ORIGINAL

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

District (LEA)			LEA Beds Code:
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
PS 107			320800010107
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PreK - 5			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
505			1695 SEWARD AVENUE, BRONX NY 10473

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

Turnaround	Restart	Transformation	Closure
☐	☐	☒	☐

Certification and Approval

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

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

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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

Prior to taking on her current role as principal of P.S. 107, Katherine Hamm was an assistant principal at P.S. 65 in Community School District 7. Prior to that, she served in in various capacities—as a Mentor Teacher, Staff Developer, and Elementary Teacher (P.S. 30); as a Project Read Facilitator in District 13's P.S. 305, and as a Reading Teacher in District 16's Sarah Garnet JHS.

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 Reading Excellence and Discovery (READ) Foundation, Catapult Learning/ Literacy First, Cambridge Education (LLC), Metamorphosis, Turnaround for Children and EPIC.

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. 107, students with disabilities comprise 23% of the school's population, 6% points higher than the citywide elementary school average. English Language Learners comprise 11% of the school's population, 5% points lower than the citywide elementary school average. Only 25% of the students at the school are proficient in English Language Arts, putting the school in the bottom 6% citywide. Only 28% of the students at the school are proficient in Mathematics, putting the school in the bottom 2% 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.

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

Department of Education
Dennis M. Walcott, Chancellor

Children First. Always.

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:
Schools can provide supplemental compensation to support:

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

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

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

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

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

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

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

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

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

Attachment(s):

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

MT:bf

Section B.ii Network Directory

Department of Education

Spring 2012 - 2013 Network Directory

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

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

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N103 Network for Sustainable Excellence Yuet M. Chu YChu@schools.nyc.gov	Brooklyn: 4 Manhattan: 23 Bronx: 1	ECE: 2 Elem: 11 JH/I/MS: 8 K-8: 2 Secondary: 1 High School: 4	**Mission/Philosophy:** As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group. **Organizational Structure:** As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools. **Special Expertise:** Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.
Network: **Leader:** **Contact:**	N104 Tracey Collins, I.A. tcollins6@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Bronx: 29	ECE: 1 Elem: 16 JH/I/MS: 7 K-8: 6 Secondary: 2	**Mission/Philosophy:** Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning. **Organizational Structure:** We are a large cross-functional network that offers tiered professional development, intervisitations and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy. **Special Expertise:** We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.
Network: **Brand:** **Leader:** **Contact:**	N105 The Urban Assembly Jonathan Green JGreen27@schools.nyc.gov	Brooklyn: 5 Manhattan: 9 Bronx: 7	JH/I/MS: 5 Secondary: 5 High School: 11	**Mission/Philosophy:** The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus: 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N409 Neal Opromalla noproma@schools.nyc.gov	Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 26 JH/I/MS: 2 K-8: 5 K-12: 1	**Mission/Philosophy:** Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another. **Organizational Structure:** Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice. **Special Expertise:** CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and Institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.
Network: **Brand:** **Leader:** **Contact:**	N410 The ROCKS Altagracia Santana Asantan2@schools.nyc.gov	Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH/I/MS: 2 K-8: 3	**Mission/Philosophy:** Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving. **Organizational Structure:** CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network. **Special Expertise:** We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

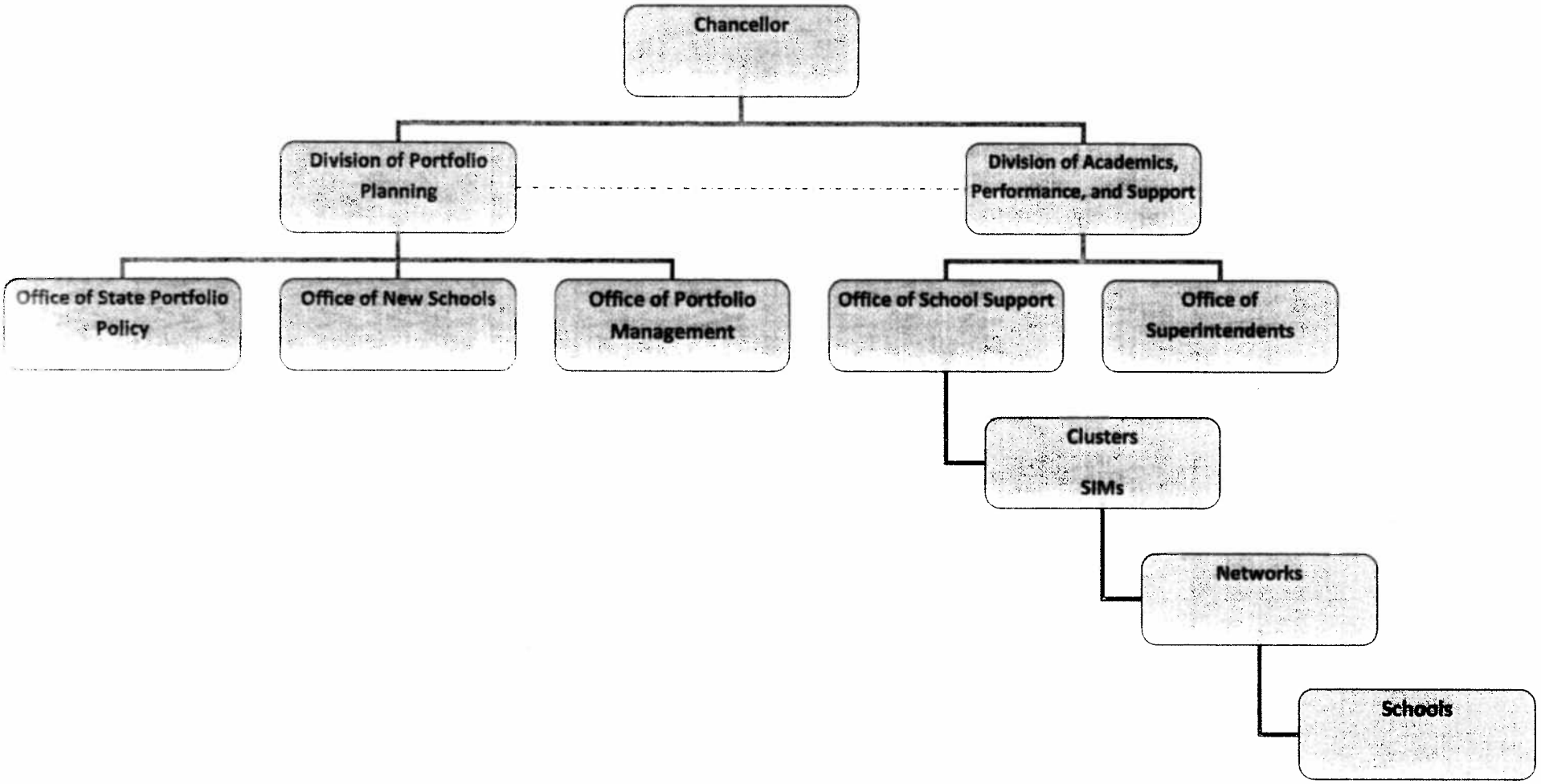
Spring 2012 - 2013 Network Directory

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

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

Section C

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure

Network Leadership

Network Leader

Deputy Network Leader

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

NYC Department of Education

Dennis M. Walcott, Chancellor

Note: not all networks are configured the same way.

ii. Timeframe and persons responsible

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

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

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

section D

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

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

A. School Overview

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

Mission: P.S. 107's mission is to transform students' educational experience by elevating their academic experience and nurturing their social emotional needs through embracing their diverse learning styles and actively developing parent-community partnerships.

Vision: P.S. 107 proposes to adopt the Transformation Model as a whole school reform intervention. Under this model, the school envisions implementing the following school-wide improvement strategies:

- Increased learning time;
- Professional development aligned with student needs and teacher effectiveness;
- Social and emotional learning to support and sustain our safe school climate;
- A CCLS-aligned curriculum in English language arts and mathematics;
- Instructional strategies differentiated to address the strengths and needs of all students; and
- Continued engagement of families and partnerships to enhance student learning.

Goals: The goals of the proposed model to be achieved at the end of the three years are to: 1) Enhance students' reading comprehension and mathematical problem solving skills; 2) Develop and enhance teachers' pedagogy; and 3) Develop students' social emotional proficiency through the involvement and nurturing of all stakeholders including parents, other guardians and students. P.S. 107's school community recognizes that the New York City Department of Education and P.S. 107 have within the past two years implemented initiatives intended to improve student achievement and instructional quality. These initiatives include a concerted focus on: (a) Citywide Instructional Expectations—through which we have been engaged in professional development and teacher team activities around instructional task alignment with the Common Core Learning Standards (CCLS); (b) the Teacher Effectiveness Intensive—through which we have developed a shared understanding of what effective instruction looks like; and (c) the opportunity to adopt a fully-vetted and coherent curriculum in English language arts (ELA) and mathematics. If awarded, this School Improvement Grant will further advance these productive initiatives.

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

Key Design Elements:
P.S. 107 will achieve the above stated vision, mission, and goals through the creation of a viable professional learning community with the principal as the instructional leader (Camburn, Rowan, and Taylor, 2003; Anderson and Shirley, 1995; Weiss and Cambone, 1994) with shared responsibility through distributed leadership (Elmore, 2000; Gronn, 2000; Hart, 1995; Heller and Firestone, 1995; Smylie, Conley, and Marks, 2002; Spillane, Halverson, and Diamond, 2001; Wallace, 2002); amongst the school leadership team, administrative staff, teachers, parents and students.

Core Strategies:

Core strategies include consistent and more frequent teacher professional development (Garet et al, 2001; Cohen & Hill, 1998), alignment of instruction to the common core standards and to student data (Herman et al., 2008, Datnow et al., 2006), infusing use of technology and inquiry-based learning across curriculum (Hammond et al, 2008), balanced instruction (Frey, Lee, & Tollefson, 2005), professional development (Garet et al, 2001; Cohen & Hill, 1998), Positive Behavioral Interventions and Supports (PBIS) (Bradshaw et al, 2008), extended learning time with targeted tutoring (Ascher, C., April, 1988), student engagement interventions (relationship building, problem solving and capacity building, and persistence), and parent partnerships. Fostering a safe and orderly school environment and a culture focused on learning and student achievement (Datnow et al., 2006; Mosenthal et al., 2004; Stringfield and Teddlie, 1991).

P.S. 107 will provide a collaborative structure as well as a process for mobilizing adults to support students' learning and overall development. The following three structures comprise the basic framework built:

- The **School Leadership Team** develops our comprehensive education plan, sets academic, social and community relations goals and coordinates all school activities, including staff development programs. The team creates critical dialogue around teaching and learning and monitors progress to identify needed adjustments to the school plan as well as opportunities to support the plan. Members of the team include administrators, teachers, support staff and parents.
- The **School Intervention Team** promotes desirable social conditions and relationships. It connects all of the school's student services, facilitates the sharing of information and advice, addresses individual student needs, accesses resources outside the school and develops prevention programs. Serving on this team are the principal and staff members with expertise in child development and mental health, such as a counselor, social worker, psychologist, or nurse.
- The **Parent Association** involves parents in the school by developing activities through which the parents can support the school's social and academic programs. Composed of parents, this team also selects representatives to serve on the School Leadership Team.

Partnerships:

P.S. 107's current key partnerships include:

- **Children First Network:** Internal NYC Department of Education school support organization that provides instructional, operational, and administrative services to P.S. 107
- **Aspira of New York:** Through its Out of School Time (OST) program, fosters the development of social and emotional skills with enrichment activities that engage young people with content that focuses on prevention, early intervention, community development, academic enrichment and youth empowerment strategies.
- **New York City Cares:** Sponsors a Family Science and Literacy Night where volunteers engage with children and parents in one-to-one and small group settings to support science enrichment and literacy in fun and creative ways.
- **KnowledgeiTrust:** Supports and promotes "An *Inquisitive* Community, *Quality* of Life, and Story and Info *Exchange*, through such projects as Maker Kids—where students in grades 3-5 are exposed to science, technology, engineering and math through making and invention.

- **Visual Thinking Strategies:** Supports teachers in open-ended, highly structured, and student-centered discussions of visual art that engages students in a rigorous process of examination and meaning-making.

The following ARRA-approved organizations additionally will serve as key partners:

- **Cambridge Education LLC:** Provides professional development that supports the effective capacity-building of P.S. 107's professional learning communities and peer collaborations.
- **Metamorphosis Teaching Learning Communities:** Helps build robust capacity in mathematics through content-focused coaching and other professional development and coaching sessions.
- **Read Alliance:** Fosters individual literacy by addressing the lack of early language and literacy experiences, enabling our kindergarten and first grade students, regardless of their baseline levels, to master grade level skills in phonics and fluency.
- **Turnaround for Children:** Strives to fulfill the promise of public education by helping high-poverty, low-performing public schools create positive learning environments that foster healthy intellectual, social, and emotional growth in every student.
- **Every Parent Influences Children** (EPIC)**:** Provides support in the implementation of research-based family engagement strategies to increase student achievement.

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

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

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

P.S. 107 is an elementary school serving 505 students from pre-kindergarten through grade 5 in the Soundview neighborhood of the Bronx in Community School District 8 and Bronx Community District 9. P.S. 107 is a Title I School-wide Program School with a free-lunch poverty rate of 89.1%. The demographics of the student population is comprised of 44% Black/African American, 53% Hispanic/Latino, 2% Asian, and 1% Caucasian. Twenty percent (20%) of students receive special education services and 11% are English language learners. Boys represent 46% of the student population and girls represent 54%. A majority of the students who attend P.S. 107 reside in the NYCHA public housing developments that surround the school. The school is in close proximity to the 235-acre Soundview Park, the largest public park lining the Bronx River.

P.S. 107, together with its School Leadership Team and Network Team, conducted a comprehensive review of our educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from New York State Education Department (NYSED) and New York City Department of Education (NYCDOE) accountability and assessment resources, i.e., School Report Cards, Progress Reports, Learning Environment Surveys, and Quality Reviews.

Quantitative Data Analyzed

NYSED Differentiated Accountability: The P.S. 107 school community acknowledges its 2012-2013 performance designation of "priority school," consistent with New York State's system of differentiated accountability consistent with the NYSED approved ESEA flexibility waiver. P.S. 107 have not undergone a formal NYSED school review.

NYSED NYSTP Assessments: Below is a snapshot of P.S. 107's 2011-2012 school performance on the NYSED ELA assessment in grades 3 through 5.

2011-2012 NYSTP English Language Arts (ELA)	Percentage of students who scored at or above Level 3
Grade 3	22%
Grade 4	25%
Grade 5	32%

2011-2012 NYSTP Mathematics	Percentage of students who scored at or above Level 3
Grade 3	19%
Grade 4	32%
Grade 5	36%

Student Subgroup Performance: 2011-2012 NYSTP ELA

Subgroup	Number of Students Tested	Percentage of Students Performing at Level 3 (Proficient)
Students with Disabilities	75	4%
English language learners	27	7%
Black/African American	104	24%
Hispanic/Latino	131	24%
Economically Disadvantaged	233	24%

These percentages represent a slight improvement in the number of Black/African American and Economically Disadvantaged students, and a slight decrease in the number of Hispanic/Latino students performing at Level 3 on the 2010-2011 ELA state assessment. There was no significant change in the percentage of students with disabilities and English language learners performing at Level 3 from the previous year.

Student Subgroup Performance: 2011-2012 NYSTP Mathematics

Subgroup	Number of Students Tested	Percentage of Students Performing at Level 3 (Proficient)
Students with Disabilities	74	18%
English language learners	31	10%

Black/African American	104	31%
Hispanic/Latino	132	23%
Economically Disadvantaged	236	28%

These percentages represent modest improvement in the number of Black/African American (24% of 111 students tested at Level 3 in 2010-2011) and Students with Disabilities (10% of 63 students tested at Level 3 in 2010-2011) and a slight increase in the number of English language learners and Economically Disadvantaged students, and a slight decrease in the number of Hispanic/Latino students and English language learners performing at Level 3 on the 2010-2011 ELA state assessment.

NYCDOE Progress Report: On its 2011-2012 city progress report, P.S. 107 received an overall score of "C" (41.3 points out of 100). This score was greater than or equal to 18% of elementary schools citywide, and was comprised of the following categories:

Category	Score
Student Progress	C (28.5 points out of 60)
Student Performance	F (3.5 points out of 25)
School Environment	C (5.5 points out of 15)

P.S. 107 received extra credit (3.8 points out of 16) for the progress of its students with special needs. These scores represent an improvement in School Environment from the previous year (D or 2.7 out of 15). However, on the previous year's Quality Review, P.S. 107 received an F (0.7 out of 15) and a B (26.5 out of 60) in School Performance.

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

NYCDOE Quality Reviews

A two-day New York City Quality Review conducted in January 2013 culminated in a rating of "Developing." P.S. 107 also received a rating of "Developing" for its Quality Review conducted in November 2011. The 2013 review was conducted by Community School District 8 Superintendent Timothy Behr, and the 2011 review was conducted by Deena Abu Lughod, a NYCDOE Senior Achievement Facilitator.

iv. Results from systematic school review

Below is a brief summary of **areas of strength** highlighted in the 2013 and 2011 quality reviews:

- Learning Environment: The school provides a safe and caring learning environment where students receive good levels of support which promotes their personal and academic development. School leaders communicate high expectations related to behavior, citizenship, and professionalism to staff, students, and families, which promotes positive trends in student personal and academic success. The school uses a blend of internal resources and external partnerships to create a safe and respectful culture that values student academic and emotional growth.
- Pedagogy: The school utilizes a research-based rubric for supervising pedagogy with a transparent focus on improving instructional practice to enhance student outcomes. Instructional leaders provide consistent, targeted feedback to teachers around specific strategies to improve

instruction in ways that build coherence in practice across the school. School leaders and teachers use multiple tools to capture up-to-date information about student mastery of learning objectives, which are used for making well-informed decisions at the school and classroom level.

- Organization: The principal makes informed school-wide decisions to ensure resources are aligned to instructional goals and support improvements in student learning. The principal makes strategic organizational decisions that maximize active learning for both students and adults to enable the school to work towards its goals.

Below is a brief summary of the areas for improvement highlighted in these two reviews:

- Curriculum: Improve coherence and alignment of school curricula and the Common Core Learning Standards and instructional shifts to ensure that all students are cognitively engaged and make progress in their learning; and Assure that curricula include rigorous academic tasks that integrate the Common Core Learning Standards and provide opportunities for students to apply their learning to ensure consistently high levels of cognitive engagement;
- Instruction: Ensure that classroom instruction and learning activities provide appropriate challenges for student achievement levels to produce meaningful work products; and Expand the repertoire of differentiated practices so that all students benefit from suitably supported, challenging learning opportunities.
- Assessment: Refine the use of task specific, student-friendly rubrics and enrich the repertoire of formative assessment techniques to support teachers in making instructional decisions that help all students work to their full potential. Enhance goal setting and tracking systems to monitor progress of individual students and targeted subgroups so that students and their caregivers are aware of and can work on their specific next steps; and develop clear and specific interim goals and benchmarks for all action plans to evaluate the effectiveness of promising initiatives and ensure extension of those that link most closely to improved student outcomes; and Expand the collaboration with the various teacher teams and the administration to gather and analyze data on student learning outcomes prioritizing areas of need for classroom, grade, and school level.

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

Prioritized in P.S. 107's SIG plan will be whole school reform interventions to build school capacity to strengthen student work by examining and refining curriculum, classroom instruction, and assessment. In addition to these priorities, P.S. 107 will also promote greater opportunities for meaningful collaboration and participation of parents, educators, and community to improve social, emotional, and academic outcomes for children that, in turn, helps them achieve greater school success.

Curriculum

P.S. 107's priority in this area stems from its core values of equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating individual needs, appropriate use of technology, project-based learning, and student assumption of responsibility. In this vein, P.S. 107 has chosen to replace its current English Language Arts curriculum for the 2013-2014 school year. The NYCDOE conducted an extensive review of over 20 sets of curriculum programs/textbooks in order to identify strong Core Curriculum materials that align to the Common Core Learning Standards (CCLS) and promote the shifts of the Common Core in ELA

and mathematics. Following a review of our instructional gaps, P.S. 107 will adopt the following rigorous, high quality core curricula and instructional materials that focuses on critical thinking, performance task mastery, and communication skills needed for student academic success:

- Core Knowledge. P.S. 107 will adopt the Core Knowledge curriculum in Kindergarten through grade 2. Important in the selection of Core Knowledge is its strong alignment to the NYSED CCLS and its strong foundational skills component that follows a deliberate and specific sequence. This curriculum also has a strong alignment to the CCLS instructional shifts—characterized in ELA by an intense focus on complex, grade-appropriate non-fiction and fiction texts that require the application of academic vocabulary and other key college and career readiness skills; and in math by a focus on fewer, more central standards so that core understandings can be built and linkages between mathematical concepts and skills can be made. P.S. 107 plans to merge its use of guided and independent reading with Core Knowledge.
- Expeditionary Learning: P.S. 107 will adopt the Expeditionary Learning curriculum in grades 3 through 5. Important in the selection of Expeditionary Learning is its strong alignment to the NYSED CCLS and instructional shifts. This curriculum also builds content connections with New York State Scope and Sequences for social studies and science. Included are culminating performance-based assessments as well as formative and mid-unit assessments that build to the culminating assessments. The curriculum also offers guidance for scoring and co-constructing rubrics with students. Lessons are organized around learning objectives aligned with the CCLS, and there is a clear learning progression within and across the units. Particularly helpful for novice as well as accomplished teachers are the scripted lessons, which include information regarding rationale for instructional moves.
- **Go Math:** *GO Math!* was specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum.

P.S. 107 plans to continue utilizing the Workshop Model for continuity in the establishment of rituals and routines for seamless classroom instruction and active engagement. P.S. 107 staff are currently engaged in planning summer 2013 activities, including reviewing and revising curriculum maps to incorporate instructional technology applications and CCLS-aligned real world connections/experiences. A supplementary intervention program will be implemented to teach foundation skills to those students in grades 3 through 5 who are not yet fluent readers. In addition, the school will continue to utilize FOSS and Delta Education in the area of science which encourages inquiry/problem based learning experiences.

Instruction

- Teacher Effectiveness: It is the belief of the P.S. 107 school community that ongoing professional learning is essential to ensure improved student achievement. Consistent with this belief, P.S. 107 has adopted Charlotte Danielson's *Framework for Teaching* as an observation tool for strengthening teacher practice through self-assessment, reflection on practice, professional conversation, infusion of expertise, and examining and refining feedback to teachers. During 2012-2013 school year, P.S. 107 staff focused on cultivating teacher competencies in Domain 1e (designing coherent instruction), Domain 3b (using questioning and discussion techniques) and Domain 3d (using assessment in instruction). Teachers were engaged

in meaningful professional development activities to explore these competencies, including professional conversations about the framework; visitations to other network schools; and exposure to examples of effective pedagogical practice. During the SIG implementation, P.S. 107 will continue to utilize these competencies to facilitate professional conversations and reflection about teaching and learning systems, structures, strategies, and support for students. In addition, we will differentiate our repertoire of teacher development/support activities based upon individual pedagogical need, and expand our focus to build capacity in additional competencies.

- Professional Learning Communities: P.S. 107's block scheduling affords teachers the opportunity for daily common planning periods and weekly team meetings. Weekly reflective conversations with students are held to discuss progress toward meeting or exceeding learning benchmarks. Monthly Inquiry Teams examine students' learning, devising instructional goals, learning rubrics and strategies to enhance instructional practice. Utilizing Webb's Depth of Knowledge (DOK) has provided teachers with a vocabulary and a frame of reference when thinking about students and how they engage with content. Teachers maintain samples of student work within learning binders as artifacts to facilitate progress monitoring conferences for all stakeholders. Different from our past efforts, the school will develop capacity on the inside by including content area instructional coaches, an on-site UFT Teachers Center, and professional development partnerships that enhance instructional practice.
- Differentiation: Teachers will continue to explore differentiated instructional strategies, approaches, and tools to address the needs of diverse learners, including students who are English language learners, students who have learning differences/disabilities, accelerated learners, and students achieving and performing significantly below grade level. Capacity will be continuously developed in Universal Design for Learning (UDL) principles to provide teachers with a structure to address the unique needs of learners as they engage with rigorous CCLS-aligned curriculum.

Assessment

- Formative Assessment (Assessment for Learning): The informal assessment of students is an area that will be prioritized as it must occur continuously throughout each lesson. Effective teachers plan to informally assess students as the lesson is being implemented. Teachers are encouraged to make conscious efforts to give praise and constructive feedback. Constructive feedback is explicit and specific and provides explanations to students regarding performance. P.S. 107's instructional staff will receive support: (a) to implement the curriculum-embedded assessments effectively; (b) to design interactive yet developmentally challenging student learning objectives; (c) to engage students in accountable conversations; (d) to use thinking maps to support assessment; (e) to engage in reflective conversations and goal setting during student conferencing; (f) to provide feedback on student work artifacts; (g) to hone students' self-assessment, time management, and organizational skills; and (h) to institute frequent and appropriate assessments in all content areas. Teachers will also continue to be engaged in professional dialogues centered on students' progress, as they review and make instructional decisions based on qualitative and quantitative data.

C. School Model and Rationale

i. Model rationale and key school design elements.

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

The implementation of SIG will help P.S. 107 to address its needs and targeted goals in the following areas:

Curriculum

- Project-based learning: Project-based learning, done well, has already been shown to be effective for teaching content and problem solving. A 2011 study of elementary students by Expeditionary Learning Schools found that students in project-based classrooms scored higher on state-mandated assessments than students in more traditional classrooms (Expeditionary Learning Schools, 2011).

Instruction

- Teacher Effectiveness: Research has long been clear that teachers matter more to student learning student success. In January 2013, the Measures of Effective Teaching (MET) project released its third and final set of findings, one of which was that the Danielson Framework for Teaching was one of five instruments found to be positively associated with student achievement gains.
- Performance Task Mastery: Students who placed greater emphasis on task-mastery goals reported more active cognitive engagement. In contrast, students oriented toward gaining social recognition, pleasing the teacher, or avoiding work reported a lower level of cognitive engagement.
- Differentiation: PS 107's strengths are centered on organizing with a purpose and reorganizing the instructional day to support various learners and learning styles. Staff develop systems to support reflective thinking and encourage students' accountability for setting goals, benchmarks and monitoring achievement of overall academic goals in the content areas. P.S. 107 has begun to encourage and engage children in inquiry to provide students with learning explorations that tap into the different modalities for learning providing a more cohesive learning experience. Staff capitalizes by including parents in learning institutes that not only inform parents, but make them active members in their student learning. P.S. 107 has also learned to use RTI more effectively, and as a learning community, teachers have begun to have vertical and conversations across grades in regards' toward each year progress and have made steps in achieving those including ELLs and students with special needs.

Assessment

- Formative assessment: Timely information about individual students' learning readiness and specific needs is a critical component for improving the way teachers teach and students learn (Heritage, 2007). Formative assessment provides new opportunities for the remediation and enrichment of each and every student's learning experience, helping all students reach their highest potential. Formative assessment is a systematic process to continuously gather evidence about learning. The data are used to identify a student's current level of learning, provide feedback and to adapt lessons to help the student reach the desired learning goal (Heritage, 2007). Formative assessment also involves the student in the process

through self and peer assessment. Technology-based formative assessments help improve student achievement, remediate before it's too late and track individual growth and progress. Technology also provides a platform to connect teachers and peers in feedback loops (Sadler, 1989).[1] Effective formative assessment identifies just what a child needs within his/her zone of proximal development (Vygotsky, 1986) and helps the educator build on what the child knows to facilitate cognitive growth. Improving learning through formative assessment also depends on the active involvement of students in their own assessment (Heritage, 2007). Studies show that successful comprehension does not occur automatically. Rather, it depends on directed cognitive effort – metacognitive processing, which consists of knowledge about and regulation of thinking through the application of purposeful strategies (Alexander & Jetton, 2000). Effective formative assessment is also designed to provide feedback at multiple levels – both through teacher and student evaluation and input (Heritage, 2007).

- Differentiation: PS 107's strengths are centered on organizing with a purpose and reorganizing the instructional day to support various learners and learning styles. We develop systems to support reflective thinking and encourage students' accountability for setting goals, benchmarks and monitoring achievement of overall academic goals in the content areas. Teachers have begun to encourage and engage children in inquiry to provide students with learning explorations that tap into the different modalities for learning providing a more cohesive learning experience.
- School Climate: The need for positive changes in schools through careful data analyses linked to needs assessments with a focus on promoting positivism in climates of schools has been emphasized. (Kennedy, 2003). P.S. 107 seeks to capitalize by including parents in learning institutes that not only inform parents, but make them active members in their student learning. As a learning community we have begun to have vertical and conversations across grades in regards' toward each year progress and have made steps in achieving those including ELLs and students with special needs. The school has also begun to develop smart partnerships with ASPIRA, with New York City Cares and New York State Audubon Society, H.E.A.R.T and Knowledge iTrust for STEM. We have also learned to use RTI more effectively. Through a partnership with Good Shepherd Services, we will offer in-school family counseling.

ii. Process for model selection and stakeholder engagement.

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

[1] Sadler, D. (1989) *Formative Assessment and the Design of Instructional Systems.* Instructional Science, vol. 18, p. 130.

their eligibility to apply for the Transformation model and began working on their applications in late April. Information on stakeholder consultation and collaboration for the plan development is described in Section G. of the District-level plan and Section J. in the School-level plan.

D. School Leadership

i. Characteristics and core competencies sought for school principal

Consistent with the NYCDOE's School Leadership Competencies, an effective school leader:

- Fosters a culture of excellence through personal leadership;
- Uses data to set high learning goals and increase student achievement;
- Leverages deep knowledge of curriculum, instruction and assessment to improve student learning;
- Develops staff, appropriately shares leadership, and builds strong school communities; and
- Manages resources and operations to improve student learning.

In addition, the school principal should have the following characteristics:

- Have an ability to be insightful; someone who can recognize future trends and their possible impact on current strategies, and keep in mind the big picture—the citywide instructional priorities, state standards, district initiatives, etc.; someone who keeps up to date with reform efforts, new curricula, and constant challenges arising from societal changes (e.g., cultural) and trends (e.g., technological).
- Have positive, strong interpersonal skills; someone who has good listening skills; encourages a good rapport among staff, among students, and with parents; someone who delegates responsibilities in order to bring new ideas to the table, to gain trust, and to reduce their own stress.
- Promotes self-growth; someone who stays abreast of new trends and requirements by reading and disseminates information and shares wisdom with colleagues so that their staff is not operating in the dark.
- Is flexible; someone who is resilient to meet current demands for results; someone who motivates others, and is willing to allow others to be risk takers.
- Keeps a positive, close, and constant relationship with the community through partnerships with local legislative representatives, community-based organizations, businesses, local authorities (fire/police), and other resources.

ii. Principal's biography

Leadership Pipeline: P.S. 107's school principal is Katherine Hamm (resume is attached as Attachment H). Ms. Hamm has served P.S. 107 as interim acting principal since February 2011, and was appointed to this position in 2012. Prior to her service at P.S. 107, Ms. Hamm was an Assistant Principal since 2003 at P.S. 65 in Community School District 7. From 1999 through 2003, Ms. Hamm served in the Chancellor's District in various capacities—as a Mentor Teacher, Staff Developer, and Elementary Teacher (P.S. 30). From 1995 through 1999, Ms. Hamm served as a Project Read Facilitator in District 13's P.S. 305, and as a Reading Teacher in District 16's

Sarah Garnet JHS. Ms. Hamm has experience working in community service organizations providing case management and other supportive services to families.

Rationale for Selection: In 2011, Ms. Hamm was identified from a pool of interested applicants for the position of principal, P.S. 107, based upon her experience with and understanding of the academic, social, and emotional challenges faced by students in similar communities. Ms. Hamm served her prior school with distinction and high praise was offered by her former administrator and superintendent. Since her arrival, Ms. Hamm's leadership has fostered stability and predictability in a school environment that was previously turbulent and unpredictable. She is talented, driven, and hardworking, and has focused on putting systems in place and organizing her school for effort. Ms. Hamm dedicates the bulk of her daily time to the instructional and cultural levers that make positive differences and yield positive results in schools. In the two years since her arrival, Ms. Hamm has proven her worth as a leader capable of implementing second-order change—the kind of changes that are systemic in nature, alter assumptions, goals, structures, roles, and norms.

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

Responsibilities and Qualities of the Assistant Principal Position: Assist the Principal in:

- Providing professional leadership to plan, develop, implement, evaluate, and support school programs, activities, and personnel
- Establishing an optimal learning environment within the school, including the development of an atmosphere of respect, interest and enthusiasm;
- Implementing a program of evaluation and improvement to ensure maximum educational benefits for students;
- Planning and organizing the school day and year for efficient operation;
- Complying with legal and regulatory requirements;
- Keeping abreast of new information, ideas, and techniques;
- Making effective use of consultants and specialists providing support in professional and program development;
- Managing school resources effectively;
- Communicating effectively with all members of the school community; and
- Reacting to change productively.

School Implementation Manager: 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.

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

- Assistant Principals: There are two Assistant Principals, one of whom is tenured in her position and the other, is non-tenured. These two assistant principals act as instructional coaches providing professional development support, which includes data conversations, inquiry meetings and coordinating learning opportunities for both staff and students.
- School Support Team (Guidance Counselor & Social Worker): These two support professionals spend their time serving students who are mandated to receive services in accordance with their Individual Education Plans, and support other child study team offering strategic Tier I & II intervention support for students in need.
- Teacher Team: Utilizing the model of inquiry grade teams meet with administrators to review students' learning progress, discuss and RTI Tier I and II invention strategies.
- Child Student Team in collaboration with administrators, school social worker, school psychologist, I.E.P resource specialist, ESL specialist, speech specialists, teachers and parents the team evaluate the needs of students experiencing learning challenges and develops an RTI intervention plan.
- SLT Team: members represent DC37, teachers, administrators and parents. The SLT Team meets monthly to review, discuss and plan learning opportunities, which includes evaluation of instructional programs, learning partnerships, students' progress and organization management of resources.
- Parent Coordinator and Community Associate: The pair act as liaisons offering professional development opportunities, providing essential skills assisting parents' understanding of our community learning expectations bridging the school- home and CBO's

E. Instructional Staff

i. Current school staff overview and changes needed for model

As evidenced by the 2011-2012 and 2012-2013 Quality review: The principal makes strategic organizational decisions that maximize active learning for both students and adults to enable the school to work towards its goals. Instructional leaders provide consistent, targeted feedback to teachers around specific strategies to improve instruction in ways that build coherence in practice across the school. The principal and assistant principals conduct frequent classroom visits focused on process indicators to take the pulse on the implementation of new pedagogical expectations and initiatives. Teachers have been receiving accurate and timely feedback, and there are well documented logs of assistance that demonstrate the connection between feedback and differentiated support for next steps. School leaders communicate high expectations related to behavior, citizenship, and professionalism to staff, students, and families, which promotes positive trends in student personal and academic success. The school uses a blend of internal resources and external partnerships to create a safe and respectful culture that values student academic and emotional growth. School leaders and teachers use multiple tools to capture up-to-date information about student mastery of learning objectives, which are used for making well informed decisions at the school and classroom level.

The school provides a safe and caring learning environment where students receive good levels of support which promotes their personal and academic development. The school utilizes a

research based rubric for supervising pedagogy with a transparent focus on improving instructional practice to enhance student outcomes.

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

Many of the competencies articulated by the NYCDOE School Leadership Competencies Continuum apply to the characteristics that should be possessed by the school's key instructional staff at the start of the model implementation, including:

- Believes all students can achieve at high levels.
- Articulates a clear vision and goals for high student achievement.
- Holds self and others accountable for student learning.
- Adapts appropriately to situation, audience, and needs.
- Influences others to achieve results. Builds strong relationships based on mutual respect, trust, and empathy.
- Demonstrates self-awareness and a commitment to ongoing learning.
- Develops, implements, and evaluates rigorous curricula to accelerate learning for all students.
- Uses effective instructional strategies to meet students' diverse learning needs.
- Regularly assesses student learning and ensures the provision of specific, timely feedback to teachers and students.
- Aligns standards, curricula, instructional strategies, and assessment tools

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

Teachers were engaged in an open dialogue in regards to the school improvement grant and were encouraged in an open consultation meeting to voice their concerns and interest. Teachers were presented with data that lead to our priority status and hence our seeking the SIG. Any information about the SIG is shared with teachers immediately via online, staff conferences and daily communication boards.

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

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

F. Partnerships

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

Organization/Agent Delivering PD	Rationale	Roles	Performance Accountable
Metamorphosis Teaching Learning Communities (Lucy West)	Renowned for transforming struggling schools in the area of mathematics Metamorphosis builds coaching cadres that actually improve the teaching practice of colleagues—not just a few willing colleagues—but improve teaching practice school-wide. Metamorphosis works side-by-side with coaches, teachers, principals and administrators to ensure that the home team develops the capacity to build sustainable professional learning communities that actually improve student performance.	Providing PD in: Content Knowledge; Pedagogical knowledge; Lesson design; Effective instructional strategies and Student and Teacher Assessment plus increased student performance on weekly and monthly unit assessments	Professional Surveys Pre service & Post, level of commitment monitored, including the ability to transform staff's instructional practice which will be tied to student outcome. Building capacity amongst instructional leaders and coaches
Literacy First	A research-based, systematic, systemic and comprehensive reform process that accelerates reading achievement of all student.	Providing PD in: Phonological Awareness; Phonics; Fluency and Vocabulary Development; as well as strategic reading thinking tools in metacognitive processes;	Professional Surveys Pre service & Post, level of commitment monitored including the ability to transform staff's instructional practice which

			will be tied to student outcome. Building capacity amongst instructional leaders and coaches
Cambridge Education LLC	Cambridge partners with clients to design and implement programs that will improve teaching and student learning. Cambridge programs promote the efficient and effective use of local resources to support the development of the whole child.	Provides professional development that supports the effective capacity-building of P.S. 107's professional learning communities and peer collaborations.	Professional Surveys Pre service & Post, level of commitment monitored including the ability to transform staff's instructional practice which will be tied to student outcome. Increased effective systemic for analyzing academic data to enhance instructional practices. Building capacity amongst instructional leaders and coaches
Read Alliance	Read Alliance works to improve the educational trajectory of at-risk kindergarten and first grade students through one-to-one tutoring in foundational reading skills.	Fosters individual literacy by addressing the lack of early language and literacy experiences, enabling our kindergarten and first grade students, regardless of their baseline levels, to master grade level skills in phonics and fluency.	Monitor systems for storing students' data, as well students' progress
Turnaround for Children	Turnaround for Children, Inc.	Strives to fulfill the promise of public	Professional Surveys Pre

	(Turnaround) strives to fulfill the promise of public education by helping high-poverty; low-performing public schools create positive learning environments that foster healthy intellectual, social, and emotional growth in every student.	education by helping high-poverty, low-performing public schools create positive learning environments that foster healthy intellectual, social, and emotional growth in every student.	service & Post, level of commitment monitored including the ability to transform staff's instructional practice which will be tied to student outcome. Increased effective systemic for analyzing academic data to enhance instructional practices. Building capacity amongst instructional leaders and coaches
Every Parent Influences Children (EPIC)	Helping families, schools, and communities raise children to become responsible and capable adults.	Provides support in the implementation of research-based family engagement strategies to increase student achievement	Monitor active family engagement, increased family participation, increase students' attendance
SCAN	Helping families, schools, and communities raise children to become responsible and capable adults.	Provides support in the implementation of research-based family engagement strategies to increase student achievement	Monitor active family engagement, increased family participation, increase students' attendance and academic progress

ii. Evidence of Partner Effectiveness Chart (Attachment C).

iii. Partner accountability

Organization/Agent Delivering PD	**Performance Accountable**
Metamorphosis Teaching Learning Communities (Lucy West)	Professional Surveys Pre service & Post, level of commitment monitored, including

	the ability to transform staff's instructional practice which will be tied to student outcome. Building capacity amongst instructional leaders and coaches
Literacy First	Professional Surveys Pre service & Post, level of commitment monitored including the ability to transform staff's instructional practice which will be tied to student outcome. Building capacity amongst instructional leaders and coaches. Additionally, the organization will collaborate with staff monitoring students' achievement goals, providing quarterly feedback of learners' progress. Monitor active family engagement, increased family participation, increase students' attendance and academic progress and providing monthly progress reports.
Cambridge Education LLC	Professional Surveys Pre service & Post, level of commitment monitored including the ability to transform staff's instructional practice which will be tied to student outcome. Increased effective systemic for analyzing academic data to enhance instructional practices. Building capacity amongst instructional leaders and coaches
Read Alliance	Monitor systems for storing students' data, as well students' progress. Quarterly students' progress report to be monitored.
Turnaround for Children	Professional Surveys Pre service & Post, level of commitment monitored including the ability to transform staff's instructional practice which will be tied to student outcome. Increased effective systemic for analyzing academic data to enhance instructional practices. Building capacity amongst instructional leaders and coaches. Furthermore, monitoring increase parent involvement, students attendance and decrease in violation of the chancellors' regulations.
Every Parent Influences Children (EPIC)	Monitor active family engagement, increased family participation, increase students' attendance

G. Organizational Plan

i. Organization chart – See attachment G

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

Each morning before the start of school, the assistant principals meet with the principal to discuss informal and formal observations; meeting during common planning time with teachers to review data and planning for students' academic progress.

Also discussed are collaborations with children's study team composed of a school psychiatrist, social worker; mandated specialist such as speech, teacher, resource room teacher, ESL teacher and at times classroom teachers. We use I-Ready, a computer based-program that provides a diagnostic of students needs in literacy and math. It provides teachers with a comprehensive instructional plan aligned to common core. We also use citywide predictive assessments which assess grades 3-5 in the area of literacy and math and offers individual as well as grade in school wide trend which has been used for instruction purposes. In addition, we use DRA reading assessment in which teachers assess students' one-to-one comprehension skills based on Fountas and Pinell Reading levels in which students are places in guided reading groups. Finally, we have a variety of weekly and unit assessments in which information gathered is used to provide instructional feedback for teachers. On a monthly basis, the administrative team meets individually to review and discuss the data to strategize on instructional implications. Utilizing the data mentioned on a monthly basis, our network leader provides professional development support to aid the schools' initiative to add the students process (i.e. NYC provided support on special education; other teacher attended professional development by Lucy West; support specialist have provided teachers support with planning and support in best instructional practices).

In collaboration with our parent coordinator, superintendent provides monthly workshops on common core and offers parent strategies in working to support students' academic progress.

iii. Annual Professional performance review (APPR) process

In collaboration with our Network Team and New York City Teacher Effectiveness, our Lead Teachers and Administrative Team were offered the opportunity to explore the Danielson Framework for Teacher Effectiveness. Several teachers were invited to actively explore the rubrics. Teachers were engaged in reflective dialogues and provided or offered skills in enhancing and improving their instructional practices. We established pre and post implementation benchmarks to gauge the impact of the pilot. We also had several rounds of informal observations where we observed enhanced instructional practices based on the rubric. Teachers reported an appreciation for focused or concrete strategies for improving their instructional practices. The school identified Domains 1e, 3b and 3d as areas of focus. Our observation and feedback cycle for 2013-2013 included 75 informal observations per week in literacy, math and reading in a content area.

Teachers are provided immediate systematic feedback specific to the aforementioned domains. Furthermore, information gathered from informal observations is utilized to identify trends in the school and offer teachers professional development. For example, after several rounds of informal observations we discovered that teachers were inappropriately utilizing academic learning time; therefore, in collaboration with literacy first we began offering teachers professional development.

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

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

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

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment Z. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year Conference will occur by June 27. Measures of Teacher Practice will occur between the Initial Planning Conference and the first Friday in June. Our school will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to attachment Z for further detail. As discussed in section iii, we will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher

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

H. Educational Plan

i. Curriculum

P.S. 107 have chosen to replace its current English Language Arts curriculum for the 2013-2014 school year. The NYCDOE conducted an extensive review of over 20 sets of curriculum programs/textbooks in order to identify strong Core Curriculum materials that align to the Common Core Learning Standards (CCLS) and promote the shifts of the Common Core in ELA and mathematics. Following a review of our instructional gaps, P.S. 107 will adopt the following rigorous, high quality core curricula and instructional materials that focus on critical thinking, performance task mastery, and communication skills needed for student academic success:

- Core Knowledge. P.S. 107 will adopt the Core Knowledge curriculum in Kindergarten through grade 2. Important in the selection of Core Knowledge is its strong alignment to the NYSED CCLS and its strong foundational skills component that follows a deliberate and specific sequence. This curriculum also has a strong alignment to the CCLS instructional shifts—characterized in ELA by an intense focus on complex, grade-appropriate non-fiction and fiction texts that require the application of academic vocabulary and other key college and career readiness skills; and in math by a focus on fewer, more central standards so that core understandings can be built and linkages between mathematical concepts and skills can be made. P.S. 107 plans to merge its use of guided and independent reading with Core Knowledge.

- Expeditionary Learning: P.S. 107 will adopt the Expeditionary Learning curriculum in grades 3 through 5. Important in the selection of Expeditionary Learning is its strong alignment to the NYSED CCLS and instructional shifts. This curriculum also builds content connections with New York State Scope and Sequences for social studies and science. Included are culminating performance-based assessments as well as formative and mid-unit assessments that build to the culminating assessments. The curriculum also offers guidance for scoring and co-constructing rubrics with students. Lessons are organized around learning objectives aligned with the CCLS, and there is a clear learning progression within and across the units. Particularly helpful for novice as well as accomplished teachers are the scripted lessons, which include information regarding rationale for instructional moves.

P.S. 107 plans to continue utilizing the Workshop Model for continuity in the establishment of rituals and routines for seamless classroom instruction and active engagement. P.S. 107 staff are currently engaged in planning summer 2013 activities, including reviewing and revising curriculum maps to incorporate instructional technology applications and CCLS-aligned real world connections/experiences. A supplementary intervention program will be implemented to teach foundation skills to those students in grades 3 through 5 who are not yet fluent readers. In addition, the school will continue to utilize FOSS and Delta Education in the area of science which encourages inquiry/problem based learning experiences.

ii. Instruction

The instructional shifts for ELA include: Balancing Informational and Literary Text, Building Knowledge in the Disciplines: Staircase of Complexity; Text-based Answers; Writing from Sources; Academic Vocabulary. The instructional shifts in Math include: Focus; Coherence; Fluency; Deep Understanding; Applications and Dual Intensity. These shifts are reflected in the table of our instructional practices below:

	Description 2012-2013 Instructional Practices			
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).	Proposed Modification for 2013-2014
ELA	All students in grades K-5 are afforded daily 90 minutes block of literacy, which includes shared, guided, independent reading/writing and read aloud.	Whole/small grouping based on needs.	during the school day	No change
	Three times per week (150 minutes) all students in Grades K thru 5 students are afforded additional guided reading periods.	Small grouping based on needs.	during the school day	No change
	Students in Grades 3 thru 5 are afforded an additional 95 minutes per week in the area of literacy during Extended Day (228 students, including ELL's & SWD) and Saturday Academy Programs (60 students LVL 1 SWD & ELL's).	Small grouping based on needs, increased teacher student ratio 1/7	after school hours& Saturday	All students are afforded an additional 95 minutes per week in the area of literacy during extended day including Ells and students with disability and mandatory Saturday academic and

				students with disability, ELL and holdovers
Mathematics	All students in grades K-5 are afforded daily 70 minutes block of mathematics, which includes shared, guided, independent mathematic explorations.	Whole/small grouping based on needs.	during the school day	All students in grades K-5 are afforded daily 90 minutes block of mathematics, which includes shared, guided, independent mathematic explorations.
	Twice times per week (100 minutes) all students Grades K thru 5 students are afforded additional guided math periods.	Small grouping based on needs.	during the school day	No change
	Students in Grades 3 thru 5 are afforded additional 95 minutes per week in area mathematics during Extended Day (228 students, including ELL's & SWD) and Saturday Academy Programs (60 Students LVL 1, SWD & ELL's).	Small grouping based on needs, increased teacher student ratio 1/7	after school hours & Saturday	All students are afforded an additional 95 minutes per week in the area of literacy during extended day including Ells and students with disability and mandatory Saturday academic and students with disability, ELL and holdovers
Science	Grades K-5 are afforded 150 minutes of science weekly, which shared, guided, independent	Whole/small grouping based on needs.	during the school day	No change

	exploratory, hands-on investigations.			
Social Studies	Grades K-5 are afforded 100 minutes of social studies weekly, which shared, guided, independent exploratory, hands-on investigations.	Whole/small grouping based on needs.	during the school day	No change
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Small group/ individual based on students need	During the school day	No change

In addition, we will implement a learning academy focus, as follows:

Grades K-1 (science naturalists) – learning through senses
Grades 2-3 (environmental scientists) – animals and earth
Grades 4-5 (experimentalists) – using more of the maker opportunities

Three individuals will be responsible for houses and monitor attendance and homework. They will host town halls, preparation for learning. They will meet with families and host math nights, reading nights, study halls, and address students' social emotional issues. We will also hire a Math coach, reading coach, and an AIS specialist.

iii. Use of Time

SAMPLE SCHEDULE: 107X Instructional Schedule 2013-14

Monday	Music Ms. Osorio	GYM Ms. Suazo-Moore	Science Ms. Spencer	Art Mr. Moore	Library Ms. Taps	ESL Ms. Lumpkin	Social Studies Ms. Taylor
Period 1 8:00-8:50	Prep	Prep	Prep	Prep	Prep		
Period 2							

9:00-9:50	PD Planning	PD Planning	PD Planning	PD Planning	PD Planning	PD Planning	
Period 3 9:50-10:40	1-311	K-213	K-217	K-223	1-305	1-309	Pre-K
Period 4 10:40-11:30	Lunch	Lunch	Lunch	Lunch	Lunch		
Period 5 11:35-12:25	4-411	4-409	4-413	3/3-415	4th Grade Clubs		
Period 6 12:30-1:20	2-327	3-427	3-428	2-327	3-423	2-328	½- 221
Period 7 1:20-2:10	5-405	5-401E	5-401B	5-402	Pre-K		

A growing body of evidence shows that high quality expanded learning positively affects students' behavior, school attendance, and academic achievement. Students not only develop the characteristics they need to succeed in school, but to become active leaders in a collaborative workplace. (Durlak and Weissberg, 2010; Halpern, 2003; Huang, et al., 2005.)

The United States Department of Education defines "Increased learning time" for purposes of School Improvement Grants as increasing the length of the school day, week, or year to significantly increase the total number of school hours so as to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. To meet the requirements of the transformation and turnaround models, a school receiving a School Improvement Grant must offer all students an opportunity to participate in the program, and the school must have sufficient capacity and resources to serve any and all students who choose to participate.

Instructional Schedule 2013-14

Period	*Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Science Naturalists Using Senses to conduct learning investigations			Environmental Scientists Animals & Earth		Experimentalists	
8:00-8:10	Morning Meeting 8:00-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting

8:10-9:10	Family Style Breakfast 8:30-9:00	Reading Workshop	Reading Workshop	Reading Workshop	Reading Worksh op	Reading Workshop	Reading Working
9:10:9:50	Preparati on Period	Fletcher's Place Guided Instruction	Fletcher's Place Guided Instruction	Guided Instruction	Guided Instructi on	Guided Instruction	Guided Instruction
9:50-10:40	Fletcher' s Place Math Worksho p	Preparation Period	Preparation Period	Math Workshop	Math Worksh op	Math Workshop	Writing Workshop
10:40-11:30	Family Style Lunch	LUNCH	LUNCH	Math Workshop	Math Worksh op	Math Workshop	MSL MATH SS/S 10:30—11:30
11:35-12:25	Naptime	Math Workshop	Math Workshop	LUNCH	LUNCH	Preparation Period	MSL MATH/SS /S 10:30—11:30
12:25-1:20	Center Time	Math Workshop	Math Workshop	Preparatio n Period	Preparat ion Period	LUNCH	LUNCH
1:20-2:20	LUNCH ***Prepar ation Schedule Various**	Social Studies/Sci ence Workshop	Social Studies/Scie nce Workshop	Social Studies/Sci ence Workshop	Social Studies/ Science Worksh op	Social Studies/Sci ence Workshop	Preparatio n Period
2:20-3:10	Mondays & Tuesdays Social Studies Wednesdays, Thursdays & Fridays Science G I: Grades 2 thru 4 Mon , Tues & Wed. ELA Thurs & Fri Math				Extended Day Tuesday, Wednesday & Thursday No Departmentalization & Clubs on Fridays		

In partnership with our OST provider, Aspira, our students will be afforded additional extended learning time totaling to 1,020 hours annually which will include holidays and summer vacation. In collaboration with Aspira, students will be afforded learning activities such as inquiry based learning and recreational activities such as sports, dance, drama and learning to play instruments. In addition, students will receive drug prevention counseling.

In addition we will provide: Health and dentistry clinic and housekeeper, Volunteers, tutors, lunch buddies, I would love for every child to have a mentor. (Every child who has an IEP, over-age or experiencing academic turmoil should have a mentor).

Mentor or coach would tell what they day would be like and at the end of the day would check-in (at 100 teachers do it for kids who are having trauma) – learning buddies for academic, social or emotional, can pay teachers to do it. More interesting for kids to have games, chess, computer or rigid set up individuals in those locations and check in with students (informally).

These common disciplinary and behavior expectations were drilled into the students during the first week of the school year. Students will get them acclimated to their new grade. We teach them the process of being in the school during the day, what to do when someone walks in the room, how to line up, when to sharpen their pencils how to pack up for the end of the day, how to unpack at the beginning of the school day.

iv. Data-Driven Instruction/Inquiry (DDI)

Teachers will share and systematically using data to guide instructional changes. In the classic profile schools, the use of data appeared to be especially transparent and was credited with playing a role in the rapid improvement in student outcomes. Teachers will use results from weekly benchmark assessments in core content areas to identify students for participation in an after-school extended day and a Saturday academy.

School leadership will play a direct role in facilitating the process of DDI by modeling data use for staff, setting clear expectations on the use of data, and holding teachers accountable through observations and monitoring. Data collection will be frequent, sometimes based on school- or teacher-generated assessments. Weekly assessments will be tied to the state standards and aligned to the school district's curriculum and pacing guides. A school assessment team, which will be led by the principal and teacher leaders who are designated as coaches will review student performance results. The coaches, will generate data sheets and identify any score under the benchmark in a report to the data team and our professional development team. If scores are low for a particular classroom, the principal will request that teachers from that grade review the week's instruction for the subject area of concern.

The teachers of low-performing students will review their instruction with the whole grade, and their colleagues and the coaches will offer suggestions for improvement.

We will foster a culture of data use and transparency through daily practices that make data on student performance readily visible. Data boards that display school-wide goals and achievement will be posted in common areas. The boards will track the progress of each class and individual students and explain the standards in student-friendly ways.

The team will help teachers collect data and determine which data were important to include on the data boards. In addition to the data and instructional strategy teams, a school-based consultant will assist teachers by holding grade-level meetings to discuss data. Student engagement will be an important element of data board implementation. Students will regularly track their own progress (against an "Aim line" that will track their current status regarding

goals) and create action plans that specified their own personal learning goals and will identify areas for them to strengthen and master. We will provide teacher incentive for performance in the form of extra preps. In addition, students and families will be provided with incentives for performance in the form of Responsible Optimistic Curios Knowledgeable Enthusiastic Talented Scientists tickets, family movie nights, fieldtrips and excursions.

v. ***Student Support.***

According to 2011-12 Progress Report, P.S. 107's overall attendance rate was 90.4%. Incorporating and capitalizing on various alternative learning partnerships, such as HEART, ASPIRA and Stem Garden has dramatically increased our students' desire to attend school.

Our focus on becoming a STEM school partnering with the Maker Kids Foundation, Knowledge You Can Trust Foundation, community leaders, and parents. This collaboration serves to leverage internal and external resources that strongly impact the academic, social/emotional developmental health of students. These efforts serve to positively channel students' energies into problem-solving teamwork. They learn to work with other individuals with differing views while exploring science, technology, engineering, and mathematics. The learning is extended by analyzing how their creations and solutions may be applicable to global problems. Additionally, we also developed a partnership with Humane Education Advocates Reaching Teachers Program which engages our learners in collaborative research promoting civic responsibility for oneself, community, earth, and earth's inhabitants. Furthermore, P.S. 107 has secured OST grant, two million dollars for the next five years, with ASPIRA extended students learning time, including summer and holiday sessions.

The Child Study Team (Principal, Assistant Principals, School Psychologist, School Social Worker, I.E.P Teacher, Guidance Counselor, Speech Teachers, ESL Teacher) focuses not only on formal evaluations but also on discussions of children who are exhibiting varying difficulties.

Such student data as anecdotal records, diagnostic reading and math results, and student work are analyzed to gain greater insights into students' functioning. A variety of recommendations are proposed, with the results reported to the Committee within a stated time frame.

vi. **School Climate and Discipline.**

Several school-wide initiatives designed to foster a safe school environment have been established: the Principal's Book-of-the-Month (selected books used as a segue for a school-wide discussion on positive strategies when coping with barriers to social/emotional developmental health and academic success); WWT (use your WORDS, WALK away, and TALK to an Adult); "Caught Being Good" character education reward system(QR Report: 2011-2012, p. 4; NYC School Survey 2011-2012). Daily attendance is incorporated into our wellness initiative as measure to increase students' academic success by increasing actual learning time.

PBIS, a behavior intervention program designed to teach children how to resolve social problems, will be implemented. In partnership with PBIS, PS 107 will establish clear, consistent school wide behavior rules and expectations; conveying those expectations to staff, students, and

families; and establishing consequences for misbehavior. Students can earn points through good behavior and redeem the points for prizes.
PS 107 will collaborate with a local university that placed graduate social work students at the site to counsel children. Parents can come to school – job counseling and social events (parents are not working). Parents can bring their skills to the school, getting job training, (partners in education), two adults to come into classes to support students in learning parents accountable for student absences.

vii. *Parent and Community Engagement*.

Specific strategies for involving parents and the community include: participating in school governance and decision-making (SLT). Parents and community members will participate actively on school site councils and other governing committees with control over school resources and principal. An active school leadership team & parent teacher association, including parent volunteers. Open Learning Community, Monthly Family Literacy Celebrations, including Monthly Meeting w/ Principal & Learning Workshops & Weekly Family On-line Learning Access. We would like to have monthly town-hall meetings.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

The entire P.S. 107 learning community was engaged in conversation about the importance of the SIG and how the school could benefit from the addition of additional support, resources, and instructional specialists in our efforts to enhance or improve students' academic progress. During several conferences and online discussions about the data, the community was encouraged to express the pros and cons. Furthermore, literature regarding the SIG was shared with teachers, the SLT team and parents in a town hall fashion.

Staff has expressed a desire for the resources; however, have expressed some concern in regards to the possibility restructuring. Furthermore, there are great conversations around building sustainability after full implementation of the grant.

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

PD Activity	Target Audience	Organization /Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Math	Prek-5; parents	Lucy West Metamorphosis Teaching Learning Communities	Content Knowledge; Pedagogical knowledge; Lesson design; Effective instructional strategies and Student and Teacher Assessment plus increased student performance on weekly and monthly unit	Students will be assessed weekly on mathematics concepts; Teachers will be engaged in Theory of Action Plan in which they will organize the data, analyze the data and reteach to the students strength or weakness; Trends across grades and contents will be shared with professional development team to

			assessments	afford teachers with additional strategies
Literacy	K-2; parents	Literacy First	Phonological Awareness; Phonics; Fluency and Vocabulary Development; as well as strategic reading thinking tools in metacognitive processes;	Students will be assessed weekly on literacy skills; Teachers will be engaged in Theory of Action Plan in which they will organize the data, analyze the data and re-teach to the students strength or weakness; Trends across grades and contents will be shared with professional development team to afford teachers with additional strategies
Literacy	k-2; parents	Core Knowledge	Decoding skills, which are addressed in the Skills Strand and oral language, vocabulary, and background knowledge development. The lessons are based around science and social studies curriculum.	Students will be assessed weekly on literacy skills; Teachers will be engaged in Theory of Action Plan in which they will organize the data, analyze the data and re-teach to the students strength or weakness; Trends across grades and contents will be shared with professional development team to afford teachers with additional strategies
Literacy	3-5; parents	Expeditionary Learning	Literacy through student inquiry, critical thinking, and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences.	Students will be assessed weekly on literacy skills; Teachers will be engaged in Theory of Action Plan in which they will organize the data, analyze the data and re-teach to the students strength or weakness; Trends across grades and contents will be shared with professional development team to afford teachers with additional strategies
Math	Prek-5; parents	Go Math	Common Core aligned instruction; Differentiation; DDI and Diagnostic Instruction	Students will be assessed weekly on mathematics concepts; Teachers will be engaged in Theory of Action Plan in which they will organize the data, analyze the data and reteach to the students strength or weakness; Trends across grades and contents will be shared with professional development team to afford teachers with additional strategies
Strengthening Teacher Practices	Professional Development Team	Effective Teaching	Offering teachers a deeper understanding of Danielson Framework for Teaching	Teacher practice components; measuring student learning components; scoring methodology
Strengthening Principal	Principal	New York City Principal Leadership Academy	Transform Student Outcomes	Enhanced student progress through learning survey; NYSED Report Card, QR, NYDOE progress report

Instructional Leadership Practices				
PBIS	Students and learning Community; parents	NYCDOE Office of School Safety and Positive Behavior Support	Build schools and capacity of PBIS team through developing structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems	Attendance; reduction in school suspension; improved student attitudes toward the learning community; reduction in "I don't care attitude."
Parental involvement	Parents	New York City Learning Leaders	Parental capacity building	Parents/caregivers utilize their training and newfound skills to help their own children at home, move into leadership positions in their children's schools, and even jumpstart their own educational and career goals-often pursuing careers in education.

iii Plan for training, support and professional development

We will use surveys and actual implementation in the classroom and pulling data reports on student outcomes and evaluating and re-evaluating professional development opportunities. Teachers will have an opportunity to engage in PD in addition to outside CBOs on a monthly. Professional development will also be online, anytime, anywhere. We will evaluate and re-evaluate PD and its outcomes aligned with student progress. The targeted goals are measured by student performance indicators provided Acuity.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

waiver and Priority status to turn-key the information to stakeholders. NYCDOE staff also presented the information directly at information on state accountability designations and implications during Community Education Council meetings, a meeting of the Panel on Education Policy, and other community meetings.

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

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

Information regarding the SIG and progress toward meeting and exceeding goals will be shared with all stakeholders monthly in town hall meetings, a new letter, and on-line. However, some information will be shared weekly, for example attendance a leading goal will be reviewed daily and shared with all stakeholders.

K. Project Plan and Timeline

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

Goal #1: Consistency in differentiated instruction so that lesson planning reflects purposeful groups, tasks that accommodate different learning styles, and questioning extends thinking to maximize student learning.

Key Strategies:

- Network instructional team will provide workshop sessions for teachers on the use of interactive whiteboards to facilitate more options for differentiated instruction through the use of technology.
- Network instructional team will provide coaching to improve the student conferencing process so that teachers and students engage in meaningful conversation about the

student's work and goals in order to further identify the instructional needs of diverse learners and develop individual and/or small group learning paths for students.

- Network instructional team will provide support in the effective implementation of Response to Intervention (RtI), including professional development on procedures for screening, diagnostic, intervention planning and delivery, progress monitoring, and decision points across the three Tiered RtI process, and support to teacher team meetings as needed.
- An NYU coach will engage in a coaching cycle which will include classroom observations, debriefing with administrators, meetings with targeted teachers to collaboratively plan lessons for differentiation, and modeling/co-teaching in classrooms.
- Network instructional team will attend SIT team bi-monthly meetings to enhance discussion and strategies for best practices to meet the differentiated needs of the diverse learners.

Goal #2: Rigorous lessons are needed in grades K-2 with performance based tasks and project-based learning that engage all students and support greater reading proficiency in upper elementary grades.

Key Strategies:

- Network instructional team will work closely with teachers of grades K-2 to provide professional development, modeling, and coaching related to CCLS-aligned lesson planning, design, implementation, and evaluation. Team will also provide support in data analysis, formative assessment practices, Tier 1 academic intervention, differentiation, and interdisciplinary instruction.
- PS 107 staff will attend network conducted CCLS workshops, which will focus on the design of CCLS-aligned performance tasks and looking at student work to inform instructional and assessment tasks.
- Fletcher's Place is an Orton-Gillingham-based program that engages students in active learning. Network team will evaluate program implementation to ensure fidelity and desired results.

Goal #3: Developing a repertoire of formative assessment techniques to support teachers in making instructional decisions that help all students work to their full potential.

Key Strategies:

- PS 107 will participate in the Teacher Effectiveness Intensive cycles, which will focus on building capacity for to implement formative observation of teacher practice consistent with the Framework for Teaching (Danielson), with a particular focus on designing student assessments (1e), using questioning & discussion techniques (3b), and using assessment in instruction (3d).
- PS 107 has purchased new assessments to support teaching & learning outcomes in ELA, including I-Ready, which is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, standards-based practice, and a Common Core readiness screener. Network staff will work closely with administration to ensure that the new assessments are coordinated with existing assessments (e.g., DRA) and are implemented effectively as part of a broader school-wide assessment plan including professional development.

- Although some PS 107 staff have been trained in Thinking Maps and are using two of the maps for instruction (bubble & circle maps), network instructional staff will provide additional training to encourage the use of TM for formative assessment. Network team will attend regular progress monitoring meetings to encourage use of protocols and assessment practices consistent with an RtI framework.

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

Mid-Cycle Benchmarks

- *Goal #1:* By December 2013, 75% of teachers in grades K-5 will have participated in professional development to improve their ability to create learning activities differentiated by content, process, and/or product, and to use questioning techniques.
- *Goal #2:* By December 2013, informal observations of teaching and learning by administrators and network team will reflect increased rigor and challenge in K-2 lesson design.
- *Goal #3:* By December 2013, PS 107's administrators will have conducted at least two cycles of informal observations and teachers will have received actionable feedback on their assessment practices.

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

Leading indicators are teacher observations, ratings, feedback, attendance; evaluations of professional development, student attendance, school average daily attendance, teacher professional development attendance, and evaluation of professional development opportunities.

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

Goal #1:
Strengthen rigor of instructional practices across subject areas to ensure that learning experiences engage students in higher order learning experiences skills.

Key Strategies:

- Implement the use of iPads to differentiate instruction to support student engagement and completion of CCLS unit tasks.
- Implement conferencing procedures that assist teachers in identifying the instructional needs of diverse learners and develop individual and/or small group learning paths for students.
- Conduct a coaching cycle which include: classroom observations, debriefing with administrators, meeting with teachers to plan lessons collaboratively, model/co-teach in classroom,
- Bi-monthly meetings of School Intervention Team to discuss and strategize around best practices to meet the core needs of our target sub groups.
- Daily common planning to allow for teachers to plan for multiple access points and ways of understanding to design rigorous and coherent instruction, using questioning and discussion techniques, and continuous cycles of assessment to measure student achievement.

Goal #2: Promote greater consistency in scaffolding Instruction to reflect purposeful grouping with appropriately challenging tasks to maximize learning for Special Populations (ELL's and Special Ed)

Key Strategies:

- Teachers meet in teams to analyze student work and adjust instruction on a weekly basis.
- CCLS aligned units of study will be reviewed and amended to include instructional shifts and changes in the scope and sequence of 6-8 tests.
- Administrators in collaboration with teachers will develop individualized professional development opportunities that reflect areas of challenges.

Goal #3: Enhance the analysis and application of baseline data in core content areas to enable all teachers to identify individual needs and strengths in order to provide targeted instruction.

Key Strategies:

- Deepen administrators' skills in classroom observations and feedback.
- Enhanced of a product using technology for students and teachers to promote authentic discussions and collaborative inquiry.

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	54600	59,100	59,100	59,100
b. Student participation in State ELA assessment	%		99.20%	100%	100%	100%	100%
c. Student participation in State Math assessment	%		99.20%	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%	89%	90%	90.5%	91%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	0.2%	.2%	.1%	.1%
h. Number of discipline referrals	num		66	44	42	40	38
i. Truancy rate	%		1.0%	4.0%	3.5%	3.0%	2.5%
j. Teacher attendance rate	%		95.2%	96.3%	96.2%	96.1%	96%
k. Teachers rated as "effective" and "highly effective"	%		n/a	60%	65%	67%	70%
l. Hours of professional development to improve teacher performance	num		n/a	110	110	110	110
m. Hours of professional development to improve leadership and governance	num		n/a	60	60	60	60
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		n/a	58	58	58	58
II. Academic Indicators							

o. ELA performance index	PI		Please see memo	93	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	102	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	19.3%	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on Math assessment	%		57%	26.8%	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

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

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

a. **Number of minutes in the school year:** The school's baseline data for 2010-11 was determined based on the number of instructional days in the school year and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12).

b. **Student participation in State ELA assessment**

c. **Student participation in State Math assessment**

d. **Drop-out rate**

e. **Student average daily attendance:** Calculation based on aggregate of days students were present divided by days present + absent for school year 2010-11.

f. **Student completion of advanced coursework:** High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc.

g. **Suspension rate:** Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2010-11.

h. **Number of discipline referrals:** Represents total count of Level 3-5 incidents in 2010-11

i. **Truancy rate:** K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.

j. **Teacher attendance rate:** Calculated based on 2010-2011 school year: 1 – (total absent days/total active days)

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

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

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

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

• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's *Framework for Teaching* and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions 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	• 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

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

m. **Hours of professional development to improve leadership and governance**
This may include the following types of professional development activities:

• Regular meetings in which school leaders:
  ○ Review data and establish an instructional focus
  ○ Evaluate curricular alignment with standards in all content areas
  ○ Plan and adjust PD to support implementation of the school's curricula
  ○ Plan and adjust PD to improve instruction
• Regular meetings in which team leaders develop
	• 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

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	• PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD for principals/instructional supervisors regarding the implementation of virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll

n. **Hours of professional development in the implementation of high quality interim assessments and data-driven action**
This may include the following types of professional development activities:
   - Teacher team meetings in which teams review student work products and other data to adjust teaching practice ("inquiry team meetings")
   - Professional development on creating and using periodic assessments
   - Training on information systems that track assessment outcome

II. Academic Indicators

o. **ELA performance index**

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

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

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

s. **Average SAT score**

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

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

v. **High school graduation rate**

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

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

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Reading Excellence and Discovery (READ) Foundation 80 Maiden Lane – 11th Floor New York, New York 10038 EIN#13-4091062	1.	1. Mary Padilla, Principal, PS5X – mpadill@schools.nyc.gov, 718
	2.	1.Venessa Singleton, Principal, CS300x – vsingle2@schools.nyc.gov; 718
	3.	2.Patricia Quigley, Principal, CS61X
	4.	3.Lillian Raimundi Ortiz, Principal, PS155M – lortiz4@schools.nyc.gov; 212
	5.	4.Pamela Muchere Bradley, Principal, PS150K – pbradle2@schools.nyc.gov; 718
	6.	5.Kristina Beecher, Principal, PS3K – kbeeche@schools.nyc.gov; 718
	7.	6.Magalie Alexis, Principal, PS282K – Malexis@schools.nyc.gov ; 718
	8.	7.Stacey Wright, Principal, PS39R – Twright2@schools.nyc.gov ; 718
	9.	8.Genie Calibar, Principal, PS19Q – gcaliba@schools.nyc.gov; 718
	10.	9.Donna Anaman, Principal, PS87X – danaman@schools.nyc.gov; 718
Partner Organization **Name and Contact Information and**	**Schools the partner has successfully supported in the last three years**	**References / Contracts** (Include the names and contact information of school and

description of type of service provided.	(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.	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)
Robert Callan Catapult Learning/ Literacy First Director of School Partnerships M: 609.221.5546 robert.callan@catapultlearning.com	Over the past 10 years, thousands of teachers in Oklahoma were provided training though state funds that were overseen by the Oklahoma Commission for Teacher Preparation. In addition to training, 139 schools received three	1
	1.	1. Dr. Lillie Cox, 1712 Vaughn Road
	2.	2. Elizabeth Tanner, 2320 U.S. 70 Business
	3.	3. Dr. Denise Patterson, 432 Fourth Avenue SW
	4.	4. Teresa Tosh, 1745 W. Grand Ave.
	5.	6. Dr. Lance Stout, 401 N. Kansas Ave.
	7.	4.
	8.	
	9.	5.
	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)
	1.	1.
	2.	2.

Santiago Taveras *Vice President* *District & School Development and Improvement* **Cambridge Education (LLC)** 21 Bleeker Street Millburn, NJ 07041-1008 **Tel. 973.634.7324**	3. 4. 5. 6. 7. 8. 9. 10.	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)
Lucy West, Metamorphosis **Education Consultant**	1. P.S. 503, Brooklyn	1.Bernadette Fitzgerald (Principal) <BFitzge2@schools.nyc.gov>
	2. P.S. 321, Brooklyn	2.Liz Phillips (Principal) <lphilli@schools.nyc.gov>
	3. CFN 407	3.Debra Lamb <DLamb@schools.nyc.gov>, John Didrichsen <jdidrichsen@schools.nyc.gov>
	4. CFN 206	4.Ada Cordova <acordov@schools.nyc.gov>

165 Park Row 18A **New York, NY 10038** **Phone 212-233-0419** **Cell; 917-494-1606**	5. P.S. 1	5.Amy Hom (Principal) <AHom@schools.nyc.gov>
	6. P.S. 29	6.Jennifer Jones (Principal) <jjones48@schools.nyc.gov>
	7. CFN 207	7.Liz Fisher <efisher12@schools.nyc.gov>
	8. P.S. 230, Brooklyn	8.Sharon Fiden (Principal) <sfiden@schools.nyc.gov>
	9. CFN 203	9.Carol Mosesson-Tieg <cmosess@schools.nyc.gov>
	10.P.S. 343, Manhattan	10. Maggie Siena (Principal) <msiena@schools.nyc.gov>
	1. P.S. 503, Brooklyn	1.Bernadette Fitzgerald (Principal) <BFitzge2@schools.nyc.gov>
	2. P.S. 321, Brooklyn	2.Liz Phillips (Principal) <lphilli@schools.nyc.gov>
Ken Thompson, *Scan New York* *345 East 102nd St. 3rd Flr* *New York, NY 10029* *Phone: 212-289-8030* *Fax 212-289-8093*	**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)
	1.	1)
	2.	2)
	3.	3)
	4.	4)
	5.	5)
	6.	6)
	7.	7)
	8.	8)
	9.	9)

	10.	10)
	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)
	11.	11)
	12.	12)
	13.	13)
	14.	14)
	15.	15)
	16.	16)
	17.	17)
	18.	18)
	19.	19)
	20.	20)
Turnaround for Children, Inc. 25 West 45th St., 6th Floor New York, NY 10036 **Phone:** 646-786-6200 **Fax:** 646-786-6201 **E-Mail**: info@tfcusa.org	**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)

	11.	11.
	12.	12.
	13.	13.
	14.	14.
	15.	15.
	16.	16.
	17.	17.
	18.	18.
	19.	19.
EPIC - New York City 475 Riverside Drive, Suite 1268 New York, NY 10115 Tel: 212-870-2910 Fax: 212-870-2915	**20.**	20.

Attachment G: Organization Sheet

107X Learning Community
Responsible, Optimistic, Curious, Knowledgeable, Enthusiastic, Talented, Scientists

Ms. Hamm, Principal	Room 205
Ms. Gonzalez, Assistant Principal	Room 420
Ms. Davis, Assistant Principal	Room 320
Ms. Chapman, Secretary	Room 200
Ms. Diaz, Parent Coordinator	Room 200
Mr. Morales, Community Associate	Room 200

Science Naturalists

Ms. Caputo/ Ms. Alomar	PK- 107
Ms. Rivera/Ms. Stevens	K-213
Ms. Evans	K-217
Ms. Perez	K-223
Ms. Castellano/ Ms. Burch	½- 221
Ms. Ms. Mitchell/Ms. Petersen	1-309
Ms. Nitzberg	1-305
Ms. Hernandez	1-311

Environmental Scientists

Ms. Bartholomew	2-322
Ms. Nicoletti	2-327
Ms. Shei/Ms. McGreil	2-328
Mr. Kadaga/ Ms. Rivera/ Ms. Blanco	3-415
Ms. Lowe	3-423
Ms. Jones	3-427
Ms. Parry	3-428

Experimentalists

Ms. Thompson	4-409
Mr. Jones	4-411
Ms. Carrington/Ms. Beaumont	4-413
Ms. Strickland/ Mr. Rivera/Ms. Brown	4/5-402
Ms. Mussenden	5-405
Ms. Rende/ Ms. Gartlin	5-401B

Enrichment Teachers

Ms. Suazo-Moore, Physical Education	Gymnasium
Ms. Spencer, Science	Room 302/ 401F
Mr. Moore, Art	Room 421
Ms. Osorio, Music	Room 313
Ms. Taps, Library	Room 419

Attachment G: Organization Sheet

Supportive Service

Ms. Moseley, Speech	Room 225
Ms. Valentine, Speech	Room 227B
Ms. Lumpkin ESL Specialist	Room 313
Ms. Taylor, IEP/SETTS	Room 317
Ms. Dearman, Guidance	Room 422
Ms. Rubin, Social Worker	Room 203
Dr. Joseph, Psychologist	Room 203
Mr. Robinson, Family Worker	Room 203

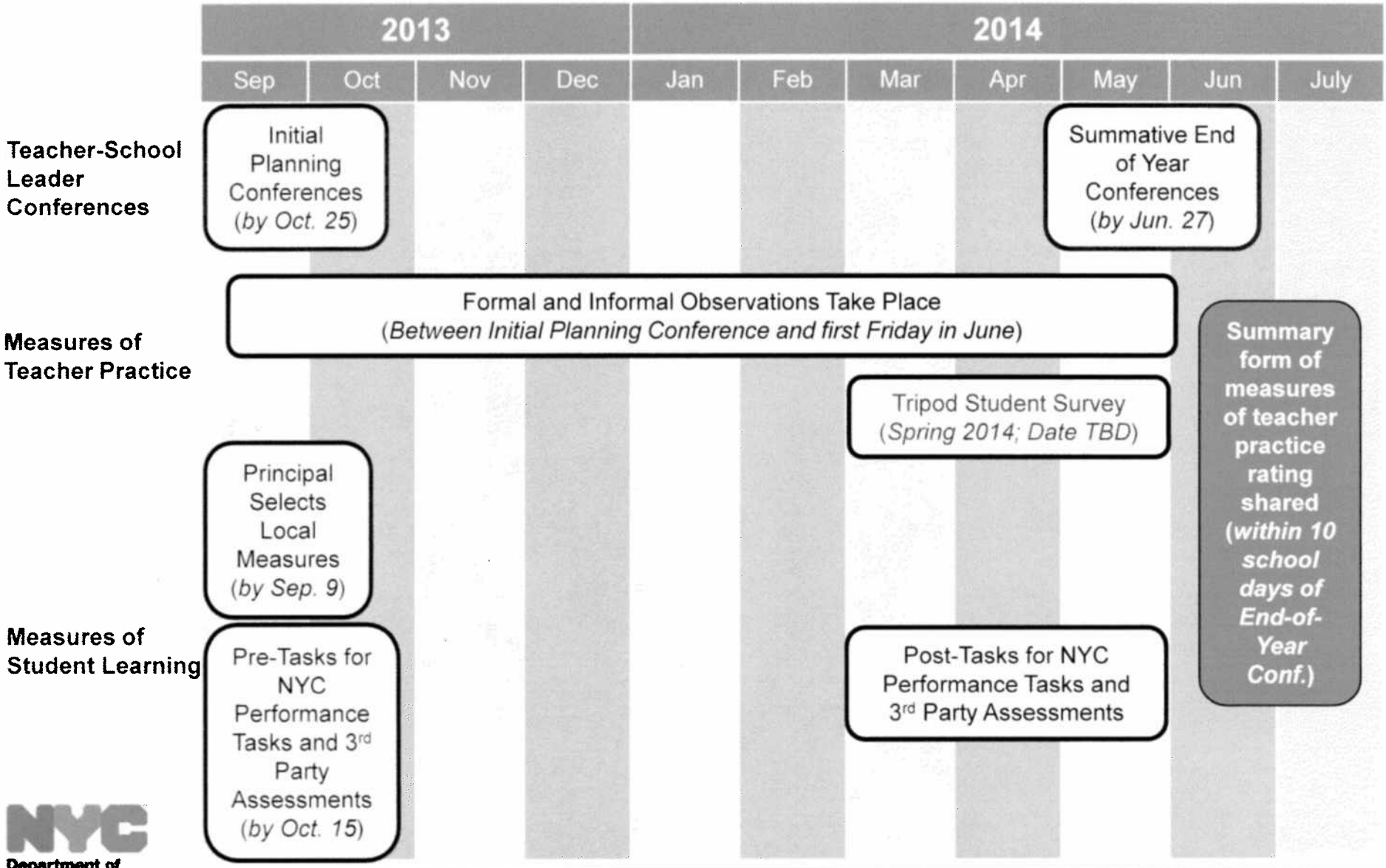
School Support 123

Ms. DeJesus	Ms. Hill	Ms. Watts
Ms. Ross	Ms. Seise	Ms. Hinnant

Custodial Staff 106

Mr. McCarroll	Mr. Toro	Mr. Gonzalez
Ms. Simmons	Mr. Felciano	

2013-14 Teacher Evaluation and Development Timeline



NYC Department of Education
Dennis M. Walcott, Chancellor

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

Attachment D: Resume of Principal Katherine O. Hamm

Katherine O. Hamm
1654 Rensselaer Road Teaneck, New Jersey 07666*Tel. 201-321-3935*Hammkatee@aol.com

EDUCATION:

City University of New York, City College
Certificate in Educational Administration & Supervision, August 2003

New York University
M.A., Psychology Applied to Reading, May 1996

New York University
M.A., Early Elementary Education, January 1995

City University of New York
Lehman College
B.A., Sociology, May 1991

PROFESSIONAL CERTIFCATIONS:

N.Y.S. School Administrator/Supervisor
N.Y.S. Elementary Education N-6
N.Y.S. Reading
N.Y.C. School Administrator/Supervisor
N.Y.C. Elementary Education N-6
N.Y.C. Early Childhood K-2
N.Y.C. Reading

EXPERIENCE:

New York City Department of Education
February 2011 – Present**Principal, P.S. 107X/District 8**

- Perform all duties commensurate with the designation of Principal

New York City Department of Education
June 2003 – February 2011 **Assistant Principal, P.S. 65X/District 7**

- Performed all duties commensurate with the designation of an Assistant Principal
- Participated in the planning and implementation of school-wide professional development activities including grade meetings, individual conferencing and inter-visitations.
- Provided support to new teachers through planning sessions, demonstration lessons and modeling of strategies which promote curriculum and classroom management.
- Designed and implement the "Flow of the Day" for Balanced Literacy and Balanced Mathematics initiatives. Additionally, collaborated with out-of-classroom service providers to align curriculum calendars and units of study to meet the needs of students.
- Participated in learning walks with the leadership team, as well as with members of the professional development staff to identify and discuss best practices which support teachers in the implementation of curricula.
- Observed and evaluate staff members informally and formally, monitor the implementation of the curriculum, the delivery of instruction and provide staff with timely feedback.

- Analyzed test data such as: Acuity, ECLAS, Promotional Portfolios, and Scantron to make determinations regarding students' placement in tutorial programs including Grade 5 Saturday Academy, A.I.S., after-school enrichment and SETTS for at risk students. In addition, provided support for teachers and monitor their progress.

- Coordinated and supervised testing throughout the building and assure that all testing is administered under appropriate procedures. Additionally, attend all regional assessment meetings and turnkey all regulations and mandates.
- Participated in the previewing and purchasing of materials to support balanced instructional initiatives including guided reading books, classroom libraries and test preparation materials.
- Assisted with the organization of classes including assignments, scheduling of teachers and the placement of students.
- Promoted and maintain a safe conducive learning environment by implementing appropriate systems and procedures such as PBIS, HEART and town hall meetings with GRADE 5.
- Monitored and supervised the breakfast and lunch program including developing a behavior modification program to assure a safe environment for all students. In addition, assist in arrival and dismissal.
- Strengthen home/school connection in collaboration with the Parent Coordinator and After School Enrichment Initiative.
- Maintained a positive relationship with parents by investigating and responding to all concerns in a timely fashion. Remained accessible to meet with parents in addition to participating and coordinating "Back to School Night" and "Open School Week."
- Summer School Site Supervisor 2003, 2004, 2005, 2006, 2007, 2008, 2009 & 2010.

August 2001 – June 2003 Mentor Teacher, Community School 57/District 85

N.B. Roles and responsibilities included but not limited to the following:

- Assisted teachers in developing lesson plans.
- Modeled lessons for teachers in various curricular areas.
- Coordinated and conducted Professional Development.
- Participated in monthly Mentors' Professional Development.
- Guided mentees in appropriate record keeping.
- Modeled the appropriate use of data for instruction and grouping of students.
- Facilitated parent/teacher conferences and discussions, etc.
- Member of the Professional Development Team.

Summer 2001 & 2002 Staff Developer/District 85

- Coordinated all professional development activities.
- Provided site-based professional development for staff.
- Modeled the appropriate use of data for instruction and grouping of students.
- Participated in district-wide professional development activities.

September 1999 – June 2001 Elementary Teacher/P.S. 30, Langston Hughes/District 85

- Administered Holistic Instruction for Grade 3 inclusion class.
- Developed individual educational plans (IEP), goals and program objectives with supervisor and parents.
- Planned and organized lessons that use systematic planning emphasizing long and short term goals and assessment which corresponds to IEP goals.
- Implemented positive classroom management systems, connecting Success For All's Class Council format.

- Planned and organized lessons that emphasized cooperative and multicultural learning.
- Coordinated and assessed instruction with Special Education and ESL specialist.
- Maintained frequent parental contact and conducted parent-teacher-counselor conferences.
- Provided enrichment instruction for Extended-Day Program.

- Designed curriculum materials that reflected a student-centered approach with many hands-on activities.
- Provided a literacy rich environment with effective instructional practices such as reading aloud, guided reading, individual and group instruction for Saturday Literacy Program.
- Taught math and bridged the concrete to the abstract through the use of manipulatives.
- Member of P.S. 30 Discipline Team and C-30 Committee for the selection of Assistant Principal.
- Mentored fellows, provided leadership, support on concerns of classroom management, development of thematic based lesson plans, and teaching strategies.

Winter 2000 & Spring 2001 Auditor, Division of Assessment & Accountability Performance Assessment in Language Arts

- Created rubrics for CTB test.
- Analyzed students' work on the performance Assessment in Language Arts test.

September 1997 – July 1999 Project Read Facilitator, Dr. Peter Ray Public School 305/District 13

- Provided a literacy-rich environment with effective instructional practices such as reading aloud, guided reading, individual and group instruction.
- Assisted children in practicing literacy through independent and paired reading, journal writing and conducted individual conferences.
- Administered and assessed individualized Reading Inventory.
- Maintained appropriate running records including assessment data.
- Reading Is Fundamental Coordinator: Engaged students in Grades K-3 in various reading activities promoting reading for enjoyment.
- Presented workshops on ECLAS, EPAL, English Language Arts Standards, and Leveling Libraries.
- Participated in parent/teacher workshops and in open house activities for parents.
- Utilized the Project Approach to develop thematic study for the Extended Day program.
- Utilized computer technology to enhance reading and writing skills.
- Member of the P.S. 305 School and UFT/Teacher Center Literacy Team.

Summer 1996, 1997, & 1998 Teacher, Summer Literacy/District 13

- Devised thematic based projects for individual investigation and small group collaboration suitable for students with a high range of interest and achievement levels.
- Implemented a successful mathematics program that used manipulative devices to improve performances among students at risk.
- Engaged students in a Constructivist Approach to learning by drawing on their natural tendency at inquiry.
- Established an on-going rapport with parents and teachers.
- Promoted test sophistication skills utilizing the Soar to Success model connecting reading and writing.

September 1996 –June 1997 Elementary Teacher, Community School 287/District 13

- Administered Holistic Instruction for Grade 3.

- Planned and organized lessons that emphasized cooperative multicultural learning.
- Used systematic lesson planning emphasizing long and short term goals and assessment.
- Coordinated and assessed instruction with Special Education and ESL Specialist.
- Implemented positive classroom management strategies.
- Maintained frequent parental contact and conducted parent-teacher-counselor conferences.
- Designed curriculum materials that reflect a student-centered approach with many hands-on activities.
- Managed three reading groups using both basal materials and literature-based novel units.
- Taught math and bridged the concrete to the abstract through the use of manipulatives and computer technology.

January 1995 – June 1996 Reading Teacher, Sarah Garnett Junior High School/District 16

- Administered Whole Language Instruction (K-8).
- Developed and coordinated Literary Themes for the Reading Department and presented workshops on such.
- Monitored Alternative Assessment tools, in the on going attempt to measure students' progress.
- Planned and implemented approaches that facilitated the infusion of technology in reading instruction.
- Facilitated the articulation and implementation of Thematic interdisciplinary software in the teaching of reading.
- Assisted in the publication and celebration of students work in the area of creative writing.
- Coordinated a Peer Mediation and conflict Resolution strategy for students through the utilization of cooperative learning approach.
- Developed, implemented and monitored a Peer tutoring program in the area of Reading between students of Sarah Garnet J.H.S. and P.S. 309K.

July 1994—December 1994 Cypress Hills Beacon Program
Family Therapist

January 1992 – June 1994 Little Flower Children's services
Case Worker

September 1988 – June 1992 Rheedlen Centers for Children and Families
Administrative Assistant

CIVIC & COMMUNITY RESPONISIBLITIES: Department of Youth Services

- Participated in many child outreach events, citywide.
- Volunteered in various community outreach programs.

The Cathedral of St. John the Divine

- Volunteered in food distribution program.

Public School 163/District 3

- E.S.L. Volunteer

References furnished upon request

08X107 PS 107

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

08X107 PS 107

Attachment A
Consultation and Collaboration Documentation Form

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

08X107— PS 107

Attachment A
Consultation and Collaboration Documentation Form

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

PS107

Attachment A
Consultation and Collaboration Documentation Form

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

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT # | | | | | | |

N.Y.C. DOCUMENT # | | | | | | | |

PROJECT # | | | | | | | | | | |

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

Federal /State Program **SCHOOL IMPROVEMENT GRANT 1003 (g) PS 107**

Contact Person EDUARDO CONTRERAS

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

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

New York, N.Y. 10007

Telephone # 212-374-0520

Manhattan
County

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

BUDGET TOTAL

$1,328,026

N.Y.C. GRANT #

0	0	0	0	0	0	0

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	1.00	86,000	86,000
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	3.00	83,000	249,000
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	1,429	41.98	60,000
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	91	43.93	4,000
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	0	154.97	0
CENTRAL - School Implementation Manager	0.39	119,344	46,587
CENTRAL - Talent Coach	0.14	114,000	15,483
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
		Subtotal - Code 15	461,071

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)	3.00	46,631	139,892
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	116	25.87	3,000
		Subtotal - Code 16	142,892

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Cambridge Education's Theory of Action Planning, Parents as Partners and Coaches, Literacy First, Metamorphosis	310,000
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Read Alliance, Learning Leaders	60,600
	Subtotal - Code 40	370,600

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	68,000
Educational Software	34,950
General and Instructional Supplies	40,000
Library Books	20,000
Supplemental Textbooks	0
Subtotal - Code 45	162,950

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE		171,892
ARRA FRINGE - CENTRAL		18,621
	Subtotal - Code 80	190,514

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)	$1,328,026
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	461,071
Non-Professional Salaries	16	142,892
Purchased Services	40	370,600
Supplies and Materials	45	162,950
Travel Expenses	46	0
Employee Benefits	80	190,514
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,328,026

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6. 7. 2013

DATE

SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #:

Project Funding Dates

9 1 2013 FROM — 8 31 2014 TO

Program Office Approval

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

Voucher # — $ First Payment

Finance Office Approval

PS 107

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	$ 461,071
Support Staff Salaries	16	$ 142,892
Purchased Services	40	$ 370,600
Supplies and Materials	45	$ 162,950
Travel Expenses	46	$ -
Employee Benefits	80	$ 190,514
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,328,026**

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

Categories	Code	Costs
Professional Salaries	15	$ 469,896
Support Staff Salaries	16	$ 142,892
Purchased Services	40	$ 370,000
Supplies and Materials	45	$ 162,950
Travel Expenses	46	$ -
Employee Benefits	80	$ 193,161
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,338,899**

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

Categories	Code	Costs
Professional Salaries	15	$ 289,634
Support Staff Salaries	16	$ 110,292
Purchased Services	40	$ 270,000
Supplies and Materials	45	$ 162,950
Travel Expenses	46	$ -
Employee Benefits	80	$ 126,725
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 959,601**

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

Categories	Code	Costs
Professional Salaries	15	$ 1,220,601
Support Staff Salaries	16	$ 396,076
Purchased Services	40	$ 1,010,600
Supplies and Materials	45	$ 488,850
Travel Expenses	46	$ -
Employee Benefits	80	$ 510,400
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 3,626,526**

BUDGET NARRATIVE: PS 107 (08X107)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Curriculum	Professional Purchased Services (Code 40)	**Cambridge Education's Theory of Action** Planning will help our school evaluate academic systems, identify trends, gaps and devising a specific plan.	150,000	150,000	80,000	$380,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teachers Per Session to provide Tier II Invention after-school**, Saturdays & Holidays for all students, including SWD, ELL with a special focus on Multiple Holdovers.	60,000	60,000	60,000	$180,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor Per Session to monitor instruction**, provide professional development and engage staff in reflective-action theory planning, identifying trends and closing the achievement gaps.	4,000	4,000	4,000	$12,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	The school will purchase **Common Core Resources in the area of Literacy and Mathematics**. These materials will be an assortment of materials, including on-line learning to support the various learners, learning style and home school learning.	20,000	20,000	20,000	$60,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Library Books**: The school will purchase Common Core Resources in the area of Literacy and Mathematics. These materials be an assortment of materials, including on-line learning to support the various learners, learning style and home school learning. Such materials as Mimio, V-Port Mathematics and Time Magazines	20,000	20,000	20,000	$60,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds, grants and fund raising activities will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	**Educational Software: The school will purchase Common Core Resources** in the area of Literacy and Mathematics. These materials be an assortment of materials, including on-line learning to digital learners, learning style and home school learning. Application for learning Tablets and digital readers	20,000	20,000	20,000	$60,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds, grants and fund raising activities will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	I-Ready Software Diagnostic Literacy and Mathematic Tool which **provides data and instruction resources for learners in grades K thru 5.**	14,950	14,950	14,950	$44,850	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Data-Driven Instruction/Inquiry (DDI)	Support Staff (Code 16)	The goal is to assure monitoring of per session funds and assurance staff is paid timely.	3,000	3,000	3,000	$9,000	Not needed after grant period
Instruction	Professional Purchased Services (Code 40)	**Metamorphosis Teaching Learning Communities** research based **workshops provide teachers with effectively, easily implemented instructional strategies in mathematics**. Metamorphosis will provide literacy professional development specifically for administrators, coaches and teachers foundational skills for early mathematicians. SUSTAINABILITY: coaches, administrators and lead teachers will sustain this initiative after SIG. Title One & Tax Levy Funds will be utilized.	40,000	40,000	25,000	$105,000	coaches, administrators and lead teachers will sustain this initiative after SIG. Title One & Tax Levy Funds will be utilized.
Instruction	Professional Purchased Services (Code 40)	Literacy First's research based workshops **provide teachers with effectively, easily implemented instructional strategies in literacy**. Literacy First will provide literacy professional development specifically for administrators, coaches and teachers providing foundational in reading vocabulary and comprehension.	40,000	40,000	25,000	$105,000	coaches, administrators and lead teachers will sustain this initiative after SIG. Title One & Tax Levy Funds will be utilized.

BUDGET NARRATIVE: PS 107 (08X107)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Supplies, materials Supplemental books and Software (Code 45)	The goal to enhance instructional practices by including the use of technology in all content areas, increasing active engagement, closing the achievement gaps for all students and learning styles.	50,000	50,000	50,000	$150,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	The goal to enhance instructional practices by including the use of technology in all content areas, increasing active engagement, closing the achievement gaps for all students and learning styles.	18,000	18,000	18,000	$54,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Furthermore, the school will create technology clubs in which students can lead tech learning. Title One Title II, Tax Levy Funds and grants will be utilized.
Instruction	Support Staff (Code 16)	**1.0 FTE Computer specialist to support the integration of technology** usage across the learning continuum, including organizing tech group of students to be trained as trouble shooting team.	43,292	43,292	43,292	$129,876	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Parent and Community Engagement	Professional Purchased Services (Code 40)	Learning Leaders will provide training for our parents developing parents understanding of CCLS and provide on-site volunteerism	600		0	$600	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Parent Engagement & Tax Levy Funds will be utilized.
Parent and Community Engagement	Supplies, materials Supplemental books and Software (Code 45)	Provide incentives, academic celebration and resource to promote activity student/ family engagement.	20,000	20,000	20,000	$60,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
School Climate and Discipline	Professional Purchased Services (Code 40)	**Turnaround's intervention model emphasizes the importance of a whole school approach**, in which every adult in the school is committed to and accountable for the successful development and learning of all children in the school, and prepared with the skills and tools they need.	30,000	30,000	30,000	$90,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Parent Engagement & Tax Levy Funds will be utilized.
School Climate and Discipline	Professional Staff (Code 15)	**1.0 FTE Community associate/Family Worker will support the 107X community's social emotional development** acting as liaisons between the school, CBO and aiding the school's efforts to monitor attendance, support PBIS initiative providing town hall sessions offering 107 learners "Healthy Choices Training".	96,600	96,600	64,000	$257,200	coaches, administrators and lead teachers will sustain this initiative after SIG. Title One & Tax Levy Funds will be utilized.
Student Support	Professional Purchased Services (Code 40)	In partnership with Parents as Partners and Coaches, Scan will offer daily in-class academic support to all K-3 students. Partners will be trained as learning buddies and provide additional assistance with literacy and mathematics.	80,000	80,000	80,000	$240,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
Student Support	Professional Purchased Services (Code 40)	Read Alliance to support early learners (K & 1) in the area of Literacy. Tier II invention of three cycles per year to support emergent readers this Increasing students' learning time, as well as providing high mentorship.	30,000	30,000	30,000	$90,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. In addition, the school will develop a peer mentoring program in which senior students tutor young learners. Title One Title II, Tax Levy Funds, grants and fund raising activities will be utilized.
Training, Support, and Professional Develop	Professional Staff (Code 15)	**3.0 FTE Coaches (3 coaches in Year 1 & 2 and, 1 funded position in Year 3): Math and Literacy coaches will be added to capitalize on professional development partnerships and build the learning capacity** within the 107 Learning Community. In collaboration with SLT, Teacher teams and Administration, to engage learning community in meaningful data conversations about student's progress and offer strategic reflective professional development addressing learning trends and closing achievement gaps.	249,000	249,000	83,000	$581,000	Coaches, administrators and lead teachers will sustain this initiative after SIG. Title One & Tax Levy Funds will be utilized.

BUDGET NARRATIVE: PS 107 (08X107)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Staff (Code 15)	**1.0 FTE Supplemental Teacher**: In partnership with CBO Professional collaborations the UFT a Teacher Resource Specialist will support all stakeholders by offering professional development in the area of data collection/inquiry, best instructional practice, reflective learning action theory planning and building capacity.	86,000	86,000	86,000	$258,000	SLT, PTA, coaches, administrators and lead teachers will sustain this initiative after SIG. Title One Title II, Tax Levy Funds and grants will be utilized.
All	Employee Fringes. Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day	171,892	171,892	109,735	$453,519	
		Subtotal School	***1,247,334***	***1,246,734***	***885,977***	***3,380,045***	
District-level expenses: **School Implementation Manager** (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1,Y2,Y3): 0.41, 0.47, 0.47.	46,587	53,211	42,507	142,306	
District-level expenses: **Talent Coach** (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1,Y2,Y3): 0.14, 0.16, 0.16.	15,483	17,685	14,127	47,295	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	18,621	21,269	16,990	56,880	
		Subtotal Central	***80,692***	***92,165***	***73,625***	***246,481***	
		TOTAL SIG	***1,328,026***	***1,338,899***	***959,601***	***3,626,526***	
Other sources of income		Non-Core Instruction Tax Levy	277,348	277,348	277,348	832,044	
		Title 1 for Priority and Focus Schools	109,049	109,049	109,049	327,147	
		Other Title 1 allocations	458,195	458,195	458,195	1,374,585	
		TOTAL	***2,172,618***	***2,183,491***	***1,804,193***	***6,160,302***	