM School will be sustained with Tax Levy Fair Student Funding and Priority Funds after the SIG Grant expires.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per Session: Saturday Academy**- Goals: To meet or exceed 60% Graduation Rate. To meet or exceed 10 plus credit benchmark before the end of each cohort year. The Program will run October - January and February - May, (8-Teachers) / Total Teachers-8/ 1 day per week/ 4 hours per day/112 hours per Teacher.	37,614	37,614	37,614	$112,842	Saturday Academy will be sustained with Tax Levy Fair Student Funding and Priority Funds after the SIG Grant expires.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per Session: Saturday Regents Prep**- Goals: To meet or exceed 60% Graduation rate. This program will ensure that our students have the habits of mind, preparation, and stamina to be successful of achieving the college readiness benchmark of a 75 or higher on Regents examinations. The Program will run (Oct- Jan and Feb- May)Total Teachers-10/ 1day per week/ 3 hours per day/ 84 hours per Teacher.	35,263	35,263	35,263	$105,790	Saturday Regents Prep will be sustained with Tax Levy Fair Student Funding and Priority Funds after the SIG Grant expires.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per Session: Academic Prevention Services**- Goals: To meet the needs of our students assisting in mantaining being on Track with there graduating cohort. The Program will run Dec-Jan and May-June(8-Teachers)/ 4 days per week/ 1 hour per day/ 68 hours per Teacher.	22,837	22,837	22,837	$68,511	Academic Prevention Services- will be sustained with Tax Levy Fair Students Funding ,Title III funds and Priority Funds after the SIG Grant expires.

BUDGET NARRATIVE: MARTIN VAN BUREN HIGH SCHOOL (26Q435)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	year 3	Years 1 -3 TOTAL	Sustainability
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per Session: Saturday Academy**- Goals: To meet or exceed 60% Graduation Rate. To meet or exceed 10 plus credit bench mark before the end of each cohort year. The Program will run OCT-Jan and Feb - May (1-Supervisor) / 1 day per week/ 4 hours per day/ 112 hours	4,920	2,460	2,460	$9,840	Saturday academy will be sustained with Tax Levy Fair Student Funding, and Title II Funds after the SIG Grant expires.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Person:** 2 Sets-System44 Software - 20 Licenses, 60 SPI Licenses Goals: This will be used to meet students needs in Literacy Intervention to improve reading levels for under 3rd Grade and below level readers.	44,000	22,000		$66,000	2 Sets- System44 Software(Pearson)- will be sustained with Tax Levy Fair Students funds after SIG Grant expires if needed.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Scholastic Read180:** Software 60 Licenses: Goals: This will be used to meet students needs in Literacy Intervention to improve reading levels for 3rd- 8th Grade level readers.	43,000			$43,000	Scholastic Read180- Software - will be sustained with Tax Levy Fair Students funds after SIG Grant expires if needed.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Scholastic Reading Inventory (SRI) Assessment:** 2000 students yr 1, yr2 400 (Freshman) students, yr3 400 (Freshman)students: Goals: testing for all students to determine students reading levels. (Literacy DDI Intervention)	19,960	8,000	8,000	$35,960	Scholastic Reading Inventory (SRI) Assessment will be sustained with Tax Levy Fair Students Funding.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Sussman:** Resiliency Software (ISS students)250 - Students/5-Teachers. Goals: ISS Students College and Career Readiness, Improve Graduation rate and Academic Performance. Measure students aptitude in the six critical rears that have been scientifically linked to student engagement, achievement, and graduation.	9,000	9,000	9,000	$27,000	Resiliency Software-will be sustained with Tax Levy Fair Student Funding after SIG Grant expires.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	5- Sets of Smart Response Interactive- 32 Remotes and software: Goals: Literacy Intervention across departments with	13,243			$13,243	N/A Only need to purchase 1st Year
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Scholastic Inc:** Classroom Literacy support-2 Days. Goals: Literacy Intervention across departments for Teacher Professional Development.	3,998			$3,998	Scholastic In- Classroom Literacy support will be sustained with Tax Levy Fair student Funds after the SIG Grant expires if needed.
Instruction	Professional Purchased Services (Code 40)	**Queensborough Community College** - Vendor # RFC988199 (Pre-Med) Patient Care Technician Program (1 Professor - 32 students) Students will gain insights in the medical industry. Students would use their EMT, CPR and Phlebotomy certificates for related jobs or to further their careers (College and Career readiness).	97,048	97,048	97,048	$291,144	Queensborough Community College (Pre- Med EMT) Program will be sustained with Tax Levy Fair Student Fund and Grants after the SIG Grant expires.
Instruction	Professional Purchased Services (Code 40)	**Queensborough Community College** - Vendor # RFC988199 (Pre-Med) EMT Training Program- Goals: For our Pre-Med Program . (1 Professor, 32 students per year)Students will gain insights in the medical industry, learning research techniques using scientific methodology, analyzing data, making conclusions and decisions. Students would use their EMT, CPR and Phlebotomy certificates for related jobs or to further their careers (college and Career readiness).	95,952	95,952	95,952	$287,856	Queensborough Community College (Pre- Med EMT) Program will be sustained with Tax Levy Fair Student Funds and Grants after the SIG Grant expires.

BUDGET NARRATIVE: MARTIN VAN BUREN HIGH SCHOOL (26Q435)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Professional Purchased Services (Code 40)	**Queensborough Community College** : Vendor # RFC988199 (Pre-Engineering) Program- (1 Professor , 32 students) Goals: Students would be prepared for basic engineering skills and knowledge for further studies in the Engineering field and college by receiving college level instruction culminating into 8 college credits per year.	51,680	51,680		$103,360	Queensborough Community College (Pre- Med EMT) Program will be sustained with Tax Levy Fair Student Funds and Grants after the SIG Grant expires.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per session: Inquiry Teams Per Session- 40 Teachers** (September - June)/ 1 hours per week/ 41 hours per Teacher Yr 1Goal: Teacher Inquiry Teams will receive support to enhance the use of the instructional cycle to insure coherence from grade to grade by setting goals for each subject in each grade to spiral learning.	70,526		2,852	$73,378	Inquiry Teams Per Session will be sustained with Tax Levy Fair Student Funds and Inquiry Funds.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per Session: Targeted PM School**- Goals: To Support for Seniors to graduate and meet promotional standards. To meet or exceed 60% Graduation Rate for AYP. The Program will run October - January and February - May (1-Supervisor) 3 days per week/9 hours per day/270 hours.	11,861	11,861	11,861	$35,583	Targeted PM School will be sustained with Tax Levy Fair Student Funding and Title III.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per Session: Saturday Regents Prep**- To meet or exceed 60% Graduation Rate. To meet or exceed 10 plus credit benchmark before the end of each cohort year. The Program will run October - January and February- May (1-Supervisor)/ 1day per week/ 3 hours per day/ 84 hours.	3,690	3,690	3,690	$11,070	Saturday Regents Prep will be sustained with Tax Levy Fair Student Funding after the SIG Grant expires.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per Session: Pre- Engineering/ Robotic's After School Program**- Goal: Students will gain insights in the medical industry, learning research techniques using scientific methodology, analyzing data, making conclusions and decisions - The Program will run October - March (1- Supervisor/ 3 days per week/75 hours per Teacher.	3,295	3,295	3,295	$9,884	Pre- Engineering(Supervisor Per Session)- will be sustained with Tax Levy Fair Students Funding after the SIG Grant expires.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per Session: Academic Prevention Services**- Goal: To meet the student support needs of closing the achievement gap. The Program will run December - January and May - June (1- Supervisor)/ 4 days per week/ 1 hour per day/ 68hours.	2,987	2,987	2,987	$8,962	Academic Prevention Services Supervisor Per Session- will be sustained with Tax Levy Fair Students Funding and Priority Funds after the SIG Grant expires.
Instruction	Professional Staff (Code 15)	**1.0 FTE Literacy Coach-Goal**: The Literacy Coach will use instructional research and strategies, and coach teacher colleagues in successful completion of reading strategies for student achievement. Will include professional development, modeling, and observing classroom instruction, collecting data, and providing feedback to the Principal, Administration and Teachers.	78,281	78,281	78,281	$234,843	Literacy Coach will be sustained with Tax Levy Fair Student Funds and Priority Funds after the SIG Grant expires.
Instruction	Professional Staff (Code 15)	**1.0 FTE English Language Learner (ELL) Coordinator**: As the schools ELL population consistently grows to an all-time high of 271 students--we need additional support services to meet the needs of these students. The ELL Coordinator which we are hiring will be fluent in Hindi. The ideal candidate has knowledge and experience teaching in a High School bilingual/ ELL program; is knowledgeable about data and reports required.	78,281	78,281		$156,562	ESL Coordinator will be sustained with Tax Levy Fair Student Funding and Priority Funds after the SIG Grant expires.

BUDGET NARRATIVE: MARTIN VAN BUREN HIGH SCHOOL (26Q435)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Professional Staff (Code 15)	**1.0 FTE Pre-Engineering Teacher- Pre- Goals**: To Hire for Engineering Program. To provide students with skills in developing, implementing and assessing instructional strategies to improve students problem solving and technical skills. (College and Career Readiness)		78,281	78,281	$156,562	Pre- Engineering teacher will be sustained with Tax Levy Fair Student Funds and Priority Funds after the SIG Grant expires.
Instruction	Professional Staff (Code 15)	**1.0 FTE Pre-Med (Science) supplemental Teacher- Goals**: To hire for Pre-Med EMT and PCT Program. To provide students with skills in developing, implementing and assessing instructional strategies to improve students problem solving and technical skills. (College and Career Readiness)		78,281	78,281	$156,562	Pre- Med teacher will be sustained with Tax Levy Fair Student Funds and Priority Funds after the SIG Grant expires.
Instruction	Professional Staff (Code 15)	**1.0 FTE ISS Teacher** - Certified in Behavior Intervention Goals: To support the behaviors demonstrated by students characterized with emotional and social learning deficits.	78,281	78,281		$156,562	Special Ed Teacher- Certified in Behavior Intervention will be sustained with Tax Levy Fair Student Funds and Special ED Funds
Instruction	Professional Staff (Code 15)	**1.0 FTE Assistant Program Chair**- To encumber the programming of these new programs and classroom size alignment. Manages change and new programs by utilizing effective change and pacing strategies, solves problems, makes decisions.	78,281	77,504		$155,785	Assistant Program Chair will be sustained with Tax Levy Fair Student Funding and Priority Funds after the SIG Grant expires.
Instruction	Professional Staff (Code 15)	**1.0 FTE Attendance Coordinator-Goals**: To achieve the goal of over an 85% attendance rate; Our school Attendance Plan reflects the manner in which the school will meet the standards of attendance as set forth in Chancellors Regulations and State Law.	78,281	50,247		$128,528	Attendance Coordinator will be sustained with Tax Levy Fair Student Funding and after the SIG Grant expires.
Instruction	Professional Staff (Code 15)	**1.0 FTE Social Worker** - ISS Goal: To support the behaviors demonstrated by students characterized with emotional and social learning deficits.	78,281			$78,281	Social Worker- Special Ed will be sustained with Tax Levy Fair Student Funds and Idea RS SBST Shared Funds.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	**Patient Care General Equipment needed for PCT Pre-Med Program:** Goals: Equipment needed for Pre- Med Program used towards College and Career Readiness and Achievement for students.	33,114			$33,114	N/A Only need to purchase 1st Year
Instruction	Supplies, materials Supplemental books and Software (Code 45)	**Patient Care supplemental books** needed for PCT Pre-Med Program: Goals::Textbooks needed for Pre- Med Program used towards College and Career Readiness and Achievement for students.	25,864			$25,864	PCT books will be sustained with Tax Levy funds.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	EMT General Equipment needed for the Pre-Med- EMT Program Goals: Equipment needed for Pre- Med Program used towards **College and Career Readiness and Achievements** for students.	22,452			$22,452	N/A Only need to purchase 1st Year

BUDGET NARRATIVE: MARTIN VAN BUREN HIGH SCHOOL (26Q435)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Supplies, materials Supplemental books and Software (Code 45)	**EMT supplemental books** needed for the Pre- Med- EMT Program Goals: Textbooks needed for Pre- Med Program used towards College and Career Readiness and Achievement for students.	8,797			$8,797	EMT books will be sustained with Tax Levy funds.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per Session: Pre- Engineering/ Robotic's After School Program**- Goals: Students will gain insights in the medical industry, learning research techniques using scientific methodology, analyzing data, making conclusions and decisions. (Oct- March) 5 Teachers/ 3 days per week/75 hours per Teacher.	15,743	15,743	15,743	$47,228	Pre- Engineering/ Robotic's After School Program will be sustained by Tax Levy Fair Student Funding after the SiG Grant expires.
Student Support	Professional Staff (Code 15)	**1.0 English Second Language (ESL) Guidance Counselor**- Goals: As our ELL population consistently grows to an all-time high of 271 students --we need additional support services to meet the needs of these students. The ELL Guidance Counselor which we are hiring must provide counseling and educational advisement for ELL students.	80,936	74,721	81,045	$236,702	ESL Guidance Counselor will be sustained with Tax Levy Fair Student Funding and Tax Levy RS Mandated Counseling Shared Funds after the SIG Grant expires.
Student Support	Supplies, materials Supplemental books and Software (Code 45)	**57-Lenovo Computers ALL in One** (2- Computer Labs), **Mac Desktop Computers- 30** (1-Computer Lab) Goal: Technology supports - computer labs to meet the needs of our students and use in accordance with Literacy software.	80,000			$80,000	N/A Only need to purchase 1st Year.
Student Support	Support Staff (Code 16)	**1.0 FTE School Aide**- Program Office: Goals: To encumber the programming of these new programs .To perform the necessary outreach of Academic Intervention Services.	23,186		23,186	$46,372	School Aide- Program Office will be sustained with Tax Levy Fair Student Funds after the SIG Grant expires.
Student Support	Support Staff (Code 16)	**1.0 FTE School Aide** - Attendance: Goals: : To achieve the goal of over an 85% attendance rate; to perform the necessary outreach of Academic Intervention Services.	23,186		23,186	$46,372	School Aide- Attendance Office will be sustained with Tax Levy Fair Student Funds after the SIG Grant expires.
Student Support	Support Staff (Code 16)	**1.0 FTE School Aide** - Attendance: Goals: : To achieve the goal of over an 85% attendance rate; to perform the necessary outreach of Academic Intervention Services.	23,186			$23,186	School Aide- Attendance Office will be sustained with Tax Levy Fair Student Funds after the SIG Grant expires.
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	204,936	172,019	$124,464	501,420	
		Subtotal School	***1,799,999***	***1,349,999***	***899,999***	***4,049,997***	
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): 0.59, 0.5, 0.5.	67,229	57,619	43,180	168,028	

BUDGET NARRATIVE: MARTIN VAN BUREN HIGH SCHOOL (26Q435)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	year 3	Years 1 -3 TOTAL	Sustainability
District-level expenses: **Talent Coach** (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1,Y2,Y3): 0.2, 0.17, 0.17.	22,343	19,149	14,351	55,844	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	26,872	23,030	17,259	67,161	
		Subtotal Central	***116,444***	***99,798***	***74,790***	***291,033***	
		TOTAL SIG	***1,916,443***	***1,449,798***	***974,789***	***4,341,030***	
Other sources of income		Non-Core Instruction Tax Levy	573,415	573,415	573,415	1,720,245	
		Title I for Priority and Focus Schools	273,222	273,222	273,222	819,666	
		Other Title I allocations	48,635	48,635	48,635	145,905	
		Title III	33,642	33,642	33,642	100,926	
		TOTAL	***2,845,357***	***2,378,712***	***1,903,703***	***7,127,772***	

26Q435 Martin Van Buren High 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...	Yes
Attachment B (School-level Baseline Data and Targ...	Yes
Attachment C (Evidence of Partner Effectiveness Ch...	Yes
Attachment D (Budget Summary Chart)	Yes
FS-10 for Implementation Period	Yes
Budget Narrative	Yes
Memorandum of Understanding (required for a Restar...	Yes
Assurances for Federal and Discretionary Program F...	Yes
Has the applicant submitted all of the documents I...	Yes

Additional comments:

Note Attachment A signatures appear incomplete and are not in blue ink.

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

Yes