


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	
P.S. 050 Clara Barton		321200010050	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
PreK - 5 (3 - 5 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
436		1550 VYSE AVENUE, BRONX NY 10460	
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input checked="" type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

ii. Labor-management documentation

Article 18D of the NYCDOE/UFT Collective Bargaining Agreement, the staffing process for new schools can be found on pages 105-106 here: http://www.uft.org/files/contract_pdfs/teachers-contract-2007-2009.pdf.

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

C. District Accountability and Support

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

Kim Nohavicka has been a teacher and assistant principal in the New York City school system, and since 2012, interim acting principal at PS 50 Clara Barton. Ms. Nohavicka participated in the NYCDOE's leadership pipeline program LEAP (Leadership in Education Apprenticeship Program). In her short tenure at 12x050, Kim Nohavicka has worked tirelessly to institute strong systems which promote student achievement, safety and an overall positive environment.

Francesca Michaelides Weiss, principal of Fairmont Neighborhood School, has had a career in education that spans over twenty years ranging from Pre-K teacher to Assistant Principal in both public and private schools. She will complete the New School Intensive program in spring 2013.

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

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

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

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

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

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

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

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

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

Major partners that will be providing services critical to the implementation of the school's plan are:

- CaseNEX-DataCation
- Editure Professional Development
- American Reading Company
- Cambium
- SuccessMaker
- Tequipment
- Turnaround For Children

Major partners identified to work with Fairmont Neighborhood School include:

- Children's Aid Society
- Metamorphosis TLC
- Center for Emotionally Response Practice
- Bank Street College's Tiorati Workshop for Environmental Learning

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 P.S. 050 Clara Barton, students with disabilities comprise 26% of the school's population, 9% points higher than the citywide elementary school average. English Language Learners comprise 17% of the school's population, 1% points higher than the citywide elementary school average. Only 16% of the students at the school are proficient in English Language Arts, putting the school in the bottom 1% citywide. Only 33% of the students at the school are proficient in Mathematics, putting the school in the bottom 5% citywide. 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.

The elementary school process for admission includes a mix of choice and zoned schools. Zoned schools give priority to students who live in the geographic zoned area. Choice schools admit students based on published admissions priorities. Families may apply to all schools of interest.

Our portfolio strategy to increase access has led to the elimination of zones in several districts. In Districts 1, 7, and 23, there are no zoned schools. Families in each of these districts have an opportunity to apply to any school of interest, and can express their preferences by ranking choices on a single application.

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

For the new schools as part of the Turnaround model, the NYCDOE worked with the CSA, UFT, and the parent body of the district to ensure there was local-level engagement even though the new schools do not officially open until September 2013. For the UFT, proposed new leaders met with UFT district representatives on their plans and obtained their signature on Attachment

A. The NYCDOE consulted with the Chancellor’s Parent Advisory Council (CPAC) to determine that district representatives would engage through the scheduling of meetings and then through email with the proposed new leaders on their school-level plans.

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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



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 Allocatlons

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf



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

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

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Network Information	Current schools, per borough/level	Vision Statement
<p>Network: N103 Brand: Network for Sustainable Excellence</p> <p>Leader: Yuet M. Chu Contact: YChu@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p> <p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p>	<p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SLOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p> <p>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, interventions and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p> <p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. Contact: tcollins6@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p> <p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p>	<p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.
<p>Network: N105</p> <p>Brand: The Urban Assembly</p> <p>Leader: Jonathan Green Contact: JGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p> <p>JH//MS: 5 Secondary: 5 High School: 11</p>	<p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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

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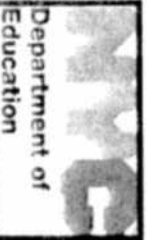
Network Information	Current schools per borough/level	Vision Statement
<p>Network: N108</p> <p>Leader: Lisa H. Pilaski LPilask@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Mission/Philosophy: CFN 108 is a uniquely diverse network of elementary,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

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Information	Current School's Name/Address/Level	Current School's Phone/Fax/Email	Vision Statement
Network: N111 Leader: Lucile Lewis Contact: llewis2@schools.nyc.gov	Brooklyn: 17 Queens: 4	Elem: 11 JH//MS: 8 K-8: 2	<p>Mission/Philosophy: Our network strives to improve the quality of classroom instruction and school leadership with the goal of positively impacting student achievement. We embrace the belief that all students are entitled to a quality, standards-driven education. We aim to provide guidance to all school communities who share this vision.</p> <p>Organizational Structure: Our network provides differentiated support to school leaders and their communities based upon their expressed needs and their school's accountability status. We carefully match network staff with schools to maximize our effectiveness and the potential for each school to succeed.</p> <p>Special Expertise: We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.</p> <p>Mission/Philosophy: Our driving goal is to increase student achievement and help every member of the school community reach full potential. We offer a wide range of supports to promote school leaders in increasing focus on teaching and learning, schools in developing rigorous and relevant curricula, and teachers in becoming highly effective. Why us? Experience (network leader was a principal for ten years), innovative Intervention Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals.</p> <p>Organizational Structure: Our network is organized to provide network-wide support and professional development to All schools--and specific and targeted support to each individual school based on results from recent Quality Reviews and Progress Reports (highest impact areas) as well as school identified priorities! Each school gets a dedicated instructional specialist as a point person as well as access to a full calendar of professional development opportunities for all members of the school: principals, APs and teachers in all subject areas.</p> <p>Special Expertise: Our network has a large number of instructional team members, and a small but strong operations team. CFN 112 has been a leading network in the Common Core Pilot program as well as in the Teacher Effectiveness Pilot.</p> <p>Mission/Philosophy: CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments.</p> <p>Organizational Structure: We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs.</p> <p>Special Expertise: We provide expert support to high schools.</p>
Network: N112 Brand: B.E.S.T. Network Leader: Kathy Pelles Contact: kpelles@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH//MS: 9 K-12: 1 Secondary: 7 High School: 10	<p>Mission/Philosophy: CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments.</p> <p>Organizational Structure: We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs.</p> <p>Special Expertise: We provide expert support to high schools.</p>
Network: N201 Leader: Joseph Zaza Contact: jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	<p>Mission/Philosophy: CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments.</p> <p>Organizational Structure: We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs.</p> <p>Special Expertise: We provide expert support to high schools.</p>

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



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

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

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

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N210</p> <p>Brand: RISE - Reaching Individual Schools Effectively</p> <p>Leader: Joanne Bruccella</p> <p>Contact: jbruCELL@schools.nyc.gov</p>	<p>Brooklyn: 12</p> <p>Queens: 16</p>	<p>ECE: 1</p> <p>Elem: 10</p> <p>JH//MS: 8</p> <p>K-8: 9</p>
<p>Network: N211</p> <p>Brand: Your Source For Success</p> <p>Leader: Jean McKeon</p> <p>Contact: jimckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18</p> <p>Queens: 6</p> <p>Staten Island: 3</p> <p>Bronx: 3</p>	<p>Elem: 12</p> <p>JH//MS: 10</p> <p>K-8: 3</p> <p>Secondary: 1</p> <p>High School: 4</p>
<p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs.</p> <p>Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/VD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p> <p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network Leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>		

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

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

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

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N409</p> <p>Leader: Neal Opromalla noproma@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 26 Staten Island: 9</p>	<p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p> <p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and Institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.</p> <p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams, Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>
<p>Network: N410</p> <p>Brand: The ROCKS</p> <p>Leader: Altigracia Santana Asantanz2@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p>	<p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p>

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

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N511 Brand: FH360</p> <p>Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p> <p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p>	<p>Mission/Philosophy: FH360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: N521 Brand: CUNY</p> <p>Leader: Dennis Sanchez Contact: DSanche@schols.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p> <p>JH//MS: 3 Secondary: 6 High School: 9</p>	<p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>

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

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

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

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N604</p> <p>Leader: Richard J. Gallo Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p> <p>Elem: 19 JH//MS: 5 K-8: 2</p>	<p>Mission/Philosophy: CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.</p> <p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>
<p>Network: N605</p> <p>Leader: Wendy Karp Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p> <p>ECE: 1 Elem: 15 JH//MS: 3 K-8: 6 High School: 1</p>	<p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>

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

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Network Information	Current schools, per borough/level	Vision Statement
<p>Network: N608</p> <p>Leader: Rudolph Rupnarain rrupnar@schools.nyc.gov</p> <p>Contact:</p>	<p>Bronx: 27</p> <p>ECE: 1 Elem: 2 JH//MS: 22 K-8: 2</p>	<p>Mission/Philosophy: Our mission at CFN 608 is to empower our network schools to become self-sustaining communities of inquiry and learning in order to ensure that our children are college and career ready, and poised for success in the 21st century. Through our ongoing commitment to collaboration and excellence, we will continue to provide the highest level of instructional and operational support possible to our network schools.</p> <p>Organizational Structure: The network has organized its structure under two distinct categories, instruction and operations, in order to provide seamless support to our schools. In addition, each school is assigned an Achievement Coach that visits frequently to provide PD that supports the CLE. Also, support to each school is customized through a workplan developed jointly by the principal and the network team. The workplan addresses areas of need based on the school's Quality Review, Progress Report, budget, and other accountability measures.</p> <p>Special Expertise: Eighteen middle schools from our network are participating in the MSQJ pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach.3000, Access Code, Just Words and Wilson. Members of the network team have supported these schools with its implementation.</p> <p>Mission/Philosophy: CFN 609 strives to support each of its schools with customized support based on a principal's vision, the Citywide Instructional Expectations and an analysis of available data systems (Progress Reports, Quality Reviews, Alternate Reviews, State Report Cards and school-based visits).</p> <p>Organizational Structure: School Liaisons (Achievement Coaches) are carefully matched to four or five schools and make site visits every two to three weeks. In addition to providing support around their own expertise, liaisons make arrangements with other members of the team to provide cross-functional support (whether that be instruction or operations) to continuously promote effective teaching and learning that impacts student growth.</p> <p>Special Expertise: We have expertise in: ELA, Math, Science, Social Studies, IT, SPED and ELL and have a range of experience from 10-29 years. CFN 609 (CFN 15) was one of the first 20 networks in the city to adopt the current school support model. As such, the operations staff is among the most experienced and remains intact, making their knowledge invaluable.</p> <p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for H5 and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N609</p> <p>Leader: Debra VanNostrand dvanno@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p> <p>Elem: 13 JH//MS: 8</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for H5 and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>
<p>Network: N610</p> <p>Brand: Transition Support Network</p> <p>Leader: Steven Cherrigoff scherni@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p> <p>Elem: 8 JH//MS: 7 Secondary: 2 High School: 21</p>	<p>Mission/Philosophy: TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process.</p> <p>Organizational Structure: TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for H5 and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets.</p> <p>Special Expertise: We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.</p>

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

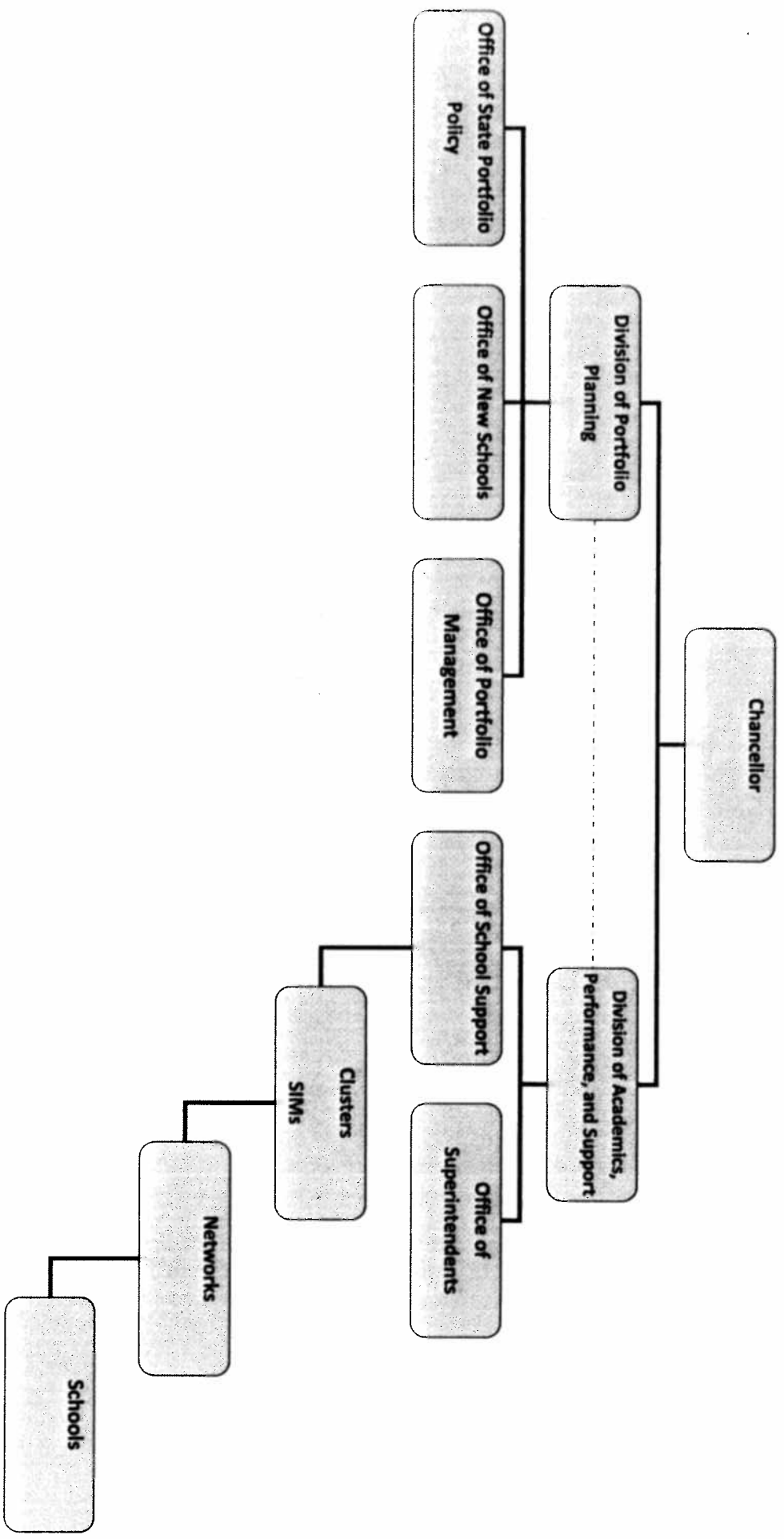
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Network Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Brand: Diploma Plus Leader: Crystal Joye Contact: csimmons-joye@diplomaplus.net</p>	<p>N/A</p>	<p>Mission/Philosophy: It is our belief that the Diploma Plus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

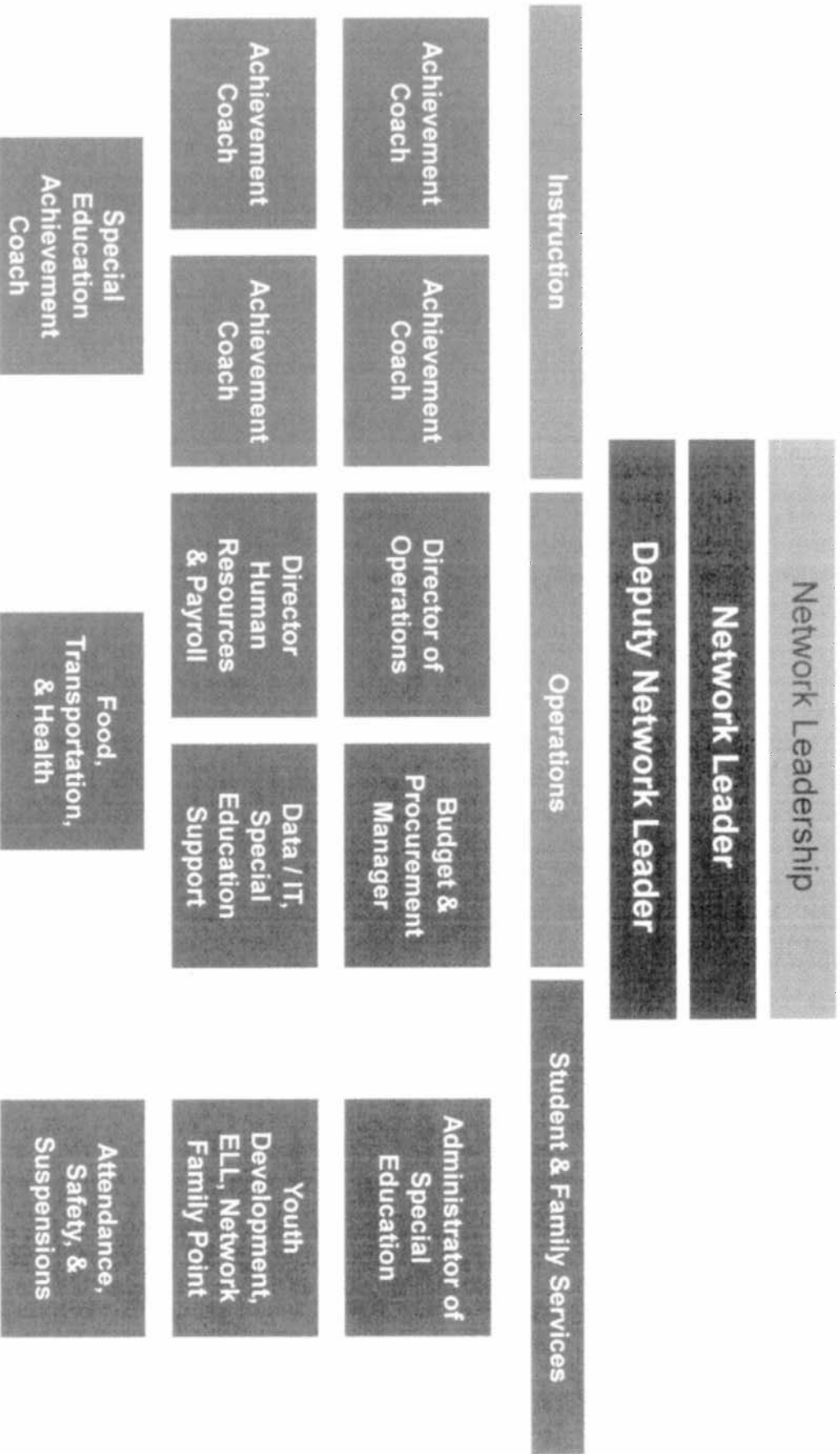
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Network Name	Current schools	borough/level	Vision Statement
<p>Network: Cluster 5 Teaching Matters PSO</p> <p>Brand:</p> <p>Leader: Lynette Guastaferra</p> <p>Contact: lguastaferra@teachingmatters.org</p>		N/A	<p>Mission/Philosophy: The Teaching Matters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

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



Department of
Education
Dennis W. Walcott, Chancellor

Note: not all networks are configured the same way.

Section Ciii

iii. Timeframe and persons responsible

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

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

Section D

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

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

A. School Overview

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 12X050 Clara Barton PS 50X (Clara Barton), which is phasing out, and the new school, 12X314 Fairmont Neighborhood School (Fairmont), which is phasing in to replace the Priority School under the Turnaround model.

Clara Barton PS 50X: There are several facets of the Clara Barton overall mission and vision. Each one is intrinsically linked to supporting student achievement. We envision our philosophy within the three focus areas listed in the table below. At the center of our model is the notion that everything links back to student achievement. The team at Clara Barton has worked together to create an inclusive definition of student achievement through the lens of both academics and social/emotional development. As a school community, we are invested in the notion of nurturing skill development which will enable students to become more accountable, effective and successful in their life choices.

We have conceptualized three main goals aligned to the school's focus areas; we intend the impact of our work to be in student academic and social/emotional achievement. We envision that, over a three year period, we will support teachers in the development of skills that provide students with common core aligned, rigorous learning opportunities.

As the school begins to phase down, the goals listed below will be developed over a three year period and derived from recommendations made in past reviews and reports from both NYC and NYSED.

Goal	Focus Area	Description of Goal
1	Professional Development for Teachers	Build the capacity of staff through professional development aligned to the Danielson Framework. Success will be measured by alignment of our curriculum to the Common Core State Standards and the increased number of students scoring at or above proficiency over a three year period.
2	Building a culture through data	For teachers to embed systematic cycles of data gathering and monitoring that allow them to differentiate instruction and improve student achievement using both qualitative and quantitative data.
3	Social and emotional wrap-around support programs	To support the school community in developing a culture of consciousness around social and emotional wrap-around support programs. We intend this to result in problem solving strategies for the school community as well as a school wide increase in student achievement and engagement.

Fairmont Neighborhood School: Fairmont is based in the belief that children will develop and grow when the focus is placed on the whole child and when learning is purposeful and intellectually challenging. We will challenge our students to tap into their capacities so that they will develop strong academic skills that will support their learning beyond primary school. Our intention is to grow generations of adults who are well-prepared to become citizens that are collaborative, compassionate and responsible members of their communities.

Vision and Implementation: Our vision is to implement a hands-on, experiential, materials-based learning environment. The curriculum at this new school will consist of basic and extended

elements. We will use programs for Balanced Literacy and Math as scaffolding to support teacher planning, practices, and assessment. Direct instruction, Project Time, conferencing, and group work, supplemented by trips and class visits, will add to the enriched classroom experience and be intentionally designed to allow students sufficient time, space and materials to explore and discover. Beyond these guided, thematic, student-directed studies, the most important element of the model is its emphasis on each individual's contribution to the shared work of the group and on accepting personal responsibility for our community. One of the key instructional components is building the classroom and school community in order to support respectful learning and collaboration.

Teachers, in cohorts and with the support of coaches and the Principal, will develop thematic studies that will integrate literacy, math and the arts. These studies will be primarily science and social studies based. A Balanced Literacy approach and Constructivist mathematics will provide the foundation for direct instruction of specific skills. The CCLS guide the studies implemented in every class and will serve as the exit competencies for each grade. Additionally, nature studies and the arts will be important components of our school's curriculum.

Our goals at the end of the first three years of implementation will be:

Goal	Description of Goal
1	To accelerate achievement of our ELL and IEP students through high quality instruction.
2	To greatly reduce the number of students performing below grade level in Literacy and Mathematics through professional development focused on assessments, student grouping and differentiation.
3	To utilize Danielson Framework, in collaboration with the principal of Clara Barton, to redesign the X050 Building Council and standardize a guide for our building walk-throughs.

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

Clara Barton PS 50X: Clara Barton will engage in a comprehensive plan over three years that will seek to support the goals which have been laid out above. In addition to the work, Clara Barton leadership will also establish a partnership with the phase in school, Fairmont. Both principals, as part of the Building Council, will engage in frequent cycles of observations utilizing the Danielson Framework. This will enable both principals to discuss a coherent and vertical alignment of best practices. Additionally, this will provide continuity in dialogue on providing a successful transition plan for all children in the building.

Goal Number One
Build the capacity of staff through professional development aligned to the Danielson Framework. Success will be measured by alignment of our curriculum to the Common Core State Standards and the increased number of students scoring at or above proficiency over a three year period.
Design & Core Strategies & Partnerships
Clara Barton will design a program to support teachers and leadership in their use of the Danielson rubric for planning and monitoring classroom instruction. This program will be designed to support all teachers around the Danielson rubric and serve as a job aid in the delivery

of Common Core-aligned curriculum and instruction for all students.

To best accommodate common planning time for teachers, Clara Barton engaged in a school-based options vote during the 2012-13 school year to setup a program for the 2013-14 school year which would condense the allotted five blocks of 37.5 minutes into three 50 minute blocks. Two of these blocks will be devoted to student support services and one will serve as a professional development period for teachers. The school will provide coaching and professional development support for teachers through their partnership with Editure (AUSSIE). AUSSIE coaches will be used to support the implementation of the Common Core-aligned curricula and the Danielson Framework. Over the next three years Clara Barton will expand their use of *100 Book Challenge* program by incorporating the Independent Reading Level Assessment (IRLA) tool for conferencing. iPads will be purchased for all teachers in order to fully support the use of the IRLA tool and a student data monitoring program, SchoolPace.

DataCation will be used to effectively monitor student progress by both teachers and the administration. Additionally, a principal coach will be hired to work with the leadership team.

Goal Number Two

For teachers to embed systematic cycles of data gathering and monitoring that allow them to differentiate instruction and improve student achievement using both qualitative and quantitative data.

Design & Core Strategies & Partnerships

During the three years of the SIG plan, teachers will utilize professional development and web-based tools to effectively gather data and monitor student achievement. Teachers will use formative assessment data, both qualitative and quantitative, to drive instruction. AUSSIE's professional development as well several online blended learning programs (*SuccessMaker* and *Ticket to Read*) for students will support teachers in this work. These programs will be used during the school day as well as after-school. During common periods, teachers will review student work, analyze assessment data, and participate in instructional rounds.

Additional programs utilized by teachers will include: *100 Book Challenge* including the IRLA tool and *Readwell*. Teachers will utilize DataCation to gauge student achievement and progress on Common Core-aligned assessments. In order to facilitate engagement and instruction in multiple ways, the school will use Tequipment to provide professional development training on SMART boards for all its teachers.

Goal Number Three

To support the school community in developing a culture of consciousness around social and emotional wrap-around support programs. We intend this to result in problem solving strategies for the school community as well as a school wide increase in student achievement and engagement.

Design & Core Strategies & Partnerships

During the 2012-13 school year, Clara Barton established a partnership with Turnaround for Children. This program provides direct onsite support for teachers in utilizing the Kagan structures to create engaging responsive classrooms with supportive learning conditions. Teachers receive weekly professional support from this program. This program will continue to support the school throughout the course of the SIG plan. Teachers and the administration will be able to use both qualitative and quantitative data sources to evaluate the effectiveness of Turnaround for Children's social/emotional program. Clara Barton will also implement a school

wide Positive Behavioral Intervention and Support (PBIS) program.

Fairmont Neighborhood School: Fairmont's instructional will support the achievement of Goals 1 and 2. Teachers will use Fountas and Pinnell for literacy assessment, guided reading and Response to Intervention (RtI) as part of our Balanced Literacy approach to ELA. Constructivist mathematics will be employed; Metamorphosis TLC will provide support through professional development and training and TERC will be used as an ancillary tool. Teachers will design social studies and science curricula that will integrate literature (including fiction, non-fiction and poetry), as well as the visual and performing arts: music, painting, clay, drawing etc. All of our units of study will meet the needs and interests of our students and provide a variety of access modalities. The scope and sequence and CCLS will guide the design and implementation of thematic studies in all grades. Students will work in small and large groups so they can learn to collaborate, become more responsible to one another, and develop their senses of empathy. We will support our students in developing self-regulation, collaboration and problem solving skills by implementing research-based Social/Emotional curricula. Our work with Children's Aid Society will also provide support to our families and students in the community. Our key design elements and strategies will look like this:

- Intensive literacy support to achieve the mission and vision of accelerating achievement for all students including ELLs and IEPs. Teachers will use Fountas and Pinnell, Benchmark Assessment, Guided reading and Leveled Literacy Intervention (RtI). Reading Recovery will be an added component to address the needs of our struggling readers in first and second grades.
- Intensive math support in collaboration with Metamorphosis TLC.
- Appropriate differentiation of instruction to support diverse learning needs.
- Developing an inquiry-based science framework across grades in collaboration with Tiorati Workshop for Environmental Studies, Bank Street College.
- Social-emotional curriculum in collaboration with the Center for Emotionally Responsive Practices, Bank Street College, to build social intelligence and emotional resiliency.
- Partnership with Children's Aid Society to provide ongoing academic support to all of our students. This partnership will also support family outreach and medical, dental, mental health services for our families.

To maintain vertical alignment between our schools (Goal 3), the incoming and current principals will engage in a partnership in which the Danielson rubric will be used to assess our own growth and the growth our teachers. We will engage in regular, Danielson-based dialogue to maintain coherence between the phase-in and phase- out schools and support students in the NYS assessments. Both principals will engage monthly in a series of short, frequent observation cycles. The data obtained from these walks will help support teachers from both schools and will maintain a tight focus on improving the teacher competencies that most drive student success.

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

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

See Attachment B for each school.

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

Located in the Bronx, Clara Barton is a Title I elementary school with 436 students in grades PK through 5th grades (based upon the current register). Based upon the 2011-12 NYS report card, 63% of the students are Hispanic; 34% are Black; 1% is Caucasian; and 1% is Native American. 56.42% are female and 43.58% are male. ELLs comprise 17% of the total population. Special Education consists of 23.7% which combines the populations in both the least restrictive and most restrictive environments. Our neighborhood is located in an impoverished location of the South Bronx and it is a high crime area. The NYCDOE 2011-2012 Progress Report reported our school at the bottom 5% of the state and at the bottom 1% of the city whereby 16.3% in ELA and 33.2% in math scored at proficiency. Based upon the 2011-12 NYS Report Card, the school did not make AYP for any categories and in any of their sub-groups with the exception of Grade 4 science for Hispanic and economically disadvantaged.

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

NYSED and NYC conducted the following evaluations: NYS Report Card, NYC Progress Report (2011 – 2012), NYC Quality Review (2011 – 2012), and ESCA (2010 – 2011). The Quality Review is a district-level diagnostic tool that involves a two- or three-day school visit by experienced educators to a school. During the review, the external evaluators visit classrooms, talk with school leaders, and use a rubric to evaluate how well the school is organized to support student achievement. Before a reviewer visits a school, the school leadership creates a self-evaluation based on the Quality Review 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 Quality Review score and report that is published publicly on the NYCDOE website. This document provides the school community with evidence-based information about the school's development and serves as a source of feedback for the school leadership to improve the school's support for student performance.

As evidenced through the 2011-12 NYS Report Card, the school did not make adequate yearly progress in ELA or Math. On the 2011-12 Progress Report the school received a score of "D" on student progress and a score of "F" on student performance. During the 2011-12 school year, 16.3% of the students scored at proficiency in ELA and 33.2% of the students scored at proficiency in math.

iv. Results from systematic school review

Clara Barton was rated Developing on the 2011-2012 Quality Review. The aggregated feedback from these reviews indicated a need for improvement in:

- Developing a comprehensive professional development plan
- Aligning curriculum and tasks to CCLS.
- A plan to develop teacher capacity in creating meaningful tasks and content specific rubrics.
- A plan to provide meaningful teacher feedback to move instructional practices across the school.

These suggest a strong need for teacher professional development directly related to the key components of the Danielson Framework. Specifically, ongoing professional development around collaborative assessment and looking at student work, and scheduling block common planning periods to help facilitate this work.

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

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

Clara Barton PS 50X: As the school begins to phase down, the school will focus on the three prioritized goals which through implementation will result in increased student achievement. The three prioritized goals center on: teacher effectiveness, curriculum development, and youth development. Throughout the duration of the grant, the school will use both in-house capacity and outside consultants to provide professional development to support the initiatives.

The current principal of Clara Barton took over the school during the 2012-13 school year. The new Clara Barton principal worked to create teacher teams, provide ongoing professional development around collaborative grading and reviewing student work, and scheduling common planning periods. The new principal also brought key instructional and emotional programs to support teachers and students. These programs include Turnaround for Children, *Readwell*, *100 Book Challenge*, *Ticket to Read*, the IRLA conferencing tool, and Kaplan Advantage. Outreach programs were developed for parents through weekly workshops and monthly meetings with the principal. The school published monthly curriculum guides for parents. During the 2013-14 school year, the principal will have instructional leads within each content area. The instructional leads will work with the leadership group to implement three prioritized goals as articulated in this plan.

Fairmont Neighborhood School: The new school that is replacing the Priority School will prioritize increasing student achievement through the three prioritized goals:

- Teacher effectiveness utilizing the Danielson Framework
- Curriculum development through professional development and partnerships with Metamorphosis TLC, Tiorati Workshop for Environmental Learning, Fountas and Pinnell Balanced Literacy tools and full time support from a Curriculum Coach
- Youth development through partnerships with Children's Aid Society and Center for Emotional Responsive Practice, Bank Street College.

As evidenced throughout the grant, Fairmont will use both in-house capacity and outside consultants to provide professional development to support the initiatives. Our priorities will be to target literacy and math conceptual understandings and skill development. The SIG can support our efforts and needs by providing funding for:

- Additional support staff
- Materials necessary to enhance literacy, math and science instruction
- Extended, intensive professional development.

The available data for the existing school reflects substantial weaknesses in performance in both ELA and mathematics. As a new school serving grades Pre-K-2, Fairmont will spend the first few years laying the groundwork for long-term success in these areas. The professionals in the strongest position to affect positive outcomes are the classroom teachers. Much of our effort will rely on specific professional development for the new and growing staff, a significant commitment to continuing mentoring support, and an active effort to model successful collaborative practices between school leaders and teachers, students and the larger community.

Teachers in cohorts, aided by significant leadership support, will undertake curriculum design, assessment and analysis of assessment data for our specific population and will take into account our social-emotional model. This team approach will help us develop rubrics to target individual student needs and create instruments to recognize and assess school-wide trends. We will also strive to create a collaborative, reflective and unified staff that will not only provide solid instruction to our students but will also model appropriate social/cultural expectations for everyone in our learning community.

C. School Model and Rationale

i. Model rationale and key school design elements.

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out the Clara Barton PS 50X and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2016. At the same time, as the change agent for the school site, Fairmont Neighborhood School, will phase-in one grade at a time, and is prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty.

Clara Barton PS 50X: As the school begins to phase down, the school will focus on impacting student achievement. All programs to support improved student achievement through the SIG plan are research-based: Common Core, DataCation, Danielson Framework, Turnaround for Children, *Read Well*, American Reading Company (*100 Hundred Book Challenge*), and Editure Professional Development Program (AUSSIE). The school is going to ensure and embed these programs into the comprehensive curriculum that supports the Common Core. AUSSIEs professional development will support the school's comprehensive plan for improvement in instructional programs. In addition, programs will provide mechanisms for differentiated learning and online, extended learning time (after school program). In addition, staff will employ a system of assessment and continuous monitoring of results to ensure instruction addresses the needs of individual students. We have designed our professional supports through the SIG plan to enable us to build the capacity of teachers to become experts.

Fairmont Neighborhood School: As the Turnaround for the school site, Fairmont has many goals as the school grows to scale. They are as follows:

Literacy: The students at Clara Barton have consistently performed below grade level as readers and writers. Fairmont's first priority is to assess each child's specific needs in reading, writing, listening and speaking. We will provide targeted support through a number of interventions including: Reading Recovery and Fountas and Pinnell Leveled Literacy Intervention (RtI).

To provide comprehensive support of these programs we will hire a full time reading teacher and a full time RtI teacher/coordinator. These teachers will provide support to students throughout the school day and in the extended portion of the day. Our goal is to embed the "extended day" component into the school day so as to provide daily support through flexible scheduling. The reading teacher will provide push-in support to small groups of children that are on the cusp of fluency, while the RtI teacher will work to support our most struggling students. During the extended day portion of the day all teachers will work with small groups, including arts teachers and paraprofessionals. All teachers will be provided with appropriate and on-going training in

order to effectively instruct and guide our students toward fluency as readers. Fountas and Pinnell tools will support our Balanced Literacy approach for our struggling readers.

Mathematics: The intention is to provide our children with a coherent and cohesive mathematics model that will emphasize learning of essential concepts and skills by using curriculum materials and many resources "mindfully not mechanically." (Lucy West, Metamorphosis TLC) Students will be guided to recognize mathematics as a set of methods to solve problems directly, and as a set of skills that can form a vital component to broader solutions. The goal is to treat mathematics and its associated skills not as an end, but as a set of strategies for assessment, calculation, measurement, and communication. This constructivist approach will be supported in our school by Lucy West and her team at Metamorphosis. This team will provide training and in-school support to our teachers as they develop CCLS-aligned curricula across grades.

Science: As we build thematic curricula across grades, our intention is to integrate literacy, math and the arts in science and social studies content areas. Science incorporates a large body of information and is also a general method of inquiry, investigation and analysis. When science is taught well, children develop skills as observers of the world around them and develop the ability to ask and answer big questions about the natural world and about the materials invented throughout history by men. *Inquiry-based* programs (that emphasize professional development) have been shown to correlate with positive achievement (Robert E. Slavin, Johns Hopkins University, and University of York. Cynthia Lake, Johns Hopkins University) Teachers will be trained in understanding the method of inquiry inherent in science studies and then implement this process of inquiry in their instruction. This approach integrates valuable literacy skills in reading and writing that deepen our Balanced Literacy approach. Our intention is to provide teachers with professional development in collaboration with Bank Street College, the Tiorati Workshop for Environmental Learning. At the same time, Tiorati staff will work alongside teachers and students to support their growing skills in inquiry and research.

Social/Emotional Curriculum: It is our belief that if children are unhappy, under stress or feeling unsafe, they will (as is true of adults) not be able to focus, participate and learn. Thus, our efforts to build community in the classroom and the school are an essential component of instruction. To build community, our staff will have to know each child in more than a cursory way, to understand their diverse social/emotional needs. Consequently, we will take the time and spare no expense to know our students, their families and their particular culture. Beyond their individual differences, we consider it a cardinal responsibility to help each child recognize their particular strengths in working together in teams, and to come to recognize their responsibilities as collaborators. Our overriding intention as guardians and teachers is to build social intelligence and emotional resiliency. The Center for Emotionally Responsive Practice at Bank Street works with several schools in high needs areas of New York City. Their Promoting Safe and Supportive School Communities requirements contract with the Department of Education allows them to provide an array of services to New York City public schools. These services include teacher support as well as classroom-focused consultation. This work is well supported by brain research documenting the connection between relationship-based practice and positive cognitive, emotional, and social outcomes for highly stressed young children. (Center for the Developing Child at Harvard University, 2004, 2005, 2008, 2012)

In addition, longitudinal studies of high-risk children in early childhood programs find that children who have warm relationships with their kindergarten teachers had fewer behavioral

problems through the 3rd grade. (Silver, Maeselle. Armstrong and Essex, 2004) Hamre and Pianta's study of early teacher-child relationships and academic outcomes found that negativity in the kindergarten teacher-child relationship resulted in poor academic and behavioral outcomes through the 8th grade. (Hamre and Pianta, 2003) Therefore, supporting teachers to stay connected to young children, especially those who present with unresolved emotional issues and social challenges, is key to helping the children succeed in the high needs school community. We would also like to hire a part-time social worker who can work with the principal and teachers when children are in crisis.

ii. Process for model selection and stakeholder engagement.

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

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

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

Clara Barton PS 50X: The principal who will preside over Clara Barton as it phases out must be someone who is prepared to motivate staff to continually improve their practice through a transitional period, while keeping acute focus on improving student outcomes. In order to make significant impact in a school such as Clara Barton, it is essential for the principal to maintain a high level of proficiency across the competencies of personal leadership, working with staff and community, using data, implementing strong curricula and instruction, and utilizing resources to support next steps. The principal must have the ability to persevere in the face of obstacles and exhibit emotional fortitude, putting the needs of children first and finding a way to accomplish what needs to be done to ensure students achieve at the highest levels possible. The principal needs to be expert at engaging hard to reach staff and community in order to promote coherence of purpose and full understanding and support for the initiatives and programs being implemented that will lead to a high functioning school which supports the needs of each of the students and improves teacher practice. A strong knowledge of the Common Core Learning Standards, Citywide Instructional Expectations, and effective pedagogy is needed to ensure that

instruction is rigorous and promotes high levels of student learning, thinking and engagement. Various data must be used as a means to monitor student and teacher progress and/or program effectiveness, determine next steps, identify strategies and adjustments needed to achieve next steps, implement, and reassess in a continuous cycle. Finally, the principal needs to be strategic about carefully aligning resources such as personnel, time, programs, and supplemental materials to support the school's goals for improving teacher practice and student achievement.

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

ii. Principal's biography

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

Clara Barton PS 50X: Kim Nohavicka will oversee the school as it phases down. Ms. Nohavicka has held multiple positions within the NYCDOE for the last fifteen years which have provided her many experiences that prepared her for the role of principal of Clara Barton. She has been a teacher, assistant principal, and since 2012, interim acting principal. Ms. Nohavicka was an assistant principal at a neighboring Bronx elementary school for eight years and also at a middle school for three years prior to her elementary school placement. Her elementary school had very similar issues as Clara Barton when the principal and Ms. Nohavicka (as the assistant principal) were placed. Throughout her tenure as assistant principal at the elementary school, Ms. Nohavicka worked alongside the principal to execute many changes in the failing school they took over, which resulted in the school achieving an "A" on the NYC Progress Report for the last three years in a row. Under this excellent principal's leadership for eight years, Ms. Nohavicka learned and practiced the leadership skills necessary to significantly impact a struggling school community as well as how to identify academic, social, and emotional programs needed to impact student achievement. It is also important to note that prior to working as an assistant principal, Ms. Nohavicka was special education teacher for three years, where she learned and implemented differentiated approaches to meet the diverse needs of all her students. Kim Nohavicka participated in the NYCDOE's, leadership pipeline program called LEAP (Leadership in Education Apprenticeship Program). Candidates accepted into this program must demonstrate strong leadership capacity and readiness to take on school leadership positions. When a new principal was needed for Clara Barton for the 2012-2013 school year, the superintendent recommended Kim Nohavicka for an interview. Throughout the interview, it became evident that Ms. Nohavicka was not only extremely knowledgeable across the NYCDOE's School Leadership Competencies, but she also possessed the experience, energy and passion for working in a community with great academic, social and emotional needs.

In her short tenure at Clara Barton, Kim Nohavicka has worked tirelessly to institute strong systems which promote student achievement, safety and an overall positive environment. Her extensive experience in promoting a positive school culture, teacher effectiveness, and Common Core-aligned curricula and instruction as a supervisor of special education has helped her to ensure comprehensive school improvement at Clara Barton. Under the leadership of Kim

Nohavicka, Clara Barton will surely continue to make considerable gains in student achievement and improve teacher practice.

Fairmont Neighborhood School: The new principal who will lead the new school replacing the Priority School is Francesca Michaelides Weiss. Ms. Weiss has had a career in education that spans over twenty years. Her work as an educator has ranged from Pre-K teacher to Assistant Principal in both public and private schools. Francesca's work in schools reflects a long-standing and profound commitment to Deweyan progressive practices in a child-centered, materials-based learning environment. As a teacher at the Muscota New School and later at Tribeca Learning Center, she successfully implemented progressive curricula in her own classrooms. She was able to demonstrate the model while collaborating with and supporting new and veteran colleagues. As the Literacy Coach and later the Assistant Principal at the AmPark Neighborhood School, Francesca mentored new teachers in best teaching practices. At the same time she acted as a resource for students across grades, providing academic and emotional support. She also participated in the design and implementation of various school initiatives including Response to Intervention, Inquiry Teams and authentic assessment practices.

Ms. Weiss believes that a new school will thrive when all stakeholders in the community are inspired to work toward the common goal of creating a safe, nurturing school environment. To that end, she intends to encourage close working relationships with staff and families to focus on what is best for children.

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

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

Clara Barton PS 50X: The assistant principal for Clara Barton will be a part of the leadership structure within the school. The main responsibility will be to further foster the connection between the professional development and programs to classroom instruction through observation and systematic feedback for teachers. The assistant principal will work within the existing systems and structures within the school to assist with operational duties. The SIM works to support the school in the development of the comprehensive strategies articulated with the SIG and SCEP. The SIM engages in planning conferences with the school around the three prioritized goals and helps to design support programs.

Fairmont Neighborhood School: During the first few years of the school, Fairmont will not have an assistant principal position in place. The school's Children First Network, in collaboration with the School Implementation Manager, will work closely with the school to ensure implementation of its core instructional and student support elements under SIG. Teacher mentoring supports and observations will be provided by the Principal and Coaches until an assistant principal is hired.

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

Clara Barton PS 50X: The new principal took over Clara Barton during the 2012-13 school year. She implemented different systems and structures to support, student safety, teacher effectiveness and planning as well as parent involvement. The new principal created a leadership team consisting of administration, teachers, and guidance staff to monitor student progress through in-house support programs. This leadership team will continue to exist and instructional lead positions will be created. The process of developing the SIG plan was in collaborative partnership with this leadership team through several planning meetings. The team has organized its priorities around teacher effectiveness, curriculum, and youth development through a focus on social and emotional partnerships. The plan presented is the collective vision of the staff.

Fairmont Neighborhood School: This new school values distributed and shared leadership that will improve the quality of instruction and empowers teachers. In such a model, teachers have important responsibilities, including the establishment of practical routines, fostering of valuable and memorable traditions, and developing best instructional and social practices. Every teacher will bring their individual strengths and talents to our collaborative and the natural leaders will emerge within the teacher collective organically. Nevertheless, teachers will require guidance and feedback, which will be provided by the principal, full time curriculum/literacy coach, math and science coaches, data specialist and consultants. We note that the criteria of our job posting is attracting teachers and other staff who are compatible with, trained in, and drawn to, our overriding model of collaboration and accountability. The Fairmont model of instruction is specifically built on student collaboration. Distributed and shared leadership reflects a culture of collaboration and accountability that we will model for our students.

E. Instructional Staff

i. Current school staff overview and changes needed for model

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

Clara Barton PS 50X: According to BEDS survey, 100% of teachers are highly qualified and are teaching under their appropriate license. As the school phases down, the principal will continue to offer targeted professional development that began during the 2012-13 school year in order to shift pedagogy. Teachers have been implementing the strategies as presented through the Kagan model and several programs have been purchased to further support classroom instruction. Through the SIG plan, the school has identified several partnerships which will support the professional development needs of the teachers. The principal has also implemented a staffing picture which will seek to build capacity within a departmentalized model. Therefore, as the school phases down, teachers will have developed dual expertise in both ELA and social studies, and math and science.

Fairmont Neighborhood School: Fairmont intends to staff the following positions in the first year of operation. The principal intends to hire experienced teachers who are willing to learn how to teach in the Fairmont instructional model. Staffing plan is as follows:

Classroom Teachers	2 Pre-K 2 Paras	1 K Gen. Ed. 1 K Bi-lingual	3 First Grade Gen. Ed. 1 SpEd (ICT)	3 Second Grade Gen. Ed. 2 SpEd (ICT &S.C.)
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Other	1 ESL	1 SETSS 1 Rtl	1 Curriculum Coach 1 Reading Recovery	1 Data/Technology Teacher
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ii. Characteristics and core competencies of instructional staff to meet student needs

Clara Barton PS 50X: In year one of the grant, Clara Barton will serve only grades 3 – 5. The school has therefore allocated SIG resources towards key partnerships and programming which will support the implementation of the three prioritized goals and build capacity in the staff for these grades.

Fairmont Neighborhood School: Fairmont will open with grades PK – 2. Inherent in the school model is the expectation that every member of the staff works collaboratively in the best interest of the students. Teachers will be expected to work in cohorts to design effective curricula, look carefully at student work products and artifacts, and share and analyze student data. Work in teacher cohorts will support deeper understanding of children and their approaches to learning, their strengths, and their needs. Teachers must come to know their students well. We are currently engaged in the hiring process for this new school and are seeking qualified candidates who will align their teaching practices to this reflective, collaborative teaching environment. As a small new school the primary mentoring support will come from the curriculum coach and the principal. We intend to hire a curriculum coach who is a "master teacher" with expertise in all curricula areas. This coach will be expected to support teachers in thematic, interdisciplinary, backwards curriculum design. The coach will also support teachers by modeling best teacher practices in every classroom. The curriculum coach will also be provided with support through professional development workshops designed specifically for instructional leaders provided by Metamorphosis TLC.

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

The Priority School staff has been informed of the changes to their own instructional model by their administrators. They have also been advised by their administrators of the entry of the Turnaround school into the building as part of the instructional and learning reform. The new school is currently in the process of interviewing instructional staff (please see next question for more details). During this process, candidates are informed about the Turnaround model design where the new school is replacing the Priority School, and are invited by the new school to apply for available teaching and other staff positions.

The leadership teams worked together to create the SIG plan. The SIG plan was developed in collaboration with administration, teachers and guidance staff. Staff who didn't participate in the writing of the plan will be informed during regular scheduled meetings with the principal.

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

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

hiring of all instructional staff at the new school. Due to the phase-out and phase-in process, an accurate reading of staff turnover will be completed after two hiring cycles, or the fall of the phase-in school's second year.

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

F. Partnerships

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

Clara Barton PS 50X: The following partner organizations will be integral to the success of the SIG plan for the Priority School's remaining grades:

Turnaround for Children: Turnaround for Children will enable the school to have a consistent, coherent, school wide language and approach to support student needs and services. This program utilizes the Kagan model which supports the use of cooperative learning structures. This program provides coaches to work with teachers on implementing these structures. Prior to the 2012-13 school year, Clara Barton did not have the support of a comprehensive student centered social and emotional program such as the one offered by Turnaround for Children. With the implementation of the program, teachers have become more equipped to diffuse disruptive behaviors and focus on instruction. Qualitative data from classroom observations evidenced a decrease in disruptive behaviors and off task behaviors during the 2012-2013 school year.

Editure Professional Development (AUSSIE): The AUSSIE consultants will provide professional development and coaching services for teachers. They will also support the implementation of Common Core-aligned curricula (Pearson *ReadyGen* and *Go Math*). The AUSSIE consultants will also work with the Danielson Framework by providing support to teachers as well as with the administration.

DataCation: This program will provide teachers with a vehicle to house student assessment data. This program will also be used to analyze formative and summative assessment data so that teachers can inform instruction. The company will provide professional development and support for the teachers.

Success Maker: This program will be implemented as a blended learning component for students. The company will provide professional development support for teachers on how to successfully use its components to monitor student progress. The program will be used as a blended learning opportunity for students during the regular school day as well as after school.

American Reading – 100 Book Challenge: This program will help to support the Common Core curricula, *ReadyGen* and *Go Math* through professional development services for teachers and coaching support. This will create a school wide reading culture where students have the opportunity to self-select and build stamina in their reading from culturally relevant classroom libraries, and an environment where there are high expectations for all students.

Cambium – Read Well: This program provides multiple entry points into the *Read Well* curriculum; each student is assessed and placed into the small group that matches his or her level. Daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension builds the foundation necessary for students to become lifelong readers. This company will provide professional development support for teachers. This program is an RtI program, focused on supporting at risk students.

Tequiment: This company will train and certify all teachers on the use of SMART boards. They will provide professional development which creates a sustainable model for the use and integration of technology throughout the instructional process. This training will allow teachers to have another tool to create engaging lessons utilizing the SMART board technology.

Fairmont Neighborhood School: Fairmont will open with students who are new to the school and students who were previously Clara Barton students. As such, Fairmont will face the challenge of integrating these two populations of students ensuring success for all.

Children's Aid Society: Children's Aid Society is one of the largest charitable organizations in the country, with a rich history in providing services to children throughout NYC. Presently, they are on-site and have implemented an after-school program. Though this is a partner that will not be funded by SIG, they will provide invaluable medical, dental, mental health and other services to our children and their families. Our intention is to develop our partnership so as to provide support to our children during the school day, after school, and in the summer. The support that Children's Aid Society can provide will allow other funding sources to be used in other critical areas in the development of a new school.

Metamorphosis TLC: Lucy West, founder and Executive Director of Metamorphosis Teaching Learning Communities, has been an innovator in the development and implementation of research-based educational coaching, lesson studies and professional communities of practice designed to professionalize teaching and improve student learning and achievement from Kindergarten through High School since 1993. She is a highly acclaimed author whose seminal book, *Content-Focused Coaching: Transforming Mathematics Lessons*, set a high standard for educational coaches and is used by districts nationwide and in Canada to guide their coaching initiatives. Metamorphosis Master Coaches will help educators:

- Get past the “politeness norm” and engage in robust professional discourse. Discourse that enables teachers and supervisors to probe deeply into the impact on learning of teaching practices to make real improvements in instruction.
- Develop a “lens” for informally assessing student learning during class sessions to drive more effective, student centered and differentiated lesson design.
- Initiate frank, honest and substantive dialog that unearths “limiting beliefs,” such as, “*These kids can’t learn,*” or, “*They’ll never get it,*” or, “*We don’t have time for student discourse,*” and transform them into clear, high expectations.
- Cultivate trust in student capacity that overcomes instructors’ predispositions and provide strategies that develop students’ ability to manage their own learning.

Center for Emotionally Responsive Practice: Emotionally Responsive Practice at Bank Street College builds on the well-documented connection between emotional well-being and learning potential to collaborate with early childhood and elementary school programs to develop emotionally responsive school routines, curriculum and adult-child interactions throughout the school day. The program provides ongoing professional development services and on-site consultation to early childhood and elementary school program collaborators. ERP is built on a deep knowledge of child development, research on the effect of social and emotional experience on the developing brain and the documentation on the positive effects of working partnerships between educators and school based clinicians. ERP approaches have been developed over years of experience with school based intervention and have been published in three books written by ERP Director Lesley Koplow. ERP will address:

- Development of emotionally responsive classroom and school routines
- Enhancing supportive teacher-child interaction
- Development and implementation of emotionally responsive curriculum to address unresolved issues and enhance children's attention and motivation for learning.
- Implementation of techniques to promote community and address peer issues in early childhood and elementary grade classrooms

Tiorati Workshop for Environmental Learning: Bank Street's Tiorati Workshop for Environmental Learning is a professional development program that bridges classroom learning with the natural environment. Tiorati educators work directly with individual districts, schools, and teachers to design inquiry-oriented learning experiences that address the curricular needs of the school. This program features:

- One-on-one coaching for faculty at the school with Tiorati educators which involves:
- Planning, enacting, reflecting, and assessing curricula that use an inquiry and hands-on approach to learning;
- Working to address the CCSS and the NYS Science Core Curriculum;
- Meeting the individual needs of diverse students;
- Integrating science with ELA, mathematics, social studies, or the arts.

Faculty retreats and/or student trips to the Tiorati Workshop for Environmental Learning in Harriman State Park which provides:

- First-hand experience learning in the outdoors with an inquiry and hands-on approach to learning;
- A model of leveraging observations of the natural environment to support learning;
- An appreciation for the natural environment outside the city.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

See Attachment C for each school.

iii. Partner accountability

Clara Barton PS 50X: The leadership team will routinely monitor the success of all of the initiatives and partnerships through teachers' observations, and through the analysis of grade and class specific data. DataCation will also provide a method for leadership to evaluate programs, partnerships, and school wide results. Each of our partnerships will have a designated time and day(s) within their contract to meet with leadership. In this way, we will be able to measure

benchmarks by both parties, needed steps, and address cases where services are not yielding expected outcomes. For each partner, we will use multiple measures to evaluate the success. These measures include, but are not limited to, interim assessment data, formative and summative assessments, attendance, behavioral, and teacher effectiveness.

Fairmont Neighborhood School:

Metamorphosis TLC: Several checks and balances are maintained within the coach-teacher relationship to ensure a beneficial interaction between coaches, teachers and principals. Rather than rate teachers on specific instructional methods and performance emphasis is placed on evidence of student learning and the things teachers can do to assist students' understanding. Through examination of student work, analysis of classroom discourse, and inspection of local and state tests, teachers are assisted in developing their understanding and use of informal assessment. Every day, in every lesson, evidence of learning should be visible and nameable. Every task should be worth doing and is an assessment providing teachers with timely information about student learning that can be acted upon. Teachers learn to give useful, relevant, actionable feedback to students. Coaches assist teachers to develop authentic learning communities in which students can provide one another with useful feedback and assess their own and each other's work. Self-assessment and peer teaching are two important processes for improving learning. In addition, Coaches assist teachers to assess students' needs and develop the capacity to utilize every lesson as an informal assessment. These assessments will provide evidence of student growth and progress as well as the efficacy of the program.

Emotionally Responsive Practices: We will meet monthly to review reports from ERP to best address the quantity of and strategies for at risk students. Efficacy will be determined by the reduction in the number of teacher referrals and number of OORS reports. ERP has developed a tool for assessing teacher growth which will be used pre-and post implementation of social/emotional practices and professional development.

Tiorati Workshop for Environmental Learning: In large part, student work products, pre-and post assessments will provide evidence of growth, progress and conceptual/skill understandings.

Children's Aid Society: Our plan is to establish reasonable goals for years 1-3 regarding after school programs, support during the regular school day, and other collaborations around nutrition, implementing gardens, etc. The site-director will be included in all professional development that will support her and her staff in understanding and becoming a part of the teaching/learning, social/emotional culture of our school. She will also be a member of the school leadership team and help establish goals for our CEP. She will provide reports to the SLT, parents association and of course, to me, as well. We will use walk-throughs and observations to actively assess the tone and effectiveness of the programs that we are developing together (i.e. after-school, clubs, homework help, etc.). In that instance, the Danielson Framework will help guide the areas of assessment and our programs' efficacy.

For all of the above, in collaboration with the service providers we will create forced-choice inventories ('yes or no', 'true or false' surveys) to assess the broad topics and key deliverables as well as teacher satisfaction. In collaboration with the coaches, the principal will develop rating scales as well as reflections on all professional development to determine efficacy of our PD's and next steps.

G. Organizational Plan

i. Organizational chart

See Attachment G for each school.

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

Clara Barton PS 50X: The schedule below articulates the frequency of team meetings at Clara Barton. These teams will use multiple data sources to assess student performance. Teachers and leadership will use summative NYS assessment data, formative assessment data derived from the teachers, *100 Book Challenge* data, *Read Well* results, and SuccessMaker to guide discussions and decisions.

Team	Frequency Of Meetings
Leadership Team	2x/Month
Teacher Teams (Curriculum)	2x/Month
Teacher teams (Grade-wide)	1x/ Week
Teacher Teams (Inquiry, Looking at data & Making adjustments, Research Based Teaching Strategies, Collaborative Grading)	1x/Week (50 minute Extended Day Time)
RtI	1x/Week

Fairmont Neighborhood School: At the new school, general responsibilities for daily instruction are described at various levels. Below are the responsibilities, assessments, data sources, communication channels, etc., itemized by level across the school year.

Classroom Level: Teachers play the most important role in support of children. They must be flexible, nimble, and empathetic in their interactions with children as they build relationships of trust and respect. They must also be disciplined and reflective in their planning of instruction and assessment. They must collaborate with one another in curriculum design, and set cohort agendas so as to best respond to the needs of their students. Teachers will be responsible for implementing and analyzing formalized assessment data, aligning exemplars to the CCLS, and reporting student progress to families. Further, there is an expectation that teachers will establish on-going learning goals for their students, as well as support students in identifying goals for themselves. Teachers will implement appropriate routines, rituals, and cultural expectations in the classroom. They must also work collaboratively with their coaches and other student support staff to build best practices and implement agreed upon strategies in support of students. Teachers are expected to provide lesson and unit plans to the principal for approval and to attend all professional development opportunities provided by the leadership of our school.

Curriculum Coach, other Coaches: The curriculum coach will provide full support to all teachers and is responsible for assuring the appropriate implementation of thematic studies and Balanced Literacy program in every classroom. The coach will also assess teacher growth and responsiveness to learning new instructional strategies and practices.

Reading Recovery, RtI teacher: Both the Reading Recovery teacher and RtI teacher will collaborate with classroom teachers to identify struggling readers. They will provide intensive, push-in support to small groups and individual students to increase reading levels for all students. They will also provide assessment data for struggling readers including our ELLs and students with IEPs to track progress and target needs.

Service Providers, ESL, SBST, CAS, Social Worker: All of our service providers (OT, PT, SETSS) and our ESL teacher will work collaboratively with classroom teachers to develop a rich picture of the strengths and needs of the children they will serve. Where appropriate, (SETSS and ESL) teachers will create assessments that will reflect student growth and progress in specific targeted areas of needs. Wherever possible, service providers will push-in to allow for continuity for children. Our Children's Aid Society site-director and school-based support team will provide added services where needed to children and their families. The school-based support team will follow the established DOE mandates of assessment, parent in-take, and other duties associated with the student referral process. They will also be members of our school's student support team alongside teachers, service providers, other support staff and the principal (as described in a previous section).

Principal: The principal will be responsible for gathering all of the strands of information, assessment and data from all of the above staff. This will be achieved through various scheduled meetings with individuals and group meetings with all instructional personnel. The principal will also implement a schedule of observations of teachers throughout the year.

See also Attachment G for additional detail regarding expectations for teachers and the principal.

iii. Annual professional performance review (APPR) process

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

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

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

Clara Barton PS 50X: The principal and assistant principal will be responsible for observations through the teacher effectiveness model utilizing the Danielson Framework and based on the outcomes of the Initial Planning Conference. For formal observations, the principal and the assistant principal will schedule these observations and engage in both the pre and post observation conferences with teachers. In addition to the schedule for teacher observations (both formal and informal) the principal will engage in coaching conversations on a daily basis with teachers. Dependent on the outcome of the Initial Planning Conferences, the principal will create a rotating schedule of teachers for coaching conversations. The coaching conversations model was developed in-house to provide another layer of support for the work of teacher effectiveness. During this time, the principal will work with teachers to create effective lessons utilizing the Danielson rubric. The principal plans to visit at least three classrooms daily, dependent on the final schedule based on the outcome of Initial Planning Conferences.

Fairmont Neighborhood School: At Fairmont, the principal with the support of the Network and coaches will plan the implementation of the APPR. The principal will be responsible for maintaining the schedule of all observations. The observations will, in some cases, be supported by the Curriculum Coach. The outcomes and reporting of observations will be the responsibility of the Principal. The principal will collaborate with Network CFN 203 to deliver professional development on APPR to all teachers and staff members so that they fully understand the goals and how the APPR will be carried out throughout the year and through our Summer PD offerings.

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

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

Clara Barton PS 50X: Clara Barton's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment T. The final schedule will depend on teacher Initial Planning Conference.

- Informal Observations #1 and #2 due by the end of November
- Formal Observations #1 due by the end of December
- Mid Year Conversations due by the end of February
- Informal Observations #3 and #4 due by the end of April
- Formal Observation #2 due by the end of May

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

Event	Sept. - Dec		Jan. - Mar	April – Jun.
Cohort Meetings	Weekly		Weekly	Weekly
Staff /PD Meetings	Weekly		Weekly	Weekly
SST	Weekly		Weekly	Weekly
Other School Leaders: CAS, Coach	Daily		Daily	Daily
Services Providers	✓		✓	✓
2 Informal Observations	✓		✓	✓
Formal Observations	Sept – Oct. None	Nov. - Dec ✓	✓	Apr. – May ✓
Building Council Mtg.	✓		✓	✓
Data Specialist	✓		✓	✓

H. Educational Plan

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

i. Curriculum

Clara Barton PS 50X: For curricular program below, Clara Barton intends to hire a math or literacy consultant from Editure (AUSSIE) to support the implementation of the new curriculum, collaboratively build a school wide understanding of the components, engage teacher leaders to support the school’s instructional agenda, facilitate inter-visitations, conduct workshops, develop a model classroom, support content specialists, improve teacher practices, work with coaches to achieve both rigor and access for all students, and plan for interventions as appropriate.

Curriculum	<i>Go Math, Houghton Mifflin</i>
Targeted Objectives / Measures	Increase NYS scores for Math by at least 2% Increase satisfaction with professional development as indicated on School Environment Survey
Curriculum	<i>Ready Gen (ELA), Pearson</i>
Targeted Objectives / Measures	Increase NYS scores for ELA by at least 2% Increase Fountas & Pinnell levels by 2 levels Increase satisfaction with professional development as indicated on School Environment Survey

Fairmont Neighborhood School: Fairmont will be responsible for the instruction and care of children in PreK-2 in its first year. As a new school, staff will focus instructional goals in year 1 in two ways:

- 1) Begin building a strong foundation in all academic areas for our Pre-K and K students to prepare them for future successful achievement in the primary grades. This important foundation will provide a framework for further success as our children move on to middle school.
- 2) Support the existing 1st and 2nd graders' success as readers, writers and mathematicians by assessing gaps/needs, addressing those needs and building on the students' strengths. Our primary goal will be to increase reading and math levels for all children including ELLs and children with IEPs.

Literacy: The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who perform below grade-level expectations in reading and writing. LLI has been proven to bring children quickly to grade-level competency through 30-minute lessons delivered 5 days/week for 14 to 18 weeks on average. LLI serves those students who need intensive support to achieve grade-level competency. Studies have confirmed that LLI improves reading achievement in children from various socio-economic backgrounds, English language learners, and children with special needs.

Mathematics: Based on the research of Linda Darling-Hammond and many others, we know that instruction is a key lever in improving student achievement. One of the most powerful ways to upgrade instruction is to provide teachers with on-site content-coaching, especially in high-stakes content areas that many elementary teachers feel less prepared to teach well. Content coaching is an internationally recognized model developed by Lucy West (Metamorphosis TLC) in partnership with the Institute for Learning, Research and Development Center, University of Pittsburgh. Through a plan/teach/debrief cycle teachers will learn to plan rigorous, hands-on, minds-on, mathematics lessons that align with both the content and practice standards of the CCLS. The winning combination of content work and coaching support is the key to upgrading teacher instructional practices and developing the pedagogical content knowledge necessary to meet the needs of a wide range of students--especially struggling learners, special needs and ELL students. Teachers will also be supported in utilizing all available resources and will learn to select, adapt, and implement Common Core-aligned tasks in a way that makes mathematics accessible to all learners. Teachers will learn pedagogical techniques that give them a window into student thinking in real time in order to informally assess student understanding. They will learn to adjust instruction based on their students' needs and develop a larger repertoire of effective instructional practices.

Science: Our intention is to provide teachers with Professional Development in collaboration with Bank Street College, the Tiorati Workshop for Environmental Learning. At the same time, Tiorati staff will work alongside teachers and students to support developing inquiry and research skills. Research has shown that children who are proficient in science:

- Know, use, and interpret scientific explanations of the natural world
- Generate and evaluate scientific evidence and explanations
- Understand the nature and development of scientific knowledge
- 4. Participate productively in scientific practices and discourse
- Learn science by actively engaging in the practices of science.

All of the above elements of our curriculum will be designed in alignment with CCLS and will contain rubrics and other assessment methods for student work. This will include formalized assessment (Fountas & Pinnell, Math Inventory), low inference observations and documentation, student work products and artifacts, collections and archives of student work with supporting rubrics.

ii. **Instruction**

Clara Barton PS 50X:

The strategies and activities which will be employed are listed below. Being in sync with the Citywide Instructional Expectations (CIE) as well as with feedback from the systematic reviews of the school, we will do the following: strengthen the school's system for supervising and supporting teacher development, paying particular attention to the instructional focus; support teachers and teacher teams in planning lessons and units, and integrate technology into planning. We will strengthen teaching practices and provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content standards. The measurable objectives will be to increase NYS scores for ELA and Math by at least 2%; teachers make progress towards their goals depending on the outcome of the Initial Planning Conference; and content area units of study will reflect shifts in the Common Core standards; and the IRLA tool will reflect growth in student achievement. All teachers will be involved in this initiative with our partners, Editure (AUSSIE) and the American Reading Company (*100 Book Challenge*). Coaches from Editure Professional Development will provide 15 days of PD facilitation and one-on-one coaching on integration of ELA and Math across disciplines, from September -August

Coaches from American Reading Company will provide three days of professional development facilitation and one-to-one coaching on conferencing and using IRLA tools, from September–August. Coaches from Tequipment will provide 10 days of professional development facilitation and one-to-one coaching to train staff to be SMART board certified and how to integrate technology into lesson planning, from September –August.

Fairmont Neighborhood School: To support and enhance the intellectual development of our students we have prioritized four specific Essential Intellectual skills:

Problem Solving Skills (Formulation): The ability to access known/taught strategies and/or devise new strategies and follow a series of steps to solve a problem or arrive at a reasonable conclusion.

Reasoning (Communication): The ability to access and interpret text in order to identify evidence that will justify or support a position or opinion.

Research: The process of identifying resources and choosing and organizing factual information into a cohesive and coherent final product.

Interpretation: Embedded in all of the above essential skills is the ability to interpret not only the content or information being used by the student but the student's ability to interpret what they are being asked to do.

Teachers will support these growing skills by utilizing important instructional strategies which include:

1. "Socratic" method: Teaching by asking instead of teaching by telling. Asking good questions while supporting children to push their thinking allows them to construct meaning from prior knowledge while connecting to new information. Teachers model a process that supports children in developing the ability to think in an organized way, to follow natural pathways to inquiry.

2. Direct Instruction Direct instruction in the classroom targets specific mechanical or practical skills in Math and Literacy. At our school we believe that skills taught in isolation may not have depth of meaning for young children and that children will not find the objective of these kinds of lesson easily applicable to other contexts. Our goal is to teach certain skills in a context that will help young children make meaning or make sense over time. Within the context of existing studies or literacy and math experiences, the teacher notes from her observations of student work and student interactions, trends in understandings or misunderstandings, needs of individual or groups of children. He or she then anticipates the design and implementation of a specific lesson that will benefit individual needs as well as deepen understanding. What teachers observe is documented either through teacher designed rubrics or observation notes. Teachers will utilize data from formalized quantitative assessment to plan for full class and individual student needs.

3: Differentiation: Teachers structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Teachers demonstrate the ability to provide thoughtful lessons that target the needs of children at all levels based on deep understanding of students' abilities and approaches to learning. Teachers must know their students well through thoughtful observations of students at work and careful assessment of student products. The struggling child should be just as challenged to tap into their capacities as the child who is considered proficient. The purpose of differentiation is to help every child *build* on what they know and can do by providing the appropriate entry to the task and by creating work that pushes each child just beyond the "comfort zone." Ultimately the goal in differentiating instruction is to provide challenges for students at every level, provide learning choices for students, and to create different entry points to support all students to make meaning, or make sense of ideas and skills. In every classroom we will create rich classroom libraries that will support inquiry-based learning. We will include many other diverse math manipulative materials, science tools, and varied art materials to create materials- rich learning centers in every classroom.

iii. Use of Time

Clara Barton PS 50X: The sample schedule below shows ELA and Math blocks of 90 minutes in order to help facilitate meaningful delivery of instruction for the new curriculum. The mid-day Lunch/Art block allows teachers extended common planning time.

Schedule - Grades 3-4-5	8:00- 9:20	9:20- 10:05	10:05- 10:50	10:50- 11:40	11:40- 12:30	12:30- 1:20	1:20- 2:05	2:05- 2:50
Class	1	2	3	4	5	6	7	8
Monday	SCI	ELA	ELA	LUNCH	ART	MATH	MATH	SS

Extended day will consist of two 50 minute blocks during after school on Tuesdays and Wednesday. Extended Day will be used to provide small group and 1:1 conferencing with students. Power Goals and additional skills practice addressed in class will be the focus for this time. This time will be used exclusively for skill development.

Fairmont Neighborhood School: Based on the 2013-2014 DOE school year calendar, school will be in session for 183 days. See Attachment H for a sample second grade student schedule.

The Fairmont school day will be extended to ensure that our RtI program is consistent and cohesive across grades. Students targeted for Tier 2 Intervention will work in small groups guided by teachers and paras. Children who are not targeted for intervention will work in larger groups with their classroom teachers on enrichment. Every teacher, including arts teachers and on-site coaches and paras, will work with small groups during our RtI period. Our schedule also allows for expanded and shortened periods to accommodate specific instructional work in the classroom. We will reduce class size by having reading teachers, ESL and SETSS teachers push-in to class during Guided Reading, Guided Math and some Project Times of the day. We will also include clubs for enrichment, and our CAS partner will provide an after school program. Cohort meetings and weekly 2-hour afterschool staff meetings will bring teachers into collaboration with one another for lesson planning, unit planning, data analysis, and other professional development supported by data specialist, curriculum coach, and other program coaches.

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

Clara Barton PS 50X: The strategies and activities which will be employed are listed below:

Professional Development: Facilitated teacher-leader data analysis meetings will take place after each interim assessment and maintain focus on the process throughout the year. The professional development calendar will be aligned to the data-driven instructional plan which includes modeling assessment analysis/action planning (in a way that is flexible to adapt to student learning needs), identify and implement best practices from high-achieving teachers as well as the sharing and dissemination of resources/strategies. Additionally, there will be teacher training on using the iPad to facilitate data input and interpretation.

Inquiry Teams: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction

Implementation Calendar: The school year will begin with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching.

The measurable targets will be qualitative data derived through teacher team meetings as well as NYS assessment, monthly tests, and data derived from SuccessMaker, *100 Book Challenge*, and *Read Well*. Teachers will meet once a week to review student work and contributions to classroom activities for evidence of individual student growth, gaps in learning, and making evidence-based adjustments to their units, lessons, and teaching practices to impact student rigor. Teachers will meet to engage in the following activities each month: On the first Thursday, Inquiry; On the second Thursday, looking at data and making instructional adjustments; On the third Thursday, research based teaching strategies, and on the 4th Thursday, collaborative grading. Teachers will administer and examine common interim and assessments through common planning time group professional development, and will receive supports and resources as a result of the analysis. Our partner in this work will be Editure (AUSSIE).

Fairmont Neighborhood School: The chart below reflects our assessment and reporting calendar for the school year. Our data-informed planning will include a calendar of meetings set

aside once a month to review data in cohorts. School-wide assessment of quantitative data will occur quarterly with full staff to identify trends across grades and to identify needs, growth and progress for our ELLs and students with IEPs.

Assessments and Reports	Sept	Oct.	Nov.	Dec.	Jan	Feb	Mar	Apr.	May	June
Baseline Quantitative Assessment: F&P Grades 1-5 Concepts of Print: Kindergarten	X									
Baseline Quantitative Assessment Math Inventory: Grades K-5	X									
Formative Assessment: G.K-5 Writing Samples, Math Samples	X	X	X	X	X	X	X	X	X	X
Interim Formative Assessment Grades 1-5: Running Record Math Unit Task		X		X				X	X	
Mid-Line Summative Assessment Grades 1-5: Math Inventory, F&P					X	X				
Report to Parents DOE mandated Family Conferences			X				X			X
Interim Report to Parents: Narrative one-pager				X				X		
Interim report to parents: PID					X					
End-Line Quantitative Assessment Grades K -5 F&P, Math Inventory										X
On-going teacher low inference observations/documentation	X	X	X	X	X	X	X	X	X	X

Additionally, as we develop our technology plan in our school, a technology /data specialist will be an invaluable addition to our staff. This specialist will provide training to teachers in the use of technology tools that will enhance the instructional capacities of our teachers as well as help our school develop a plan to gather, share and analyze school data. Efficient, effective gathering and construction of school data will support our teachers and school leaders in developing on-going learning goals and strategies for our students across grades

v. ***Student Support***

Clara Barton PS 50X: Through the partnership with Turnaround for Children and Editure (AUSSIE), Clara Barton will be able to provide academic as well as social/emotional supports to the students. Quantitative data from Fountas & Pinnell assessments, OORS reports, the number of referrals for special education, and attendance will help to measure the impact of these efforts. Students will continue to self-assess and own the assessment model; students will examine their progress, achievement, and set higher goals, ultimately learning to plan long range goals.

Fairmont Neighborhood School:

Academic Support: Academic support at Fairmont will be provided by well-qualified classroom teachers who have been and will continue to be trained to instruct through an inquiry-

based, experiential model. Further academic support will be provided by our highly-qualified curriculum/literacy coach who will guide teachers in curriculum design and implementation. She will also guide teachers in building best practices in literacy instruction. The principal will support teachers and children--particularly in the lower grades--in collaboration with the curriculum coach. Our Reading Recovery teacher will support children in small groups who are on the cusp of fluency. She will push in to all classes in grades 1 and 2 to focus support on children who have been in attendance in the school for two or more years. A full time RtI teacher will push in to classes at the tier 2 and/or 3 level of RtI for our most struggling readers in the 2nd grade. Further RtI support will be provided by all staff, including arts teachers and paraprofessionals during the "extended day" portion of the school day. Since Clara Barton has a self-contained multi-age 1st/2nd grade ESL class that will articulate to Fairmont, Fairmont will add non-ESL children to that class to create a regular general education class. Our ESL teacher will work collaboratively with the classroom teacher and push in two periods each day to support our ELL students.

Social Emotional Support: The addition of a part time social worker will support the needs of our children who are facing emotional challenges in their lives at school and at home. The social worker will work in collaboration with the principal, teachers and our Children's Aid Society partner to support our children and their families. All of our staff will receive on-going training in: a) how to address challenging behaviors b) strategies to support our struggling students and c) how to implement a protocol for targeting children who are in crisis. The process of building the social/emotional culture of our school will begin when we meet in the summer for our Summer Institute and will continue throughout the year. Much of how we address our student social/emotional needs will be modeled by school leaders and other staff for the benefit of less experienced teachers and for all of our children and their parents.

Student Support: Based on the on-going assessments, (teacher observation notes and analysis of samples of student work), documentation of student behaviors and implementation of a variety of strategies, teachers will determine if a child should be presented to the Student Support Team (SST). Other staff will provide input based on interactions with individual students. This team will consist of the school-based support team (SBST), special educators, our CAS site-director, other service providers and the principal. In consultation with the teacher the SST will address both the academic and social/emotional needs of the child presented. This group will support the teacher to implement alternative or new classroom strategies (both academic and social/emotional) for the child. They will determine if the child will need other screenings or assessments such as OT, PT or speech and language assessments. The team will also determine if the child should receive at-risk support. Follow-ups will occur when the SST convenes again after a reasonable amount of time (allowing time for implementation of suggested new strategies). At this point the team will determine if a child should be referred for mandated special education services. It will also be determined if a child requires medical or counseling intervention. Our CAS site director can work with the school and the families to provide those needed services through the Children's Aid Society Health Clinic. The SST team meetings will be scheduled weekly.

vi. School Climate and Discipline

Clara Barton PS 50X: In addition to school-wide RtI efforts and at-risk counseling, Clara Barton will implement a PBIS – “Whoo Hoo” coupons for positive behaviors; “If you have a

problem, speak to an adult!” initiative; *Diffusing Disruptive Behavior*; and, lastly, linking individual classroom management strategies to school-wide behavioral support system. The key personnel involved will be all staff and our partnership for this work will be Turnaround for Children.

Fairmont Neighborhood School: Our school climate or culture will be built around our Core Values:

Collaboration: We are committed to working together toward a common vision of a respectful teaching and learning community where school leaders, teachers, students and families support each other through our journey as we grow as learners and citizens.

Empathy: We share a commitment to grow in our ability to understand the feelings and needs of others through listening, asking thoughtful questions and seeking others' points of view. Through building Empathy we will learn more about ourselves and each other as part of a reflective and caring community.

Responsibility: We are committed to building a school environment where all stakeholders will: be accountable for the physical and emotional safety of all members of our school community; take ownership of our behavior as individuals; be reliable and trustworthy; be responsible for our own learning, and honor and celebrate the achievements of all of our learners. Alongside our targeted Core Values, we will support children in developing character traits such as social intelligence, self-control, and perseverance, that will enhance both academic and social/emotional growth. We have prioritized our goals and will focus on the following:

Our approach to discipline will support children to internalize those values and integrate behaviors that reflect them and non-academic skills. Our expectation is that teachers and other staff will come to know our children well. We expect that individual children will know that there is an adult in the building that they can turn to for support without judgment. Our goal is to establish a learning environment where children feel safe and know that their voices will be heard and needs addressed. We will work with the coaches from the Center for Emotionally Responsive Practice, our network and all staff to develop a specific protocol to address discipline issues that arise in our school.

vii. **Parent and Community Engagement**

Clara Barton PS 50X: Clara Barton will have monthly *Pow Wow with the Principal*; Assemblies and Planned Parent Trips based on parental responses to interest and feedback surveys. In addition, administration will provide parents with interim progress reports and will incorporate data into each PTA meeting with explanation of this data to parents with the goal of giving parents the tools to understand how student progress is measured. The school will purchase a translation unit and a phone messenger in order to ensure parents are informed of school events. Our partners in this work will be Turnaround for Children and Editure (AUSSIE).

Fairmont Neighborhood School: Building positive relationships with families is an art. Teachers will be expected to treat parents with respect but will also be guided to create appropriate boundaries to maintain warm yet professional relationships. Parents and teachers share the same fundamental goals for their children: creating a safe, productive learning environment where all children can thrive. In the instances where parents are unhappy or have concerns, a protocol will be put in place that will provide support to teachers while addressing parent concerns equitably. This process will include the principal in parent/teacher conversations

regarding the needs of individual children. Communication and the traditions and rituals that build and define a school community are critical to positive parent/family involvement in our new school. The following will encourage and support family involvement and satisfaction:

- Bi-weekly newsletters from classroom teachers which describe classroom studies, upcoming class events, information to support parents at home.
- Monthly newsletter from the principal which includes general school announcements, events and information that will support parents as advocates for their children.
- Back to School Night
- Family conferences
- A supported parent organization that will work in concert with the school administration and teachers to provide what is best for our children.
- Class parents who will provide support to teachers and students in individual classes and provide further communication with other parents in each class.
- School weekly town meetings where parents can hear children sing, watch them dance, share class projects etc.
- Monthly or bi-monthly "teas" with the principal
- Class trips
- Arts festivals Family breakfast (2X a year)
- Mad Hatter's Day (instead of Halloween celebration)
- Candlelight Night (before winter break)
- All school trips (winter, ice skating?)
- Field day/family picnic in Crotona Park
- Family conferences (includes student with parent/s)
- Parent workshops addressing literacy, math, CCLS, parenting practices to support developing social/emotional skills.
- Positive collaboration in School Leadership Team

The level of participation will in part serve to reflect parent involvement and satisfaction over time. The annual School Environment Survey will also provide important family satisfaction information to our school.

I. Training, Support, and Professional Development

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

i. School leadership/staff involvement in SIG plan development

Clara Barton PS 50X: There were multiple opportunities for the school community to join forces and prepare this plan. Stakeholders included members from the Parent Teacher Association, the School Leadership Team, counselors, teachers, the district UFT representative, the Parent Coordinator, the School Based Support Team (SBST), administrators, the Network, and representatives from the current and anticipated partnerships. The team collaborated and established a new instructional focus to ensure that school time is used strategically, as well as planned for short-term and sustained professional learning experiences.

Fairmont Neighborhood School: Consultation with the District Union Representative and CPAC and parent Council Representatives, took place on May 2013. As a school that has not yet opened its doors to children and families, the planning for the fundamental processes, systems and structures has been designed by the principal. These policies, practices, systems and structures will be further developed in collaboration with teachers and other school leaders once hired.

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

See Attachment I

iii. Plan for training, support and professional development

Clara Barton PS 50X: The activities described in Attachment I will be measured through the use of the Danielson rubric, formative and summative assessment data derived through DataCation, as well as the implementation of the Kagan structures of behavioral incidences. In addition, throughout the year, the professional development activities will be measured for their effectiveness through conferences with teachers and partnerships.

Fairmont Neighborhood School: We will use the Danielson Framework as a pre- and post-assessment tool to determine growth by the teachers after participating in workshops related to the topics above. The principal and coaches will use the Danielson Framework to provide feedback to teachers relating to specific elements of the Framework; in particular: Setting Instructional Outcomes, Designing Student Assessments, Creating an environment of respect and rapport, and Using questioning and discussion techniques.

The schedule for observations outlined earlier in this document will be used to focus on these prioritized domains. A one-on-one monthly meeting between the principal and each staff member will serve as an opportunity to review plans to assess progress. In addition, the coaches will focus on these elements when they work with teachers in the classroom. In this way, we can ensure that we are all working towards achieving the same goals for Year 1.

Modifications will be made if teacher practices do not reflect growth. The teacher, principal, and coach will collaborate to identify areas where growth is needed. Targeted steps will be outlined for ensuring that goals are met. In addition, if results from the Danielson Framework pre- and post-observations do not indicate that we are achieving our professional development goals, the administrative team will convene with the network team to review data sources, including teacher rubrics, professional development plans, observation of professional development delivery, schedules, and agendas to determine where the gap resides. After a review and analysis of this data, we will take steps to provide individualized professional development to address teacher needs.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

staff also presented the information directly at information on state accountability designations and implications during Community Education Council meetings, a meeting of the Panel on Education Policy, and other community meetings.

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

Clara Barton PS 50X: The Principal instituted monthly morning *Pow Wow's* with parents in November 2012. She utilizes this as an opportunity to share important data pertaining to student achievement, and social emotional well-being. She also uses this opportunity to consult with parents on concerns, wants, needs and available programming. The Parent Coordinator, SAPIS, the Family Worker, the assistant principals and key staff members attend these meetings. Outside guests present timely information on family literacy grants, the Title I program, Curriculum Workshops, and information pertinent to the Parent Association. She will continue to use this venue to regularly and systematically update parents on responsibilities, expectations, and major events, as well as 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.

Fairmont Neighborhood School: The chart below summarizes Fairmont's plan to update various stakeholders on the SIG plan.

Method	Who	Time	Places
SLT Meetings	Parents, UFT reps. CBO representative, Principal	Monthly	School Library
Executive PA Board Meeting	Members of Executive Board, Principal	Monthly	School Library
PA Meetings	Parents, Teachers, Principal	Monthly	School Auditorium
Staff Meetings	Teachers, Principal	Monthly	Classrooms on rotation
Principal Newsletter	Families	Monthly	Letters to be back-packed with children, displayed on Community Bulletin Board and provided to on-site CAS

CEC meetings	Community Members, Superintendent	As needed	District Office
School Website	All Stakeholders	On-going	Website under construction

K. Project Plan and Timeline

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

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

Clara Barton PS 50X: The Priority School’s goals and strategies for its implementation of the SIG plan in 2013-2014 are as follows:

<i>Goals - Leadership Team</i>	<i>Year 1 Strategies</i>
<ul style="list-style-type: none"> • developing a whole school strategic PD plan • using data to drive instructional leadership strategies; • developing a shared vision of teacher effectiveness • creating a school culture and learning environments based on the principles of successful classrooms; • differentiating supervision and setting different goals for specific teacher needs. 	<p>Weekly visits will provide guidance and support for the principal as the supports and structures are put in place: The consultants will:</p> <ul style="list-style-type: none"> • support the leadership team in conducting a needs assessment; • support the strategic implementation of the Danielson Framework through focused learning walks; • understand and implement a process for assessing teacher needs for individual growth; • debrief with the administration • strategizing implementation of PD to address identified needs and focuses • hold support meetings (e.g., Inquiry Teams) including weekly grade meetings • understand and drive a process for aligning all administrative views of best practices • practice feedback conversations and goal-setting with teachers
<i>Goals- Teachers and Support Staff</i>	<i>Year 1 Strategies</i>
<p>Support will be provided for the teachers to:</p> <ul style="list-style-type: none"> • develop a common vision of effective teaching • deepen knowledge of CCLS • understand and begin to implement new curricula • further develop understanding 	<p>The professional development will include workshops as well as job-embedded side-by-side coaching and co-teaching. Strategies include:</p> <ul style="list-style-type: none"> • ongoing school-based support • weekly grade planning meetings for teachers • differentiated workshops and study groups • demonstrating coaching and modeling in the classroom

<ul style="list-style-type: none"> of assessment driven instruction • develop knowledge in inquiry based and project-based learning 	<ul style="list-style-type: none"> • hold faculty meetings focusing on data analysis and planning curriculum
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Fairmont Neighborhood School: The new school’s goals and strategies for its 2013-2014 SIG plan implementation are:

- Increase reading and writing levels for all students including children with IEPs and ELLs through focused instruction and support of Reading Recovery Teacher, RtI program, and implementation of thematic studies and science inquiry work.
- Increase math levels through implementation of constructivist math design with the support of Metamorphosis TLC.
- Develop teachers' understandings and capacities in implementation of an inquiry/materials-based learning environment.
- With support from the curriculum coach, we will prioritize/utilize CCLS and domains of the Danielson Framework to guide curriculum design and instructional strategies.
- Begin the hard work of building a culture that reflects our school's core values and draws all stakeholders into our learning community. This work will be supported by our collaboration with The Center for Emotionally Responsive Practices.
- Support our teachers and other staff in building a collaborative, cohesive and reflective learning community that will act as model for all other stakeholders.

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

Clara Barton PS 50X: For the Priority School, there will be several indicators of “early wins” which will foster increased buy-in for the plan including improved interim assessment data, improved student attendance across the entire school, increasing parent participation at the monthly *Pow Wow*’s, and a decrease in OORS incidents.

Fairmont Neighborhood School: Similarly, Fairmont will be looking for increased student attendance, an increase in students who come to school on time, increased parent participation, increase in student reading and writing levels, increase in student math levels, a decrease in reports to OORS (for other than injuries sustained through accidents), and an increase in student ability to self-regulate and resolve social conflicts.

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

Clara Barton PS 50X: The Priority School’s leadership will review the reports, surveys, teacher feedback, and student data to analyze and plan next steps. Feedback will be provided to staff to inform them of progress and next steps.

Fairmont Neighborhood School: The Data Specialist will gather and develop reports for the indicators below, which will be examined to support our instructional practices and learning goals. All staff will participate in reviews of data individually, as cohorts, and as a full staff.

Literacy and Math Assessment: Increased reading and writing levels will be an indicator that our Balanced Literacy curriculum has provided students with the appropriate tools for success as

readers and writers. Our school will implement formal quantitative assessment as well as interim formative assessments. Our Math Inventory and pre-post performance tasks will be indicators of on-going growth and progress in mathematics and the efficacy of our constructivist math program. These assessments combine to provide at least quarterly data that will be gathered and documented by our data specialist.

Attendance (including tardiness): Our data specialist will gather and prepare reports using ATS for analysis by staff and principal. We will track trends in attendance school wide as well as for specific students. An increase in attendance at school will reflect the positive culture and joyful learning that we hope to provide to our children.

Parent Involvement: We will track parent participation in school events, parent workshops, family conferences and other class events by providing sign-in sheets for events such as "Back to School Night," family conferences, and parent workshops.

Social/Emotional: Some of the indicators that will reflect an increase in student ability to grow socially/emotionally will be through a reduction of OORS reports. Our teachers will establish rubrics that will help them identify student growth in character. These will frame part of our reporting system to parents regarding non-academic traits we wish to develop in our children.

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

Clara Barton PS 50X: The Priority School’s goals and key strategies in Years Two and Three of implementation are as follows:

Goals - Leadership Support	Strategies
<ul style="list-style-type: none"> • revising and updating whole school strategic PD plan • using data to drive instructional leadership strategies • consistently using a teacher effectiveness framework • using high quality targeted assessment to revise standards-based curricula • school culture and environments based on principles of successful classrooms 	<ul style="list-style-type: none"> • guiding the revision of the school-wide plan • focused learning walks • daily debriefings with admin • strategic implementation of PD to address identified needs • facilitating inquiry teams • supporting PLCs
AUSSIE Goals - Teachers Support	Strategies
<ul style="list-style-type: none"> • A shared vision for the implementation of effective teaching • fluid use of new curricula programs • use of data to drive classroom instruction • create student centered classroom environments 	<ul style="list-style-type: none"> • ongoing school-based support • weekly grade planning meetings for teachers • differentiated workshops and study groups • demonstrating, coaching, and modeling in the classroom • individual coaching • faculty meetings focusing on data analysis and planning curriculum

Fairmont Neighborhood School: The new school's goals and key strategies during Years Two and Three of the SIG implementation are designed to expand and build on the established goals for Year 1:

Literacy: We expect to continue targeted support inclusive of RtI for all of our students. Our goal is for at least 30% of our students reading at or above grade level from the current 17%. We will reduce PD support from Houghton Mifflin re. Fountas and Pinnell for teachers but increase PD for our curriculum coach who will provide continuity and cohesion in all areas of literacy. There will be a 10% increase in proficiency on the ELA's over the scores of Year 2.

Mathematics: We will maintain our professional relationship with Metamorphosis at full scale to include new teachers in year 2. We will decrease Professional Development for full staff in Year 3. But, curriculum coach will continue participation in Metamorphosis workshops and trainings for coaches and school leaders so as to provide continuous training to new teachers as our school grows. Our goal is for at least 50% of our students to be on or above grade level, up from the current 26%. There will be a 10% increase in proficiency on the state math test over the scores of Year 2.

Social/Emotional, Character building: Attendance rates, parent involvement, school events and our social/emotional curriculum will contribute to the building of the positive culture of our school. Our ERP coaches from Bank Street College will support us in developing rubrics that will provide valuable data regarding student progress. We will see a continuing reduction in crisis intervention and referrals for behavior and on-going reduction in OORS reported incidents. We will decrease coach support from ERP, Bank Street over the course of years 2 and 3.

Science: Our model requires that all subjects be integrated in the context of either social studies or science content. In order to build capacity in our identified academic essential skills it is of important to continue our work with Tiorati, Bank Street College. We will grow this program in our school and seek further grants after Year 3 to support continuation.

Technology: Our goal in Year 1 is to provide intensive professional development for our staff and targeted support for our students in academic and social emotional curricula. We will make modest purchases of lap tops and i-pads in year one to support teachers ability to document observations of student work, create daily lesson plans and unit plans as well as begin to development our school's communication infrastructure through Google docs. Our data specialist will contribute to the development of this plan. We will also purchase a limited number (2) Smart Boards on wheels to be shared by the upper grade teachers. We will identify our technology needs as we move through Year1 and expand the purchase of technology tools to include more Smart Boards, document cameras, video cameras and Elmos or Ladybugs. We will continue to develop our communication, data documentation and shared work through Google docs and through building our school's web-site.

We will explore the possibility of creating a Saturday program for our 3rd graders in year 2 to continue as our school grows.

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 each instance of 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.

Signature (in blue ink)	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) Type of print name _____ _____	5/14/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides
Signature (in blue ink) Type of print name _____ _____	5/14/13	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
Signature (in blue ink) Type of print name _____ _____	5/14/13	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

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

12X050 PS 50 Clara Barton

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		54591	54600	54610	54620	54630
b. Student participation in State ELA assessment	%		99.20%	97%	100%	100%	100%
c. Student participation in State Math assessment	%		99.2%	100%	100%	100%	100%
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	90%	90.1%	90.2%	90.3%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	2.1%	2.0%	1.9%	1.8%
h. Number of discipline referrals	num		66	104	99	94	89
i. Truancy rate	%		1.0%	2.1%	2.0%	1.9%	1.8%
j. Teacher attendance rate	%		95.2%	95.6%	95.7%	95.8%	95.9%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num			15	20	35	40
m. Hours of professional development to improve leadership and governance	num			15	20	25	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			10	15	20	25
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	85	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	118	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient"	%		4%	16.3%	Please	Please	Please

	or higher on ELA assessment					see memo	see memo	see memo
r.	Students scoring "proficient" or higher on Math assessment	%		57%	33.2%	Please see memo	Please see memo	Please see memo
s.	Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t.	Students taking PSAT	num		0	n/a	n/a	n/a	n/a
u.	Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
v.	High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w.	Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x.	High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

12X314 Fairmont Neighborhood School

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Avera ge	District Average	*School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	n/a	79056	79056	79056
b. Student participation in State ELA assessment	%		98.9%	n/a	Please see memo	Please see memo	Please see memo
c. Student participation in State Math assessment	%		99.20%	n/a	Please see memo	Please see memo	Please see memo
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	n/a	92%	93%	94%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	n/a	n/a	n/a	n/a
h. Number of discipline referrals	num		66	n/a	10	7	5
i. Truancy rate	%		1.0%	n/a	0%	0%	0%
j. Teacher attendance rate	%		95.2%	n/a	n/a	n/a	n/a
k. Teachers rated as "effective" and "highly effective"	%			n/a	n/a	n/a	n/a
l. Hours of professional development to improve teacher performance	num			n/a	200 hrs per teacher	200 hrs per teacher	200 hrs per teacher
m. Hours of professional development to improve leadership and governance	num			n/a	150	150	150
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	100	100	100
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on	%		57%	n/a	Please see memo	Please see memo	Please see memo

Math assessment							
s. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num		0	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

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

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

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

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

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

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

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

<ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RTI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on

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

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

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

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

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

s. Average SAT score

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

u. Students receiving Regents diploma with advanced designation

v. High school graduation rate

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

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

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>CaseNEX - DataCation A research-based methodology that educators apply during case study analysis, and that they can then leverage in the everyday professional situations they encounter. It allows for real-time data to be interpreted, to help problem solve with confidence.</p>	<ol style="list-style-type: none"> 1. PS 87x 2. PS 71x 3. PS 219K 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Donna Anaman #718-324-5188 2. Phyllis Calzolaio #718-822-5351 3. Winsome Smith #718-342-0493 4. 5. 6. 7. 8. 9. 10.
<p>Editure Professional Development In 2011, PS 7x focused on ELA for grades 3-5 and addressed individualized instruction, analyzing data, providing teacher feedback, and implementing small group guided targeted reading groups. Although the city average in % increase for students was at 6.8%, this school increased 21%.</p>	<ol style="list-style-type: none"> 1. PS 46x 2. PS 7x 3. JHS M104 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Jennifer Alexander-Ade #718-584-4450 2. Frank Patterson #718-796-8695 3. RoseMarie Gaetani #212-674-4545 4. 5. 6. 7. 8. 9. 10.

Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
American Reading Company Case Study: All PS 78x grades showed dramatic improvement on the ELA Test after one year of using 100 Book Challenge. The 4 th grade students made the most dramatic gains with 45.1% scoring proficient or advanced vs. 22.0% the prior year outpacing the District Average.	<ol style="list-style-type: none"> 1. PS 78x 2. PS/MS 194x 3. 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1. Leticia Ramirez #718-652-1244 2. Rosa Sifuentes-Rosado #718-892-5270 3. 4. 5. 6. 7. 8. 9. 10.
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)
Cambium ReadWell administered in Lee County Schools demonstrated above average performance on a nationally norm-referenced, standardized test of reading at the end of kindergarten and at a one year follow up after first grade. LEP and special education students performed at the high end of the average range (75 th and 64 th percentiles, respectively.) All race/ethnicity subgroups demonstrated an above average range at the one year follow up.	<ol style="list-style-type: none"> 1. Wichita Public Schools 2. Williams County Schools 3. The School District of Lee County 4. 5. 6. 7. 8. 9. 10. 	<ol style="list-style-type: none"> 1) Neil Guthrie #316-973-4000 2) Mike Looney #615-472-4003 3) Maria Callis #239-337-1423 4) 5) 6) 7) 8) 9) 10)

12X314 Fairmont Neighborhood School

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>The Children’s Aid Society</p> <p>Dr. William Weisberg, COO 105 East 22nd Street New York, NY 10010 Email: billw@childrensaidsociety.org Phone: 212.949.4920 Fax: 212.460.5941</p> <p>Organization description attached.</p>	<p>11. SEE ATTACHED DOCUMENT FOR COMPREHENSIVE REPORT</p>	<p>11. Myrna Rodriguez Superintendent District 12 1434 Longfellow Avenue, Room 409 Bronx, NY 10459 718-328-2310 MRodrig2@schools.nyc.gov</p>
	<p>12.</p>	<p>12. Patricia Quigley, Principal PS 61, Francisco Oliver 1550 Crotona Park East Bronx, NY, 10460 718-589-7361</p>
	<p>13.</p>	<p>13. Nancy Mann, Principal Fannie Lou Hamer Freedom High 14. X682 15. 1021 Jennings Street 16. Bronx, NY, 10460 17. 718-861-0619 18.</p>
	<p>14.</p>	<p>19.</p>
	<p>15.</p>	<p>20.</p>
	<p>16.</p>	<p>21.</p>
	<p>17.</p>	<p>22.</p>
	<p>18.</p>	<p>23.</p>
	<p>19.</p>	<p>24.</p>
	<p>20.</p>	<p>25.</p>
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
<p>Name: Emotionally Responsive Practice at Bank Street College Contact: Lesley Koplow, LCSW Director 212-961-3430 Services: Professional Development and onsite consultation re: addressing social and emotional issues in pre-k through 5th grade that</p>	<p>11. P.S. 43 x(STEPS Project)</p>	<p>11. Dr. Delucci, Principal (718) 292-4502</p>
	<p>12. P.S. 38 k</p>	<p>12. Ms. Yolanda Ramirez, Principal (718) 330-9305</p>
	<p>13. P.S. 49 x</p>	<p>3. Ms. Josette Weeks, A.P. (718) 292-4623</p>
	<p>14. P.S. 154x (STEPS Project)</p>	<p>4. Ms. Alison Coviello, Principal 718-292-4742</p>
	<p>15. P.S. 197 (Far Rockaway, Post-Sandy Trauma)</p>	<p>5. Ms. Christina Villaviencio, Principal (718) 327-1083</p>
	<p>16. P.S. 52k (Sheepshead Bay, Post-</p>	<p>6.Ms. Doreen Duff, Principal 718-648-0882</p>

interfere with attention, student engagement and positive socialization.	Sandy Trauma)	
	17. Several high needs Pre-K programs across NYC	7. Ms. Kelly Medura, Office of Early Childhood Education, NYC DOE
	18. P.S. 146k	8. Ms. Anna Allanbrook, Principal (718) 923-4750
	19.	
	20.	
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Metamorphosis TLC	11. P.S. 503, Brooklyn	11. Bernadette Fitzgerald (Principal) BFitzge2@schools.nyc.gov
	12. P.S. 321, Brooklyn	12. .Liz Phillips (Principal) lphilli@schools.nyc.gov
	13. CFN 407	13. Debra Lamb DLamb@schools.nyc.gov John Didrichsen jdidrichsen@schools.nyc.gov
	14. CFN 206	14. Ada Cordova acordov@schools.nyc.gov
	15. P.S. 1	15. .Amy Hom (Principal) AHom@schools.nyc.gov
	16. P.S. 29	16. Jennifer Jones (Principal) jjones48@schools.nyc.gov
	17. CFN 207	17. Liz Fisher efisher12@schools.nyc.gov
	18. P.S. 230, Brooklyn	18. Sharon Fiden (Principal) sfiden@schools.nyc.gov
	19. CFN 203	19. Carol Mosesson-Tieg cmosess@schools.nyc.gov
	20. P.S. 343 Peck Slip School Manhattan	20. Maggie Siena (Principal) msiena@schools.nyc.gov
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Bank Street College of Education's Tiorati Workshop for Environmental Education. Contact: Jenny Ingber, PhD 212.875.4510 or jingber@bankstreet.edu Offers staff development in science	11.	1. Emily Hartzell (teacher) emilyhartzell@gmail.com ; Milo Novelo (principal) milo.novelo@gmail.com
	12.	2. Ingrid Tavarez (teacher) ingridatavarez@gmail.com
	13.	3. Samantha Levine (teacher) drlevine14@gmail.com

teaching and learning. Also, provides learning opportunities for students at Harriman State Park.	14.	11)
	15.	12)
	16.	13)
	17.	14)
	18.	15)
	19.	16)
	20.	17)

**SUMMARY OF
THE CHILDREN’S AID SOCIETY COMMUNITY SCHOOLS UNDER SELECTED DOE PARTNERSHIPS IN THE
SOUTH BRONX**

(1). Organization description, mission, and ways that OST programming furthers our mission (as demonstrated through the partnership with C.S. 61):

- The Children’s Aid Society’s mission is to help children in poverty succeed and thrive. We do this by providing comprehensive supports to children and their families in targeted high-needs New York City neighborhoods. For 158 years, The Children’s Aid Society (CAS) has been a leading provider of comprehensive services aimed at fostering the holistic development of children living in New York City’s highest-needs neighborhoods. Driven by a firm belief that higher education is the key to securing a future free from poverty, CAS is committed to ensuring that children succeed in school, matriculate college-ready and excel later in life. Thus, providing children with high quality expanded learning opportunities steeped in the youth development field’s best practices and aligned with educational standards is core to our mission.
- The Children’s Aid Society has been in a successful and thriving partnership with C.S. 61 for over ten years. Moreover, the OST program at C.S. 61 furthers our mission because the OST program goals are in direct alignment with our agency goals for ensuring our youth succeed academically and excel as adults. Achievement of the priority OST program goals will clearly indicate that our programs provide participating youth with the skill sets and supports necessary to succeed in school and achieve life-long success.

Brief Funding Description & Partnership History with C.S. 61 – The Francisco Oller School: C.S. 61, our flagship Community School in the Bronx, has made impressive strides to meet the complex needs of the neighborhood’s elementary school students, despite the many challenges that stand in their way. A unique partnership with C.S. 61’s dedicated principal, Patricia Quigley, allows CAS staff extraordinary access to students during the school day, and exemplifies the type of collaboration we believe necessary to operate a true community school partnership. Sadly, the remarkable progress we’ve made at C.S. 61 is in jeopardy due to budget cuts, which threaten the breadth, depth and scope of the holistic supports offered by CAS to the community’s low-income students. With private support, CAS proposes to bolster or reinstate academically and intellectually engaging activities, in addition to core arts and recreation programs. To support students’ academic development, we propose to run ELA and Math test prep sessions for struggling young learners. To promote civic engagement and intellectual stimulation, we will bolster our Study Circles, guided discussion sessions – held during the school day – that enable youth to work democratically in groups to generate ideas about issues that are important to them and their community. We also propose to reinstate arts programming at C.S. 61, including two forms of visual arts (e.g., drawing, painting, photography), music instruction and dance. Funding will allow CAS to fully restore C.S. 61’s popular archery program and offer an academically-focused technology class in the out-of-school-time hours. We also plan to increase the number of CAS Go!Healthy nutritious cooking classes.

(2). Organizational structure description, agency policies and practices that support quality programming and effective program operations (as demonstrated through all school partnerships):

- The CAS Executive Vice President/Chief Operating Officer provides direct supervision to the Division Director of Community Schools. The Division Director of Community Schools provides direct supervision to the Deputy Director for community schools in the Bronx. The Deputy Director provides direct supervision to the Community School Director at the community school. The Community School Director provides direct supervision to the Program Director. The Community School Director and Program Director provide direct supervision to all direct service staff.
- We utilize several complementary methods to ensure that our programs deliver the services planned and that they are effective in meeting programmatic goals and outcomes. CAS understands that having talented, responsible staff is a key to program implementation and effectiveness, which is why we prioritize quality in hiring, staff orientation, training and supportive supervision. We assess program quality through supervisory and administrative monitoring, including weekly supervision, internal site visits, informal and formal participant feedback and program assessment by third-party evaluators. Through routine reviews of data, the Director of Quality and Outcomes/Contracts Manager is able to identify obstacles and work with staff to make mid-course corrections or institute improvements.
- Additionally, CAS has a formal outcomes tracking process in which annual targets are set for continuous quality improvement in each sector of the agency (e.g., academic improvements for after-school participants, reducing summer learning loss, hitting targets for parental participation). Monthly utilization rates and quarterly reports are submitted to the Executive Office; progress toward goals and strategies for overcoming obstacles are discussed at quarterly meetings. CAS' commitment to performance management is further demonstrated by our Vice President of Strategy and Excellence who ensures that organizational structures and strategic priorities are aligned through high performing, cross-disciplinary teams and systemic evaluation methods.

(3). Description of the desired outcomes Children's Aid would like to achieve as it pertains to OST:

- Our organization would like this population of young people to achieve the following outcomes: have academic success, possess appropriate social and emotional skills, demonstrate behaviors/values needed to persevere and succeed in school, avoid high risk behaviors, be healthy, and have a family that supports learning and promotes education.
- The five OST program goals are either in direct alignment with or will directly result in our organization's desired outcomes for this population. Academic success and demonstration of behaviors/values needed to persevere and succeed in school will be achieved directly through building skills that support academic achievement (OST Goal 3) in our Academic Support, Academic (Literacy and STEM) Enrichment, Arts Enrichment, and Summer Learning activities that also allow youth to explore their interests and creativity (OST Goal 2). Academic Support activities include Learning Zone, Organizational, Study, and Goal-Setting Skills, and One-on-One or Small Group Tutoring. Academic Enrichment activities include creative Literacy Enrichment and STEM activities that are discussed in detail within the activity schedule. Appropriate social and emotional skills, demonstration of behaviors/values needed to persevere and succeed in school, and avoidance of high risk behaviors will be achieved through our activities that foster social and emotional competencies and physical well-being (OST Goal 1), that provide opportunities for youth to explore their interests and creativity (OST Goal 2), and that cultivate youth leadership and civic engagement (OST Goal 4). These activities range from Visual and Performing Arts to Youth Councils to Team Sports to SMART Girls/Passport to Manhood and more. Achievement of being healthy will result from our activities that foster social emotional competencies and physical well-being (OST Goal 1). These activities range from Go!Healthy food and nutrition programming to SMART Moves to facilitating access to medical resources and other supports. Having a family that supports learning and promotes education will be achieved through engaging

parents and other caretakers in the education of their children (OST Goal 5), applying various strategies ranging from Program Orientations to Adult Education to Healthy Living activities for the family.

- The strong alignment between OST's goals and CAS' overall approach to youth development and well-being assures mutually desired outcomes. Our success in attaining these outcomes is further strengthened by a cohesive approach in which all activities support all competencies and are reinforced by staff modeling. The rationale for the CAS model is based on key principles that come from decades of experience and by strong evidence about what works best in the after-school, youth development, and education fields:
 - A Youth Development Model: CAS understands that children must be able to surmount barriers to learning and that both academic and non-academic competencies are required for success. This is why we provide a range of activities to promote and celebrate student talents and interests, support physical and social well-being, and foster a sense of community, belonging and connectedness. To achieve these aims, our programs actively incorporate youth voice and choice, ensure students have the opportunity to contribute to the program's design and quality improvement processes, and have increased responsibility to foster ownership of activities and the program. Critical to impact and quality, CAS programs rely on experienced, caring staff who are role models and promote high expectations.
 - Aligned with but Distinct from the Academic School Day: To support our school partners' efforts to move towards implementation of the Common Core State Standards (CCSS), we will ensure alignment of our activities to CCSS with particular emphasis on the integration of reading, writing, speaking and listening standards. In addition to providing academic support that directly reinforces daytime learning, CAS offers rich supplements to it. We identify curricula that are evidence- and inquiry-based, participatory and aligned with education standards to most effectively foster children's learning and interest in subject areas. There is special value in providing a variety of approaches and activities that allow students with different learning styles to be successful. CAS further motivates and empowers youth through sports, arts, leadership and life skills activities that cultivate critical thinking skills and civic engagement.
 - Social-Emotional Learning: CAS has long believed, and research confirms, that social and emotional competencies are necessary for success both in and outside the classroom. We intentionally identify curricula that are imbued with social-emotional competency instruction to help children develop the socialization, decision-making and critical thinking skills, and the self-confidence to achieve success throughout life. In promoting self-awareness, self-management, social responsibility, relationship skills and effective decision-making, our approach is aligned with New York State Board of Regents standards for social-emotional learning.
 - A Comprehensive Approach with Wrap-around Services: In order to thrive, children and their families need access to basic care and services. As a multi-service organization, CAS is readily able to provide housing advocacy, medical, dental and mental health services, family stability, and other needed supports. In addition to engaging parents in the OST program and in their children's education, we offer programs that support parents in their role as caretaker.
 - Fun: Childhood is about meeting developmental goals and overcoming challenges to grow into a successful adult. It should also be about having fun.

(4). Description of specific program goals & content (under the partnership at C.S. 61):

(1) Homework help provides students with the independent practice needed to ensure mastery of content learned during the school day, thus promoting learning and academic achievement. Our staff's job will

be to ensure that students are completing homework with quality and precision. CAS' approach incorporates best practices for all students: regularly scheduled time five days a week; quiet, well-lit classrooms offering individual and small group space; and educational activities for children who complete their work.

(2) To support learning in science, literacy, and math CAS will provide an enriched afterschool program. Our participants will be exposed to the sciences through our theme based lessons, and our rich partnership with the Botanical Garden. This partnership addresses concepts such as life science, and environmental science. By engaging children in project- and inquiry-based STEM learning, the program supports academic achievement and allows children to explore new interests and cultivate social-emotional competencies. Our participants will also use IXEL, which uses cooperative Math games through the use of our computers to help children develop mathematical skills, gain confidence in their ability and improve their ability to work with others. They will be exposed to different mediums of art through our Arts Program. To promote literacy, CAS uses KidzLit, a research-based academic enrichment program also developed by Developmental Studies Center and correlated with the Common Core State Standards. In addition to improving children's literacy competencies, KidzLit increases positive and cooperative behavior as they work in groups to discuss issues that are important to them: why characters behave the way they do, the choices they face, and how the stories relate to the readers' own lives. This curriculum is designed to increase youth desire to read and enjoyment of literature, reading comprehension, ability to think critically and to express ideas (verbal and written); stronger relationships with peers and adults; greater understanding of self and others; and stronger commitment to shared values.

(3) To help foster physical well-being in all of our participants, CAS has children actively participate in drama, dance, art, recreation, and nutrition. The program utilizes local resources, especially parks and gardens, and its Go!Chefs cooking program, to teach healthy eating skills and provide hands-on learning in science and math concepts. Our OST program ensures that children obtain the needed level of exercise with regularly scheduled sports and recreation activities, including basketball and dance. Project Adventure allows participants to get involved in team building project adventure activities; using their mind, body and teams to navigate physical challenge courses. Youth Council and Community Service activities will cultivate youth leadership and civic engagement through engaging young people in analyzing the world around them and formulating plans to meet the needs of their community.

Description of how the aforementioned five OST goals are supported by the program activities at C.S. 61:

Goal #1: To support goal number one, "Foster social and emotional competencies and physical well-being," the following program activities will help students learn to work together discussing, negotiating, planning and executing the activities. This will also help develop their self-esteem, confidence and team building skills. Some of the activities will require movement, which will assist our students in implementing healthy lifestyle through exercise, healthy eating and safety techniques. Such activities are Girls Scout, Dance, Gardening/Cooking and Archery.

Goal #2: To support goal number two, "Provide opportunities for youth to explore their interests and creativity," the following program activities will help students challenge their thinking and will require self-expression. Students will be introduced to various ideas and concepts to help them express their own ideas. Such activities are Art, Dance, Gardening/Cooking and Girls Scout.

Goal #3: To support goal number three, "Build skills that support academic achievement," the following program activities will help students to enhance their literacy, math and other learning skills to support their daily classroom learning through review and discussion. Such activities are READ, KidzLit, Tumble books, and IXEL.

Goal #4: To support goal number four, “Cultivate youth leadership and community engagement,” the following program activities will help students learn to care for the environment and each other. For example, learning gardening techniques to grow products used during the cooking program and helping each other in healthy eating and physical wellbeing. A science fair will help students learn about the sciences and provide students with the opportunity to share what they have learned. Such activities are Gardening, Science Fair, and Girl Scouts.

Goal #5: To support goal number five, “Engage parents and other caretakers to support the above goals,” the following program activities will help our parents understand our students learning plan while in the after school program and enrich their understanding of our cooking program and other activities. Such activities are Parent Orientation, Science Fair, Family Harvest Dinner and Family CookShop.

(5). Description of the supporting partnership for the OST program at C.S. 61:

- Now past our tenth year as a community school partner with C.S. 61, CAS has worked closely with Principal Patricia Quigley to explore program components that will improve the outcomes of C.S. 61 students through increased literacy enrichment, pro-social skill-building, health initiatives and family engagement activities - all areas in which CAS offers expertise. CAS and C.S. 61 work collaboratively to identify priorities and themes that support and extend the school day. Understanding that all of our school partners will be required to meet the Common Core State Standards (CCSS) by 2014, CAS will work with C.S. 61 and Principal Quigley to ensure our OST curricula are evidence-based and properly aligned with CCSS. Located within CAS’ hub of South Bronx services, C. S. 61 is deeply integrated into our infrastructure and supported by our range of support services to Morrisania children and families.

(6). Description of other linkages/partnerships serving a critical function to our program:

- To enrich our services while also supporting our efforts to meet the specified OST Program goals, we will continue to work in close partnership with a range of organizations. Our collaborations and shared goals include: READ Alliance and the New York Public Library – Morrisania Branch, which will promote literacy and increased academic achievement for students; EPIC (Every Person Influences Children), which promotes the development of family literacy; New York Botanical Garden, whose expertise in gardening, urban farming and composting, will offer students a cooking and gardening curricula; FC Harlem, which promotes fitness through soccer and well-being through healthy living and leadership development; the Schomburg Center for Research in Black Culture, which offers incredible resources for youth to learn about African heritage; and the Boys & Girls Clubs of America, which provides ongoing professional development and curricula supporting life skills and leadership. In addition, divisions within CAS provide the wrap-around services that help remove obstacles to learning, including the Health Services Division, which provides medical and mental health care, and the Office of Public Policy and Client Advocacy, stabilizes families by providing advocacy, housing support and concrete assistance.

(7). Description of the program’s plan for parent engagement:

Parent and community engagement have long been hallmarks of CAS programming, as we know that parental involvement is a key ingredient in promoting student success. We work to ensure that parents feel confident that their children are in safe and stimulating environments during non-school hours, experience a connection to their program and school, and have ready access to the resources they need.

- **As a Partner in the OST Program.** Parents will receive an OST Program orientation, introductions to key staff, and as a partner, they will sign an agreement clarifying expectations. Communication to apprise parents of program activities and highlights will occur through regular newsletters and

interactions with staff. Respectful of time constraints, CAS will offer a variety of ways for parents to be involved in the program, by soliciting feedback and ideas, providing volunteer opportunities and extending invitations to special events and Exhibitions.

- **Transition to Middle School.** Especially in NYC, the transition to middle school requires careful thought and preparation, as well as skill in navigating a complex system. One of the most impactful efforts we make is to help parents find the very best middle school fit for their child. CAS will provide workshops, information about school choice, and coaching.
- **Supporting Parents as Caretakers.** Through CAS' Parent Leadership Institute, which last year had over 500 graduates, we provide a range of classes including GED, ESL and financial literacy, parenting and educational advocacy workshops, and special clinics on topics such as immigration. Our proven Carrera Adolescent Pregnancy Prevention Program's Family Life and Sexuality Education program empowers parents with information and communication skills so they can be primary supports for young people. Our Office of Public Policy and Client Advocacy offers concrete assistance during times of need. Advocacy is provided for issues related to housing and public assistance and through the New York Times Neediest Cases Fund, CAS assists with emergency needs such as food, clothing, and rent arrears. CAS' Health Care Access Program provides facilitated enrollment into public health insurance programs.
- **Healthy Living for the Whole Family.** As role models and providers, parents play a vital role in promoting healthy lifestyles. CAS offers fitness nights every two weeks in Central Harlem, open to all parents, and cooking classes that introduce parents to healthy ingredients and culturally appropriate recipes. Our youth-led Greenmarkets occur across CAS sites to bring fresh produce to neighborhoods in which access to these foods is limited.

Children's Aid Society: Summary of Findings **Prepared February 2012 by ActKnowledge**

Formative Study CS 61:

Title: C.S. 61 First Year Evaluation; Prepared for the Children's Aid Society, May 2004

Who: An examination of C.S. 61, with a focus on implementation efforts within its formative year (2002 - 2003).

Unit of Analysis: C.S. 61 as a whole, as compared with three other elementary schools (P.S.5, P.S. 8 and P.S. 152).

Method: In order to capture early outcomes and collect baseline information of the school and students, teacher and CAS staff focus groups were conducted, as well as principal interviews. In addition, student surveys were administered to students in grades 3 through 5 in order to acquire baseline data on their extracurricular activities, school and classroom climate and personal and social resources. Data from the CSIS and the DOE were also examined for students who participated in the CAS after-school program at C.S. 61, compared to those who did not. Finally, observations were conducted at the school to better understand communication patterns, physical layout and the overall context for students, parents, staff and teachers. A Theory of Change was also developed for C.S. 61.

Results:

- CAS was able to effectively and immediately establish a welcoming physical environment that helped foster a sense of trust and partnership between CAS and the school administration. CAS also utilized

its existing community resources (the Bronx Family Center), in order to help ensure the physical and emotional health of the C.S. 61 students and their families.

- The after-school program was set up in the fall of 2002, and all aspects were in place by December 2002. The components that were set up were meant to address a broad set of educational and developmental needs.
- Family involvement and organization development posed unexpected challenges and opportunities for CAS to play a role, and CAS recognized the need to create and/or facilitate channels of communication with school administration and staff.
- A documentation of the growth of C.S 61 in Year Two showed that after-school program staff were better suited to the program and its existing components improved in quality in Year Two in response to the principal's feedback. Further, CAS added a full-time on-site social worker and a social work intern based on findings of Year One, and the dental program was expanded during Year Two to include the entire school community. And finally, in Year Two, CAS also began to offer monthly parent workshops and ESL and Literacy classes.

DOE Aggregate Study:

Title: Community Schools Average Greater; Student Achievement Gains than Other Schools-Highlights of 2009 Study Comparing Children's Aid Society Community Schools to other New York City Public Schools (all schools and peer schools)

Who: Children's Aid Society Community Schools and New York City Public Schools

Unit of Analysis: CAS-wide and school-wide.

Method: Not available

Results:

DOE Grade

- Eighty percent of CAS Community Schools were graded A or B in 07-08, increasing 20% from the previous year
- 60% of improved their grade from 06-07 to 07-08
- Schools with an A more than doubled from 06-07 to 07-08
- Two schools' grades went down from 06-07 to 07-08. The lower DOE grades correlated with schools in which CAS felt institutionalization of the model and acculturation of staff were not as strong as in the other schools
- An improved grade was associated with improved parent response rates to the Learning Environment Survey

Attendance

- CAS Community Schools have far higher attendance than peer schools
- Schools with on-site health clinics tend to have higher attendance than those without

English Language Arts Progress

- Every CAS elementary school scored at least 70% on progress. City-wide mean is 50%. PS 8 scored 100%, meaning no schools in the city did better on progress. All middle schools but one (IS 166) outperformed peer and city-wide

schools in making one year of progress, with MS 319 and MS 324 at 100 percent

- CAS does particularly well with the lowest 1/3 of students making at least one year of progress in both elementary and middle schools

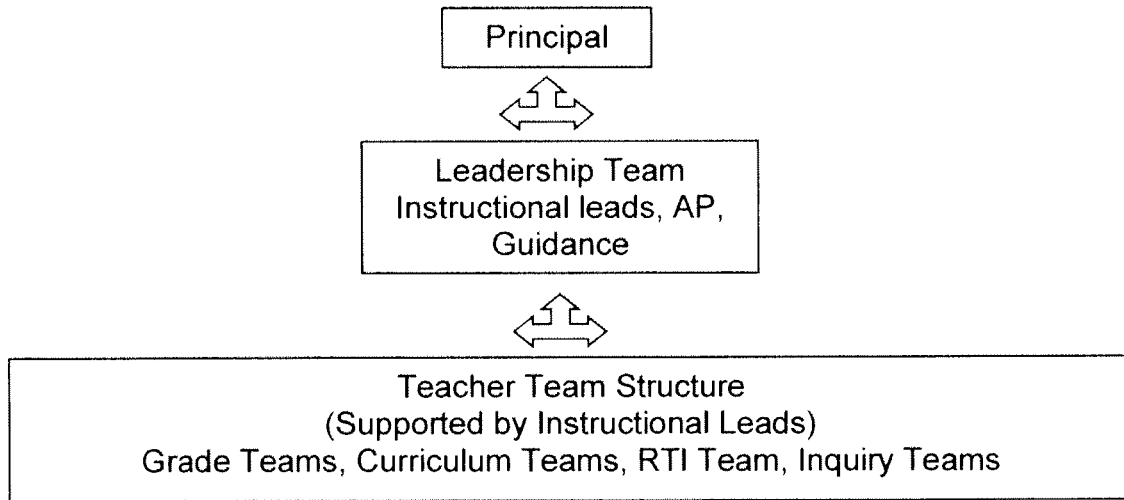
Math Progress

- CAS middle schools far outperformed peer schools in math progress, math progress for the lowest 1/3 of students, and increases in performance level
- CAS elementary schools did not, on average, do better than comparison schools on progress in math, but PS 61 and PS 152 were outstanding

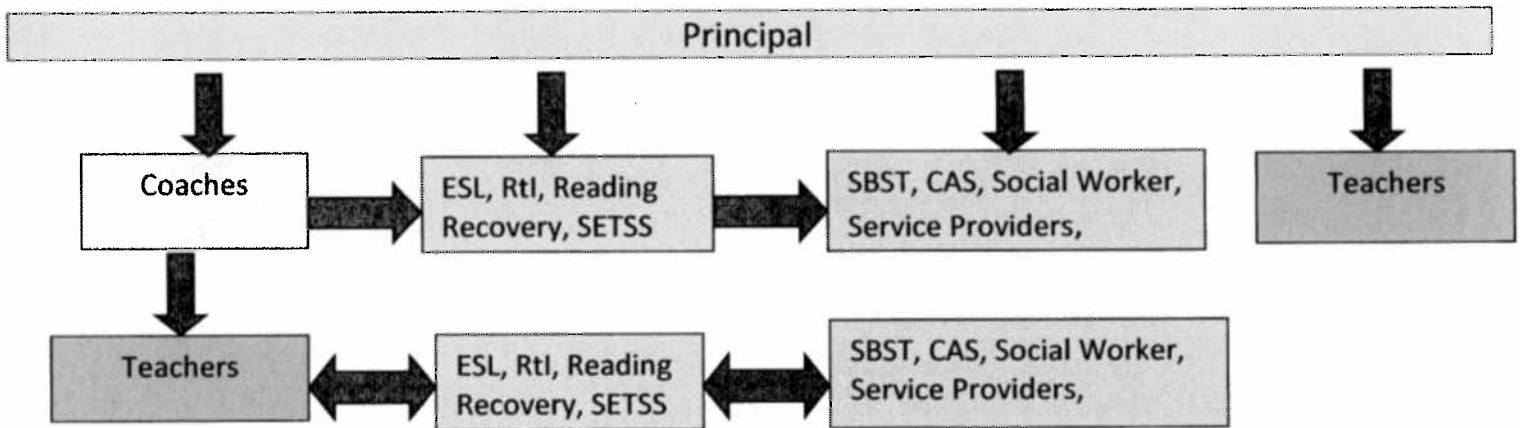
High Schools

- Both CAS high schools - the Manhattan Center for Science and Math and Fannie Lou Hamer High School – scored higher than peer or city-wide schools on all measures, including attendance, credit accumulation and proficiency

Attachment G – 12X050 Clara Barton
Organizational Chart



Attachment G – 12X314 Fairmont
Organizational Chart



Principal				
Meet with teachers in cohorts and as a full staff to analyze school wide quantitative data to identify areas of improvement and areas that will need improvement.	Meet with Coaches to assess teacher progress and needs. Develop individualized support or P.D. for teachers.	Collaborate with SBST, Social Worker, Data Specialist and CAS site personnel to track student interventions, strategies implemented, needs and progress of students.	Develop a schedule of informal and formal observations of teachers using Danielson Framework.	Collaborate with SLT, Parent Association, and community leaders and organizations. Collaborate with Clara Barton principal through monthly Building Council meetings.

Coaches				
Support and guide teachers in design and implementation of Unit/Thematic studies, literacy and math best practices.	Model best practices alongside teachers in every classroom to increase teacher skills in developing best practices.	Assess teacher growth and progress in specific skill/content areas of instruction to continue to identify teacher strengths and needs.	Meet with teachers individually and in cohorts to identify individual teacher needs.	Meet with Principal daily/weekly to report teacher/student progress, issues and needs.

ESL ,Reading Recovery and Rtl, SETSS, CAS, Data Teacher				
Collaborate and confer with teachers to target students who require additional support.	Implement appropriate assessment to clarify strengths and needs of students.	Provide support to small groups and individual children in every classroom	Implement appropriate assessment in their small groups or with individual children to inform on-going instruction and identify progress and needs.	Meet with Principal Weekly/ monthly to report teacher/student progress, issues and needs.

Teachers				
Collaborate in cohorts to design thematic studies that are CCLS aligned and developmentally each grade.	Implement qualitative and quantitative assessment for academic progress and to inform instruction.	Provide documentation and assessment of student social/emotional growth and progress	Collaborate in cohorts to analyze student data in order to identify trends, develop strategies to address needs, and inform and plan with other teaching partners. (Coaches, related service providers, Reading Recovery and Rtl teacher.)	Meet with Principal and Coaches as scheduled (weekly, monthly, pre/post observations conferences, etc.) Attend all staff meetings and PDs

Attachment H – For 12X314 Fairmont Neighborhood School
Sample Class Schedule

Sample 2nd Grade Class Schedule									
PD	1	2	3	4	5	6	7	8	9
Time	8:15-8:45	8:45-10:15 Extended period	10:15-10:45 Shortened Period	10:45-11:40 Extended period	11:40-12:40	12:40-1:25	1:25-2:10	2:10-2:50	2:50-3:27
MON	Morning Meeting	Thematic Study: Social Studies/Science ESL & ICT Push-in	Snack Movement or Recess	Math: direct Instruction/ Math Choice Time	LUNCH Recess	Rtl Small Groups All teachers & Paras	Music	Choice/Project Time ESL Push-in	Clubs or extended Project Time
TUES	Morning Meeting	Writing: Direct Instruction Theme Related ESL Push-in	Snack Movement or Recess	Math: direct Instruction or Math Choice Time	LUNCH Recess	Rtl Small Groups All teachers & Paras	Art	Choice/Project Time	Clubs or extended Project Time
WED	Morning Meeting	Thematic Study Literacy: Guided Reading Intervention, ICT, & ESL Push-in	Snack Movement or Recess	Math: Guided Math ESL & ICT Push-in	LUNCH Recess	Music Teacher Cohort Mtg.	Rtl Small Groups All teachers & Paras	P.E.	Clubs or extended Project Time
THURS	Morning Meeting	Thematic Study Social Studies/Science ESL Push-in	Snack Movement or Recess	Math: direct Instruction or Math Choice Time	LUNCH Recess	Rtl Small Groups All teachers & Paras	P.E.	Choice/Project Time	Clubs or extended Project Time

FRI	Town Mtg.	Thematic Study Literacy : Guided Reading Reading Intervention, ICT & ESL push-in	Snack Movement or Recess	Math: direct Instruction or Math Choice Time	LUNCH Recess	Writing Direct Instruc. Theme Related ESL-Push-in	Art	2:10-2:50 Period is for teacher to confer with students or wrap up week's work in any content area. Students have table top choices. Buddy reading, or full class work as teacher sees need.
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Attachment I – 12X050 Clara Barton
Attachment for Section I.i. Training, Support and Professional Development, Year One
Implementation Period

PD Activity	Target Audience	Organization	Measurable outcome	How outcomes will be analyzed and reported
Support for Literacy	Teachers	Editure (AUSSIE) 100 Book Challenge, Read Well	Movement of teachers with the Danielson rubric within 1E (lesson planning & preparation) 3B (questioning) and 3D (assessment) ACUITY assessments F&P reading levels Formative assessments from the CCLS curriculums	Conferencing with individual teachers on formal, informal & coaching conversations as well as aggregating overall patterns and trends in team meetings. Assessment data housed through DataCation will be used to analyze progress and provide feedback for teachers. (included data sources housed in DataCation, ACUITY, formative assessments, & F&P)
Support for Math	Teachers	Editure (AUSSIE)	Movement of teachers with the Danielson rubric within 1E (lesson planning & preparation) 3B (questioning) and 3D (assessment) ACUITY assessments Formative assessments from the CCLS curriculums (Go Math)	Conferencing with individual teachers on formal, informal & coaching conversations as well as aggregating overall patterns and trends in team meetings. Assessment data housed through DataCation will be used to analyze progress and provide feedback for teachers. (included data sources housed in DataCation, ACUITY, formative assessments)
Leadership Support for Teacher	Principal & Assistant Principal	Editure (AUSSIE)	Movement of teachers with the Danielson rubric within 1E (lesson planning & preparation) 3B (questioning) and 3D (assessment)	During leadership meetings, overall patterns & trends derived from observations and through multiple data sources housed within DataCation.
Support for Blended Learning	Teachers	Success Maker	Data derived from the program for individual students	Individual teachers will receive data reports for students. This data will also be used by leadership to assess student progress
Support for Data Analysis	Teachers	DataCation	Teacher's ability to gather and analyze data to track movement within 3D (assessment) on the Danielson rubric	Outcomes will be analyzed through the DataCation system. Teachers & leadership will use this system to analyze, class, grade and school wide assessment data.

PD Activity	Target Audience	Organization	Measurable outcome	How outcomes will be analyzed and reported
Support for Youth Development	Teachers	Turnaround for Children	Teachers ability to implement the Kagan structures evidenced through the Danielson rubric (1E) as well as a reduction of behavioral incidences	Outcomes will be analyzed through the Danielson rubric as well as formative assessment data housed through DataCation.
Support for Admin.	Principal and Assistant Principal	F Status Principal Editure	Movement of administration in the Leadership Competencies, Danielson Framework	Outcomes will be analyzed through the Leadership Competencies rubric and Danielson Framework.

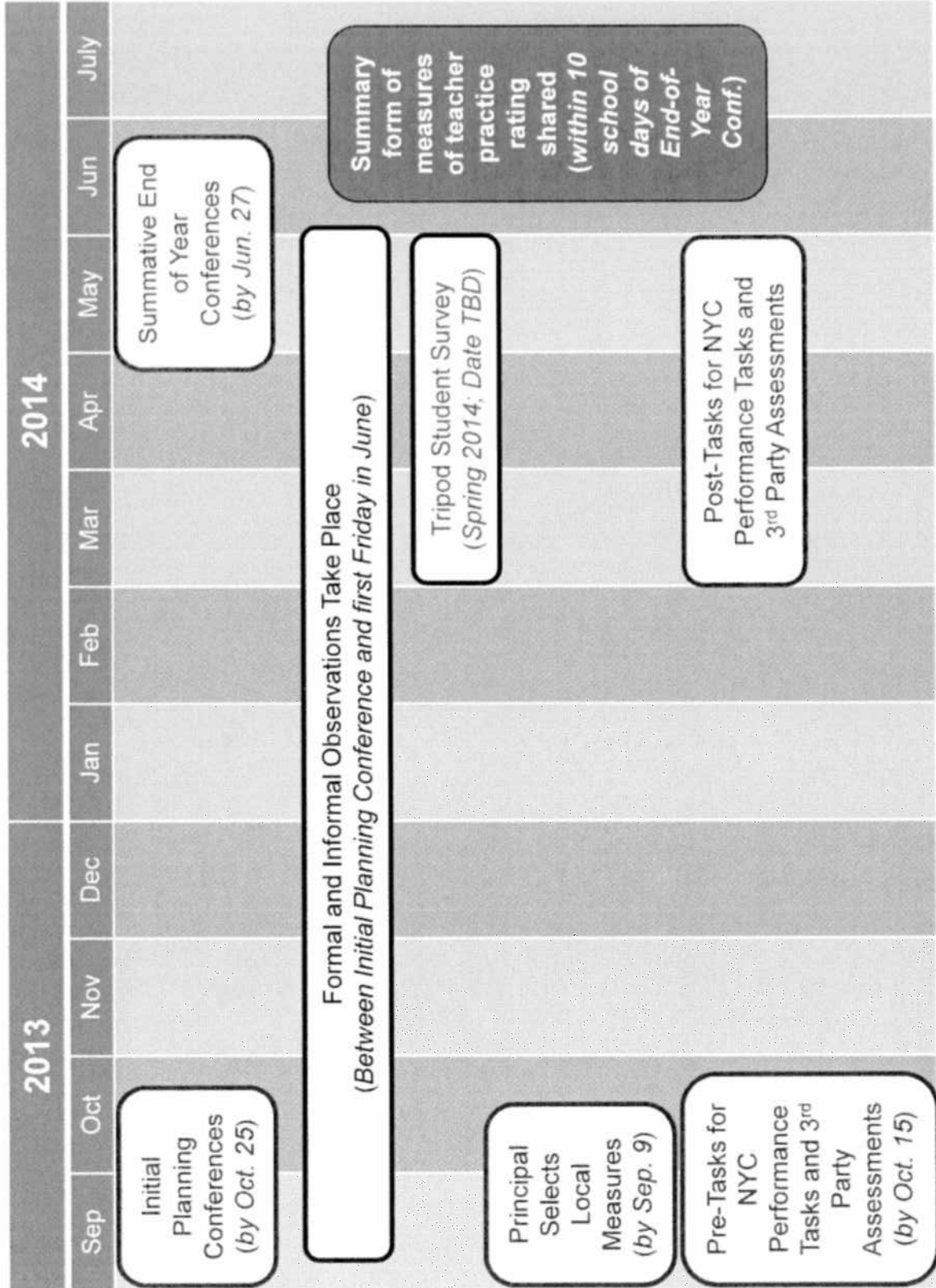
Attachment I – 12X314 Fairmont School
Attachment for Section I.i. Training, Support and Professional Development, Year One
Implementation Period

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Mathematics	All Teachers, Paraprofessionals	Metamorphosis TLC	Increase number of students performing at grade level in math.	Math Inventory 2 times a year. Student work products assessed with aligned rubric.
Literacy: Training in appropriate and effective use of Fountas and Pinnell Guided Reading	All Teachers, Paraprofessionals	Heinemann	Increase number of students performing at grade level in reading	Appropriate teacher implementation will be reflected in student work products, and criteria established in supporting rubrics
Literacy: Training in appropriate and effective use of Fountas and Pinnell Benchmark Assessment System	All Teachers, Paraprofessionals	Heinemann	Enhanced ability in teachers to assess children effectively that will support design and implementation of instruction including differentiation.	Analysis of student performance will provide information regarding student growth, progress and needs. Teachers will analyze data in cohorts. Data specialist will create reports to be analyzed by full staff to track trends, growth areas and needs.
Literacy: Training in appropriate and effective use of Fountas and Pinnell Leveled Literacy Intervention	All Teachers, Paraprofessionals	Heinemann	Decrease over time in number of students requiring Rtl support Decrease number of ELL's Decrease number of students referred to SBST	Implemented assessments will be analyzed for our ELL's, students with IEP's and other struggling readers to determine next steps for either Tier 3 or referral or exit from Rtl.
Literacy: Strategies and best practices in writing	All Teachers, Paraprofessionals	Curriculum Coach	Increase number of students performing at grade level in writing.	Analysis of student work with supporting aligned CCLS rubrics to identify student progress in writing.

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Essential Academic Skills/Instructional Elements	All Staff	Principal	Increase in students performance across content areas as reflected in student work and assessment rubrics.	Development of detailed lessons plans and unit plans by teachers to be approved by Principal. Teacher observations to assess effective and appropriate implementation of lessons that will include targeted Essential Academic Skills and instructional elements.
Danielson Framework	All Staff	Network, Principals, Coaches	Principals of both PS 314 and PS 50 will collaborate using Danielson to assure continuity, coherence and vertical alignment between Phase-in and Phase-out schools. Joint Walk-throughs by both Principals to observe tone and document observations throughout school building	Formal and Informal observations of teachers by principal will reflect teacher understanding and integration of Danielson Framework in their instruction and in the classroom environment. Monthly meetings to assess joint data to provide continuing support to all teachers
CCLS	All Staff	Principal, Coaches, Network	Increase in teacher instruction that reflect integration of CCLS as observed by Principal. Increase in teacher daily and unit planning that reflects integration of CCLS. Increase in student achievement based on unit, formative and summative assessment data.	Principal and Coaches review of teacher daily and unit instructional plans. Analysis of student performance data with individual, small groups and full staff.

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
School Culture/Discipline Social/Emotional Curriculum	All Staff	Center for Emotional Responsive Practice Coaches Principal	Reduction in incidents reported to ORRS Increase in Attendance Increase in children arriving on time to school. Increase in parent participation in classroom and school events.	ORRS reports ATS and lateness attendance reports. Review of sign-in sheets for parent attendance and participation in school events by class, grade and across school.
Science	All Staff	Tiorati Workshop for Environmental Studies Principal Coach	Teacher develop best practices in Science Inquiry. Student work, work products reflect growing capacity as young scientists as assessed with CCLS aligned rubrics	Review of student work and work products. Analysis of assessments and student rubrics.

2013-14 Teacher Evaluation and Development Timeline



Teacher-School Leader Conferences

Measures of Teacher Practice

Measures of Student Learning

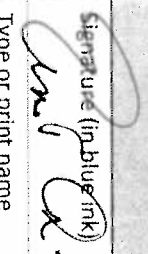
127050 PS 1050 Clara Baran

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

127050 P.S. OSD Clara Barton

New York State Education Department:
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Type or print name			

12 X 050 - P.S. 050 Clara Barton

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>same as above</i>	6/10/13	
Type or print name <i>same as above</i>		

12X314 HARMONT WEIGNER VIA SERVIT.

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

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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
Signature (in blue ink) <i>Francesca Weiss</i>	<i>5/28/13</i>	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name <i>Francesca Weiss</i>		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>Michelle Gonzalez</i>	<i>5/28/13</i>	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name <i>Michelle Gonzalez</i>		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink) <i>Stefan Perez-Gonzalez</i>	<i>5/28/13</i>	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Type or print name <i>Stefan Perez-Gonzalez</i>		
Signature (in blue ink)		
Type or print name		

Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guideline, under Section 1003 (d) require LEAs to consult and/or collaborate with stakeholders in the development of this SPS application. This form must be completed and submitted to NYSED as a part of the application. An appendix or order to document that appropriate consultation/collaboration has occurred or was attempted with stakeholders should be attached.

1. Appropriate stakeholders groups are sign the form under their name/title are affirming that appropriate consultation has occurred. The signature, name, title and date are required.
2. If the signature of the consultant identified above is unobtainable, provide a summary and description of the supporting documentation that provides a summary and description of the supporting documentation that provides

Signature (in blue ink)	Date	Summary Documentation If Signature is Unobtainable If the signature of the consultant identified above is unobtainable, provide a summary and description of the supporting documentation that provides
Signature (in blue ink) Type of Print Name Teachers Union President / Lead Russell Hernandez	5/17/13	Summary Documentation If Signature is Unobtainable If the signature of the consultant identified above is unobtainable, provide a summary and description of the supporting documentation that provides
Signature (in blue ink) Parent Group President / Lead Steve Lopez	5/17/13	Summary Documentation If Signature is Unobtainable If the signature of the consultant identified above is unobtainable, provide a summary and description of the supporting documentation that provides



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 #																										
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AGENCY CODE	<table border="1" style="width: 100%; height: 20px;"> <tr><td>3</td><td>0</td><td>5</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>5</td><td>1</td></tr> </table>		3	0	5	1	0	0	0	1	0	0	5	1														
3	0	5	1	0	0	0	1	0	0	5	1																	
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) PS 50 Clara Barton																											
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 <u>SEP</u> <u>1</u> <u>2013</u> To <u>AUG</u> <u>31</u> <u>2014</u>																												

BUDGET TOTAL

\$1,132,949

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	1.00	78,289	78,289
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	1.00	78,289	78,289
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	3,059	41.98	128,399
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	190	43.93	8,358
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	66	306.67	20,200
Teacher Occasional Per Diem (rate per day)	0	154.97	0
CENTRAL - School Implementation Manager	0.33	119,344	39,083
CENTRAL - Talent Coach	0.11	114,000	12,989
CENTRAL - Policy and Operations, New Schools	0.15	95,000	14,505
Subtotal - Code 15			380,111

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	403	26.27	10,580
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			10,580

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	Bank Street Tiorati	68,585
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Turnaround for Children, Editure Professional Development, Bank Street, Tequipment, Metamorphosis, American Reading, Heinemann, Pearson, Casenex, Cambium, Benchmark Assessment System	357,908
Subtotal - Code 40		426,493

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	103,095
Educational Software	23,810
General and Instructional Supplies	30,230
Library Books	60,000
Supplemental Textbooks	24,376
Subtotal - Code 45	241,511

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Welfare Benefits	
Annuity	
Sabbaticals	
ARRA FRINGE	54,280
ARRA FRINGE - CENTRAL	19,973
Subtotal - Code 80	74,253

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)	\$1,132,949
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

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PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	380,111
Non-Professional Salaries	16	10,580
Purchased Services	40	426,493
Supplies and Materials	45	241,511
Travel Expenses	46	0
Employee Benefits	80	74,253
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,132,949

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 0

Tracking/Contract #: [] [] [] [] [] [] [] [] [] [] [] []

Project Funding Dates: 9 1 2013 8 31 2014
FROM TO

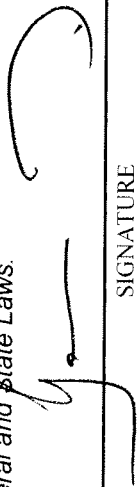
Program Office _____
Approval _____

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

CHIEF ADMINISTRATOR'S CERTIFICATION

I 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

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	\$ 380,111
Support Staff Salaries	16	\$ 10,580
Purchased Services	40	\$ 426,493
Supplies and Materials	45	\$ 241,511
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 74,253
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,132,949

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 338,464
Support Staff Salaries	16	\$ 7,054
Purchased Services	40	\$ 367,666
Supplies and Materials	45	\$ 218,672
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 70,990
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,002,846

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 204,212
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 267,994
Supplies and Materials	45	\$ 155,262
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 41,666
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 669,134

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 922,788
Support Staff Salaries	16	\$ 17,634
Purchased Services	40	\$ 1,062,153
Supplies and Materials	45	\$ 615,445
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 186,910
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 2,804,929

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Purchased Services Code 40	Edture Professional Development PD (MATH). The school will provide coaching and professional development support for teachers through their partnership with Edture (AUSSEI). AUSSEI coaches will be used to support the implementation of the common core aligned curriculums and the Danielson Framework. Year 1 = 40 Days Year 2=30 Days Year 3=5 Days	47,000	35,250	5,875	88,125	School will have phased out by the end of the grant period.
Curriculum	Professional Purchased Services Code 40	Edture Professional Development PD (ELA). The school will provide coaching and professional development support for teachers through their partnership with Edture (AUSSEI). AUSSEI coaches will be used to support the implementation of the common core aligned curriculums and the Danielson Framework. Year 1 = 40 Days Year 2=30 Days Year 3=5 Days	47,000	35,250	5,875	88,125	School will have phased out by the end of the grant period.
Curriculum	Professional Purchased Services Code 40	American Reading 100 Book Challenge PD. Partner will provide PD facilitation and one-to-one coaching on conferencing and using IRLA tools. Year 1 = 5 Days Year 2=5 Days Year 3=2 Days	10,000	10,000	4,000	24,000	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services Code 40	Edture Professional Development PD Year 1 = 10 Days Year 2=8 Days Year 3=2 Days. Goal is to support administration in TEP to aid in developing best teacher practices, which will in turn increase student achievement.	11,750	9,400	2,350	23,500	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services Code 40	SuccessMaker PD. This program will be implemented as a blended learning component for students. The company will provide professional development support for teachers on how to successfully use the components to monitor student progress. Year 1 and 2=5 Days of PD. Year 3 = 1 Day of PD	8,900	8,900	1,780	19,580	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services Code 40	DataCation PD: DataCation will be used to progress and monitor student achievement by both teachers and the administration. A principal coach will be hired to work with the leadership team. Year 1= 4 Days Year 2=3 Days Year 3=1 Day	8,000	6,000	2,000	16,000	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services Code 40	Cambium: Read Well 1 and 2 PD. This program provides multiple entry points into the Read Well curriculum; each student is assessed and placed into the small group that matches his or her level. Year 1= 5 Days Year 2=3 Days Year 3=1 Day	7,500	4,500	1,500	13,500	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Professional Staff (hourly and per diem stipends), Code 15	Thursday PDs (Teacher hourly per session). Facilitated teacher-leader data analysis meetings will take place after each interim assessment and maintain focus on the process throughout the year. PD calendar is aligned with data-driven instructional plan. Year 1: once a week, 18 Teachers/1 Hour; Year 2: twice a month, 14 Teachers/1 Hour; Year 3: once a month, 4 Teachers/1 Hour	30,226	11,754	2,939	44,919	School will have phased out by the end of the grant period.

BUDGET NARRATIVE: P. S. 050 Clara Barton (12X050)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Data Driven Instruction/Inquiry (DDI)	Professional Staff (hourly and per diem stipends) Code 15	Thursday PD (Supervisor) See description above. Year 1: once a week 40 hours; Year 2: twice a month, 20 hours; Year 3: once a month, 10 hours	1,757	879	439	3,075	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials, equipment, supplemental textbooks and software. Code 45	SuccessMaker Program 185 Students Site License. Blended learning component for students.	23,810	8,325	8,325	40,460	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials, equipment, supplemental textbooks and software. Code 45	20 iPads and 25 iPad projector cables; 20 iPad cases and 1 iPad charging station/storage cart. These items are being purchased to support the professional development of teachers in the use of technology integration and data collection.	16,787	0	0	16,787	Materials will transition to New School PS314.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Scanners and ink to support purchased Datacacion, SchoolPace and Successmaker programs, enabling data collection. 3 Scanners 1 per grade level. B & H Photo	2,486	0	0	2,486	Materials will transition to New School PS314.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials, equipment, supplemental textbooks and software. Code 45	General Supplies: Binders and Folders from Staples. Ensure data collection and record keeping.	0	591	174	765	School will have phased out by the end of the grant period.
Data Driven Instruction/Inquiry (DDI)	Support Staff (hourly and per diem stipends) Code 16	After-school Program (Paraprofessional). See narrative above. Year 1: 2 Paras/4.5 hours; Year 2: 2 Paras/4.5 hours	10,580	7,054	0	17,634	School will have phased out by the end of the grant period.
Instruction	Professional Purchased Services. Code 40	Teq Smartboards PD. Coaches from Equipment will provide 10 days of PD facilitation and one-to-one coaching to train staff to be Smartboard certified and integrate technology into lesson planning. Year 1 = 10 Days. Year 2=5 Days. Year 3=1Days. Vendor: Teqequipment.	22,500	14,250	4,200	40,950	School will have phased out by the end of the grant period.
Instruction	Professional Staff (hourly and per diem stipends) Code 15	Teacher hourly per session for Response to Intervention implementation (RTI) Year 1 and 2: 60 days of Instruction; Year 3 38 days of Instruction	12,594	12,594	7,766	32,954	School will have phased out by the end of the grant period.
Instruction	Supplies, materials, equipment, supplemental textbooks and software. Code 45	Teq Smartboards: 8 Rail Mounted Smartboards, 5 Mobile Floor Smartboards, 13 Front Row to Go Sound Systems.	62,052	0	0	62,052	School will have phased out by the end of the grant period.

BUDGET NARRATIVE: P.S. 050 Clara Barton (12X050)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
School Climate and Discipline	Professional Purchased Services Code 40	TURNAROUND for Children PD. Turnaround for Children will enable the school to have a consistent, coherent, school wide language and approach to support student needs and services. This program also utilizes the Kagan model which supports the use of cooperative learning structures. This program provides coaches to work with teachers on implementing these structures. Year 1 = 40 Days Year 2=40 Days Year 3=40 Days	67,371	66,171	65,371	198,913	School will have phased out by the end of the grant period.
Student Support	Professional Staff (hourly and per diem stipends), Code 15	After-school Program (Teacher), Extended Day will be used to provide small group and 1:1 conferencing with students. Power Goals and additional practice of skills addressed in class will be the focus for this time. This time will be used exclusively for skill development. Year 1: 8 Teachers/4.5 hours; Year 2: 3 Teachers/4.5 hours; Year 3: 2 Teachers/4.5 hours	45,087	16,907	8,752	70,746	School will have phased out by the end of the grant period.
Student Support	Professional Staff (hourly and per diem stipends), Code 15	After-school Program (Supervisor), See narrative above. 1 Supervisor/134.25 hours	5,898	5,898	5,898	17,694	School will have phased out by the end of the grant period.
Teacher Evaluation (APPR) Implementation	Professional Purchased Services, Code 40	Edure Professional Development PD Year 1 = 10 Days Year 2 = 7 Days Year 3 = 3 Days Goal is to support implementation of data collection/inquiry and establish best teacher practices, which will in turn increase student achievement.	11,750	8,225	3,525	23,500	School will have phased out by the end of the grant period.
Training, Support, and Professional Develop	Professional Staff (hourly and per diem stipends), Code 15	Training with Leadership Consultant and "Super Saturday" PD, use of the Danielson rubric; use of formative and summative assessment data derived through DataCation; implementation of the Kagan structures of behavioral incidences. Year 1 and Year 2: Once a Week/40 days; Year 3: Once a Month/10 days	28,651	28,651	6,745	64,048	School will have phased out by the end of the grant period.
All	Employee Fringes Code 80	Employee Fringes as calculated on ARRA-funded FTE position and teacher's extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	10,301	6,400	2,486	19,188	
		Subtotal Phase-out	492,000	297,000	140,001	929,000	
Curriculum	Supplies, materials, equipment, textbooks and software, Code 45	Fontas and Pinnell Benchmark Assessment for 10 classes for teacher use / Leveled Library to support Guided Reading in every classroom. (Mondo, Wright Group) Each Year.	24,376	24,376	24,376	73,128	School will allocate local resources to continue funding materials. Revenues will be at scale.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Data Driven Instruction/Inquiry (DDI)	Professional Staff (hourly and per diem stipends) Code 15	<p>Teacher per hourly per session for Bank Street Tiorati Summer Workshop: 4 workshops x 6 hours per workshop: 13 Teachers in Year 1; 15 Teachers in Year 2; 17 Teachers Year 3. Tiorati staff will work alongside teachers and students to support developing inquiry and research skills./ Bank Street's Tiorati Workshop for Environmental Learning is a professional development program that bridges classroom learning with the natural environment.</p>	13,098	15,113	17,128	45,338	After three years, staff will be able to build in skillset developed during the workshops.
Data Driven Instruction/Inquiry (DDI)	Professional Staff Code 15	<p>1.0 FTE Supplemental Teacher - serves as Technology and Data Specialist. will be an invaluable addition to school's staff. This specialist will provide training to teachers in the use of technology tools that will enhance the instructional capacities of teachers as well as help the school develop a plan to gather, share and analyze school data. Efficient, effective gathering and construction of school data will support our teachers and school leaders in developing on-going learning goals and strategies for our students across grades. In particular, we will be able to identify trends that will target the needs of our students with IEPs and our English Language Learners</p>	78,289	78,289	39,145	195,723	Technology /Data Specialist will enhance the instructional capacities of all teachers so that by the end of the grant period - they will be able to continue developing on-going learning goals. Further, after three years, school population will reach scale and will be able to use FSF (local Tax Levy per pupil allocation) to continue paying for a part time data specialist.
Instruction	Supplies, materials, equipment, textbooks and software Code 45	2 64" SMART Board with Mobile Floor Stand, Audio System, Projector, Projector Cart, and Cover Year 1, 15 Smart Boards Year 2, 2 Smart Boards Year 3	6,610	75,000	10,000	91,610	Equipment will remain in classroom and continue to serve students.
Instruction	Supplies, materials, equipment, textbooks and software Code 45	Ipad 4 64G 20 Units Year 1, 10 Units Year 2, 5 Units Year 3	15,160	7,580	3,790	26,530	Equipment will continue to serve students and teachers.
Parent and Community Engagement	Professional Purchased Services, Code 40	<p>Parent Engagement Group (10 session,=\$8500) These sessions use expressive arts techniques to help parents connect to their children's developmental experience and express their own experiences as children and parents</p>	8,500	8,500	8,500	25,500	School will allocate local resources to continue funding parent engagement initiatives. Revenues will be at scale.
School Climate and Discipline	Professional Purchased Services, Code 40	<p>Teacher Support Group (2 sessions per month for 8 months=\$13,600) These sessions take place at the school with an ERP facilitator and focus on teacher's experience of classroom process, common ground issues, and need for emotional support.</p>	13,600	13,600	13,600	40,800	School will allocate local resources to continue funding teacher support group. Revenues will be at scale.
School Climate and Discipline	Professional Purchased Services, Code 40	<p>Staff Retreat on ERP (All Day at Bank Street North): facilitation fee (see description of retreat above)</p>	2,850	2,850	2,850	8,550	Curriculum and teaching skills developed with the support of Bank Street will continue to be used by teachers and coaches. Turnkey to new staff.
School Climate and Discipline	Professional Staff (hourly and per diem stipends) Code 15	<p>Per Session Staff Retreat on ERP 6 Hour Retreat 13 Teachers in Year 1; 15 Teachers in Year 2; 17 Teachers in year 3. Staff Retreat on ERP (All Day at Bank Street North): an all day introduction to ERP concepts and techniques including a focus on how experience impacts developmental process, reflective technique in the classroom, using transitional objects to promote self comfort and positive relationships and emotionally responsive literacy. The retreat features experiential components that facilitate implementation in classroom practice.</p>	3,274	3,778	4,282	11,335	School will allocate local resources to continue funding staff retreat. Revenues will be at scale.

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Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Student Support	Professional Purchased Services, Code 40	Emotionally Responsive Practice at Bank Street Onsite Consultation and Coaching (20 sessions, 10 per semester = \$42,000). Onsite coaching enables teachers to have hands on support in developing Emotionally Responsive Curriculum as well as implanting techniques learned in professional development. Begin the hard work of building a culture that reflects school's core values and draws all stakeholders into our learning community. This work will be supported in collaboration with The Center for Emotionally Responsive Practices, Bank Street College.	42,000	42,000	42,000	126,000	Curriculum and teaching skills developed with the support of Bank Street will continue to be used by teachers and coaches
Student Support	Professional Staff, Code 15	1.0 FTE Curriculum Coach/ Coach will provide full support to all teachers and will be responsible for assuring that appropriate implementation of Thematic Studies and Balanced Literacy program in every classroom. The Coach will also assess teacher growth and responsiveness to learning new instructional strategies and practices.	78,289	78,289	39,145	195,723	After three years, school population will reach scale and will be able to use ESF (Local Tax Levy per pupil allocation) to continue paying for this position.
Student Support	Supplies, materials, equipment, textbooks and software, Code 45	Purchase Classroom Libraries which will include Non-fiction, Fiction, Poetry by genre, author and subject to support inquiry based learning.	60,000	80,000	60,000	200,000	Libraries will continue to serve students.
Student Support	Supplies, materials, equipment, textbooks and software, Code 45	Document Cameras, video cameras and Elmos or Ladybugs General Supplies to support programs	30,230	22,800	48,597	101,627	Equipment will continue to serve students.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Bank Street Tiorati Student trips to Tiorati and/or local parks 14 planning/14 trips. Faculty retreats and student trips to the Tiorati Workshop for Environmental Learning in Hartman State Park which provides first-hand experience learning in the outdoors with an inquiry and hands-on approach to learning, as well as a model of leveraging observations of the natural environment to support learning.	35,000	35,000	35,000	105,000	School will allocate local resources to continue funding student trips. Revenues will be at scale.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Bank Street in School Coaching sessions: 10 planning/10 coaching.	25,405	25,405	25,405	76,215	Curriculum and teaching skills developed with the support of Bank Street will continue to be used by teachers and coaches
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Bank Street Tiorati After School Workshop sessions: 2 planning / 2 workshops.	3,100	3,100	3,100	9,300	Curriculum and teaching skills developed with the support of Bank Street will continue to be used by teachers and coaches. Turnkey to new staff.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Bank Street Tiorati Mid-semester sessions: 1 planning / 1 workshop.	2,540	2,540	2,540	7,620	Curriculum and teaching skills developed with the support of Bank Street will continue to be used by teachers and coaches. Turnkey to new staff.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Bank Street Tiorati Evaluation and Assessment 2 evaluation/assessment. Bank Street College will support us in developing rubrics that will provide valuable data regarding student progress.	2,540	2,540	2,540	7,620	Curriculum and teaching skills developed with the support of Bank Street will continue to be used by teachers and coaches. Turnkey to new staff.

Primary SMC Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	10 Day Metamorphosis On Site Coaching.	17,500	17,500	17,500	52,500	Bring Coaching in-house. Services will be provided by existing staff trained in the model for first three years. New teachers will learn best practices from previously trained staff.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Mathematics support provided by Metamorphosis TICC, 5 Day Institute, 13 Teachers in Year 1, 15 Teachers in Year 2, 17 Teachers in Year 3.	11,687	13,485	15,283	40,455	Bring PD in-house. Services will be provided by existing staff trained in the model for first three years. New teachers will learn best practices from previously trained staff.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Metamorphosis Planning Day at end each School Year.	2,000	2,000	2,000	6,000	Bring PD in-house. Services will be provided by existing staff trained in the model for first three years. New teachers will learn best practices from previously trained staff.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Metamorphosis Coach Collaborative for Curriculum Coach.	1,200	1,200	1,200	3,600	Bring PD in-house. Services will be provided by existing staff trained in the model for first three years. New teachers will learn best practices from previously trained staff.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Heinemann Professional Development Leveled Literacy Intervention (LLI) Primary Training, 3-day, comprehensive training on LLI Primary, (\$3,200 per day) The first two days are scheduled back-to-back and then LLI day 3 is scheduled anywhere from 8-16 weeks after LLI day 1 & 2. Maximum number of participants is 30 for LLI training. Enhanced ability in teachers to assess children effectively that will support design and implementation of instruction including differentiation.	9,600	0	0	9,600	Skills developed with the support of Heinemann will continue to be used by teachers and coaches.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Heinemann Professional Development Guided Reading on-site school based seminar, 1 day on-site school based seminar covering Guided Reading, 20 participants. Price also includes copy of Professional Title.	3,600	0	0	3,600	Skills developed with the support of Heinemann will continue to be used by teachers and coaches.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Benchmark Assessment System Training, 1 day of Benchmark Combo PD support covering BAS 1 and BAS 2. Maximum number of participants is 25. Benchmark Assessment Systems must be purchased separately and is required for these training sessions.	3,600	0	0	3,600	Skills developed will continue to be used by teachers and coaches. Turnkey to new staff.
Training, Support, and Professional Develop	Professional Staff (hourly and per diem stipends), Code 15	Teacher hourly per session 6 Hrs Per Day, 5 Days. Metamorphosis Math Support Institute. Provide students with a coherent and cohesive mathematics model that will emphasize learning of essential concepts and skills by using curriculum materials and many resources "mindfully not mechanically." Goals are CCSS curriculum design and implementation. Increase number of students performing at or above grade level in mathematics.	16,372	18,891	21,410	56,673	Metamorphosis PD will be brought in-house. Services will be provided by existing staff trained in the model for first three years. New teachers will learn best practices from previously trained staff.
All	Employee Fringes, Code 80	Employee Fringes as calculated on ABRA-funded FTE position and teacher's extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	43,979	44,364	24,010	112,353	
		Subtotal Phase-in	554,400	618,200	463,400	1,635,999	
		Subtotal Phase out + Phase In	1,046,400	915,199	603,400	2,564,999	

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Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
District-level expenses for Phase-out and Phase-in: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.34, 0.34, 0.34	39,083	39,061	28,950	107,094	
District-level expenses for Phase-out and Phase-in: Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1, Y2, Y3): 0.11, 0.11, 0.11.	12,989	12,982	9,621	35,592	
District-level expenses for Phase-out and Phase-in: Director of Policy and Operations, New Schools	Professional Staff (Code 15)	The Director acts as a liaison between the DOE's Networks, Offices of Superintendents, Enrollment, Portfolio and Space Planning. Provides guidance and support to turnaround school leaders regarding enrollment and operational issues around school opening. Director also works to develop New School Development policy regarding funding, community engagement and enrollment, as it pertains to students moving from phase-outs to phase-ins. FTE (Y1, Y2, Y3): 0.15, 0.16, 0.16	14,505	15,377	11,993	41,876	
Fringes central positions (Phase out and Phase in)	Employee Fringes (Code 80)	Employee fringes as calculated on ABRA-funded FTE positions.	19,973	20,226	15,169	55,368	
		Subtotal Central Positions	86,550	87,647	65,734	239,930	
		TOTAL SIG	1,132,949	1,002,846	669,134	2,804,929	
		Non-Core Instruction Tax Levy	554,651	423,876	304,066	1,282,593	
		Title 1 for Priority and Focus Schools	89,178	58,727	30,451	178,356	
		Other Title 1 allocations	480,624	383,843	295,841	1,160,308	
Other sources of income		TOTAL	2,257,402	1,869,292	1,299,492	5,426,186	