ORIGINAL

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
PS 123 Mahalia Jackson			310500010123
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PreK - 8			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
676			301 WEST 140 STREET, MANHATTAN NY 10030

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	RECEIVED JUN 7 2013 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

Melitina Hernandez became principal of PS 123 mid-year, beginning in April 2013. Prior to this appointment, she had spent four years as the assistant principal of P.S./I.S. 171 in District 4, another Title 1 K-8 school. In this role, she was largely responsible for organizing curriculum and professional development for elementary grades. During her tenure there (2009-2013), the school earned consecutive A grades on their Progress Report, and a Well-Developed on their last Quality Review.

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 Studio in a School Association, Inc., Literacy Support Systems, Inc., Graham Wyndham, YMCA, Carmel Hill Fund, Brooklyn Historical Society, Wilson Reading, Ramapo for Children and JDL.

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. 123 Mahalia Jackson, students with disabilities comprise 17% of the school's population, about the same as the citywide K-8 school average. English Language Learners comprise 26% of the school's population, 15% points higher than the citywide K-8 school average. Only 21% of the students at the school are proficient in English Language Arts, putting the school in the bottom 6% citywide. Only 30% of the students at the school are proficient in Mathematics, putting the school in the bottom 4% 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.

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

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

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

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

The NYCDOE has changed the composition of seats for students in the high school admissions process by de-screening seats in programs that maintain unfilled seats. Typically, schools that

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

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

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

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

Section B.ii: Labor Mgmt

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

AGREEMENT

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THE BOARD OF EDUCATION

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

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.

[illegible]	[illegible]	Current schools per borough/level	[illegible]	Vision Statement
Network: N101 Brand: Bridges for Learning Leader: Marina Cofield Contact: 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: N102 Leader: Alison Sheehan Contact: 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.

Spring 2012 - 2013 Network Directory

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

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

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Network: N111 Leader: Lucille Lewis Contact: 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: N112 Brand: B.E.S.T. Network Leader: Kathy Pelles Contact: 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: N201 Leader: Joseph Zaza Contact: jzaza@schools.nyc.gov		Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	**Mission/Philosophy:** CFN 201 provides personalized, comprehensive support and a caring ethic to meet the needs of all of our schools. With an unrelenting focus on student achievement, we build capacity in our schools through the development of effective professional learning communities. We strategically support the instructional and operational needs of our schools with meaningful partnerships, strong emphasis on digital literacy and critical thinking to assist our students to meet and exceed CC standards in safe, supportive environments. **Organizational Structure:** We have a team of experts in both instructional content and operational areas. Each school is assigned an instructional point person from the network. The point person works with a school to identify specific needs. They then bring in other team members to provide targeted support. Together, they develop a strategic plan to address the school's needs. **Special Expertise:** We provide expert support to high schools.

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

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

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

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

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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.

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Network: N401 Brand: Mobilizing Collective Capacity Leader: Roxan Marks Contact: 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: N402 Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov	Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10	JH/I/MS: 1 Secondary: 5 High School: 13	**Mission/Philosophy:** We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning. **Organizational Structure:** The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations. **Special Expertise:** Being responsive, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.

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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.

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Network: N405 Leader: Sandra Litrico Contact: SLitrico@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: N407 Brand: Maverick Education Partnership Leader: Debra Lamb Contact: 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: N408 Leader: Lucius Young Contact: lyoung22@schools.nyc.gov		Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH/I/MS: 1 K-8: 7 High School: 1	**Mission/Philosophy:** Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education. **Organizational Structure:** The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement. **Special Expertise:** The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.

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Network Information		Current schools per borough/level		Vision Statement
Network: **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.

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

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Network Information		Current schools per borough/level		Vision Statement
Network: **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.

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

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Network 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	

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

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Network Information		Current schools per borough/level		Vision Statement
Network: 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.

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

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Network 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 scherni@schools.nyc.gov	Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15	Elem: 8 JH/I/MS: 7 Secondary: 2 High School: 21	**Mission/Philosophy:** TSN is the network for phase-out schools. We provide targeted support in the areas of Resource Management, Individualized Student Support, School Culture/Youth Development, Leadership Support, Teacher Development and Instructional Support, Special Populations, Family Engagement and Communication. Above all, we have high expectations for rigorous instruction and data-driven student achievement, no less than the expectations of any other school. We also support schools with all areas of the phase-out process. **Organizational Structure:** TSN has the largest network team in the DOE. Additional budget, HR, YD, ASE and instructional staff allow us to maintain a low staff-school ratio and give concentrated support. Our cross-functional team knows all our schools well. Two Deputy Network Leaders, one for HS and one for K-8, help coordinate services to schools in the areas in which they need it most. All schools follow an individualized phase-out plan that takes into account the needs of their students and staff, and the disposition of schools' physical assets. **Special Expertise:** We have strong expertise in helping schools manage the phase-out process while also maintaining program integrity and high standards for student achievement.

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

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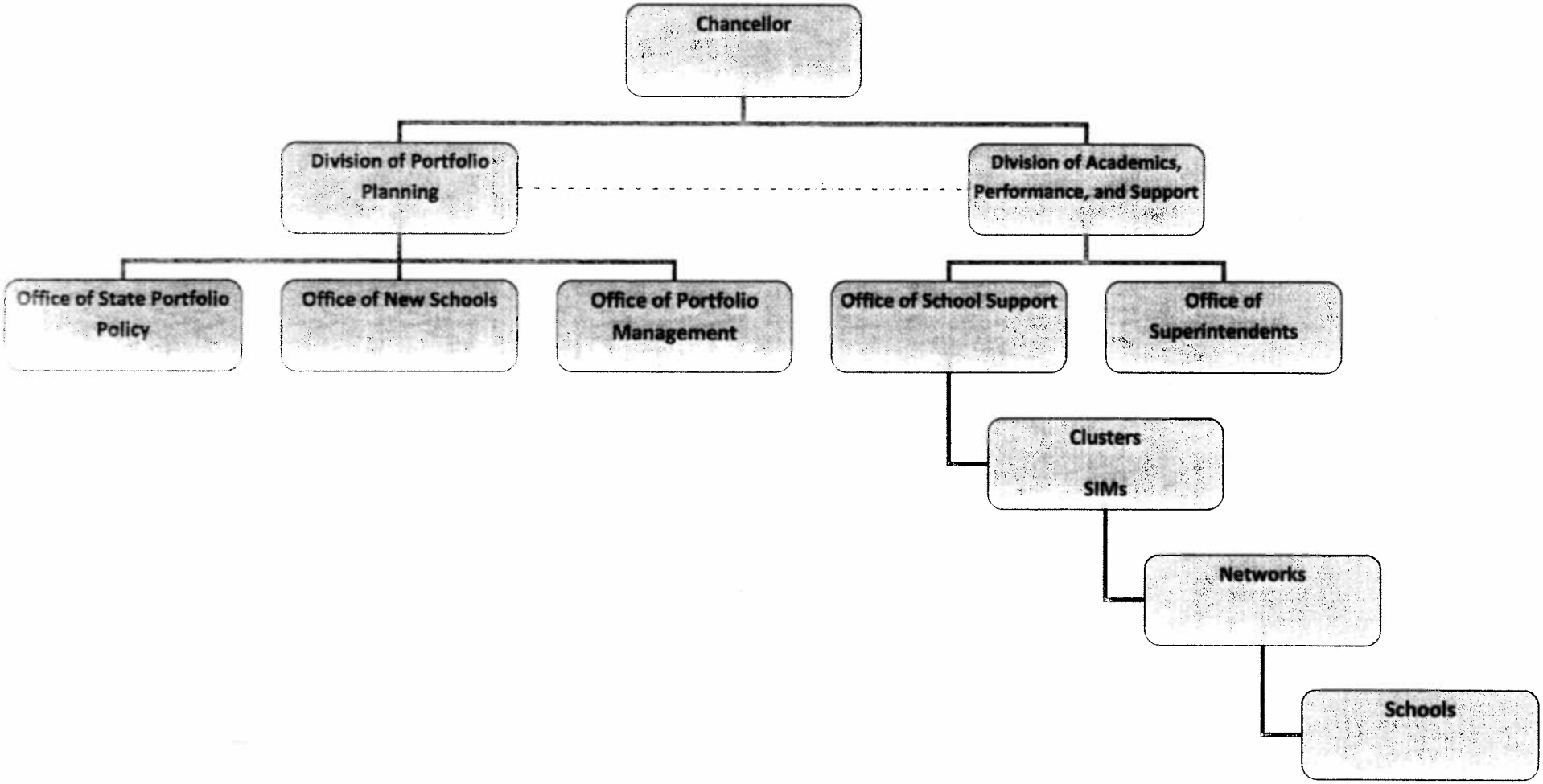
Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	Cluster 5 Diploma Plus Crystal Joye csimmons-joye@diplomaplus.net	N/A		**Mission/Philosophy:** It is our belief that the Diploma Plus model successfully transforms students' learning 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

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

School Vision: PS 123 is committed to creating an educational environment, supported by the use of 21st century technology, where children, parents, and staff from diverse ethnic, cultural, linguistic and economic backgrounds can work together with community partners to achieve a truly integrated, nurturing and academically rigorous school community where students will be prepared for post-secondary education and careers.

SIG Goal: At the end of three years of implementation of its SIG plan, PS 123 will have improved teaching practice and all aspects of effective learning (integration of 21st century instructional technology, standards-aligned rigorous curriculum, student support structures, parent and community involvement) thereby creating a learning environment that provides a rigorous, personalized educational experience that meets the instructional and social/emotional needs of all students, that features high expectations for all, and meaningfully engages parents and community.

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

PS 123 will achieve its vision and mission by:

- empowering visionary leaders who can enhance teaching practice and establishing a strong culture of teaching and learning that leads to high academic outcomes for all students through a system of continuous and sustainable school improvement (Leadership Development)
- adopting a rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (New Curriculum)
- employing an instructional approach that includes the use of 21st century technology to address students' varied learning styles, and to differentiate instruction (New Instructional Approach)
- utilizing data to inform teachers' use of strategic practice and decision making that addresses the gap between what students know and need to learn (Data Driven Instruction)
- identifying, promoting and supporting students' social and emotional development through systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning (Student Support Services)
- creating a culture of partnerships where families, community members, school staff and key educational organizations work together to share the responsibility for student academic progress and social/emotional growth and well-being (Community Engagement)
- providing authentic, job-embedded professional development to improve teacher practice (Professional Development)

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

PS 123 is a Title I elementary/middle school serving 676 students in grades PreK – 8. The demographics of its student population are illustrated in the chart below.

Student Demographics

Minority	97% (58% Black, 39% Hispanic)
Free Lunch	66%

English Language Learners	25%*
Special Needs Students	15.5% [1]
Students in Temporary Housing	10.2%

*ELLs home languages are primarily Spanish and varied African dialects (Bambara, Fulani, Malinke, Mandinka, Soninke, and Wolof.)

The school services twelve neighborhood shelters and a large low-income housing project. Many of these students demonstrate at-risk behaviors that interfere with their academic success. They need an empathetic, supportive, and structured teaching and learning environment to foster a sense of stability, clear expectations, while also creating a refuge for children and families. Approximately, eighty-five percent of these students from temporary housing developments are not meeting state standards. Many of the students will be the first in their families to attend college. For these students, school represents a way out of the cycle of poverty and movement into a life style they have only been able to read about.

According to the 2011-2012 NYS Accountability Report, the school did not meet Adequate Yearly Progress across all testing grades. English Language Arts and Math state test results in third through eighth grade range between 10.2% to 35.2% percent of students scoring at Levels Three and Four. Only 21% of students in testing grades are currently meeting proficiency levels in English Language Arts. Furthermore, none of the accountability groups made Adequate Yearly Progress (AYP).

Student Achievement

	Minority	Special Ed.	ELLs
English Language Arts	23%	7%	15%
Mathematics	30%	14%	23%

It is evident a comprehensive approach to curriculum, assessment practices and teacher effectiveness is necessary. All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing. Teachers also recognize the need for change and are in support of this improvement plan. Providing a well-rounded school environment offering academically rigorous curriculum, differentiated instruction augmented by technology, targeted intervention and a rich aesthetics program involving art, chess, and music will enhance the lives of students, motivate them to see school as an educational hub of innovation and support, and prepare them for high school and post-secondary education.

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

In December, 2012, the NYC Department of Education conducted a Quality Review of the school which is designed to look behind a school's performance statistics and assist the NYCDOE in raising student achievement. During the review, the external evaluator visits classrooms, talks with school leaders, and uses a rubric to evaluate how well the school is organized to support student achievement.

ii. **Results from systematic school review**

Note: Quality Review was conducted before the new principal was assigned to the school. Many of the factors that are cited as needing to be improved have already begun to be addressed.

December 2012 Quality Review Findings

What The School Does Well	What The School Needs to Improve
• P.3-Students embrace the school's theme	• P.5-It is not the practice for teachers to prepare

[1] NYC Progress Report

"college is not a dream, it's the plan" and a deep sense of trust and respect permeates the school community. Students and parents feel that they can turn to teachers, the guidance counselor and social workers to help resolve personal issues and concerns that are interfering with learning. Students serve on the Principal's Advisory Council, which helps support, the development of leadership skills and bolster self-esteem. • P.3-The school Pupil Personnel Committee meets weekly. Staff knows individual students by name and has developed close relationships. The school's partnership with Graham Windham helps provide social/emotional support to students and their families. • P.3-Targeted efforts have resulted in attendance growth from previous years and a decrease in the number of tardy students and a decline in the referral rate to citywide agencies. • P.4-School leaders develop and share clearly articulated goals with the school community. • P.4-School staff is developing practices to analyze data to provide them with a view of student performance resulting in interventions to positively impact achievement.	lessons that target specific needs and strengths of students. They also do not employ strategies that address a range of student ability levels. • P.5-Teachers do not always use formative data to make assignments or develop appropriately challenging tasks. Lessons do not demonstrate sufficient engagement in higher order thinking so that meaningful work products demonstrate activities that stretch the thinking of all learners. • P.5-Teachers do not consistently employ open-ended questions to spark discussions. Thought provoking questions and conversations that give students the chance to support their views with evidence, change their minds, and use questions as a way to learn more, are not yet the norm across grades. • P.5-School leaders do not provide effective feedback to teachers; do not cite evidence from student work, instructional practice or other data sets. Teachers do not receive actionable feedback. (It is important to note that as of April 1, 2013, a new principal has been assigned to the school.) • P.5-School leaders do not consistently use observation data and teacher input to drive professional development. Consequently there are missed opportunities to help teachers achieve optimal levels of performance and reach their own person goals and impact student learning. • P.6-Curriculum is not aligned with key standards and Common Core learning tasks that increase rigor and cognitively engage all learners. Texts are not always sequenced to build knowledge about specific topics and subjects and tasks are not always adequately challenging for the grade resulting in an achievement gap across multiple levels.

In addition to the needs highlighted by the Quality Review, the school recognizes the following needs. (Needs were defined based on classroom observations, informal observations and surveys, and feedback from teachers, Network personnel, Leadership Team members and at Administrative Team meetings).

- School leadership needs to take a more active role in moving the school forward so that it can achieve its vision and mission.
- School leadership needs personalized training in curriculum and instruction to be able to assist teachers in improving instruction.

- Teachers and other staff members need to develop the skills needed to be able to address the individual academic and social/emotional needs of all students.
- Staff needs to implement a more effective parent engagement program that attracts parents to the school and also provides them with services they may need (e.g. ESL classes).
- There is a dearth of up-to-date, standards aligned instructional materials, as well modern technology available across all grades.

Priority areas of identified needs for school's improvement

At meetings with the Leadership Team, and in preparation for this grant, the school has prioritized the following needs:

1. Implement a targeted instructional program supported by in-depth use of technology
2. Adopt a rigorous curriculum aligned to the Common Core Standards supported by appropriate instructional materials.
3. Provide staff with job-embedded, authentic professional development opportunities so they have the skills they need to differentiate instruction that meets the educational needs of and challenges all students, and also provide students with the social/emotional supports they need.
4. Partner with key organizations to provide professional development, social service, extracurricular arts and sports enrichment programs
5. Strengthen the home/school connection, and provide parents with enrichment and support.

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 PS 123 community is clearly positioned to benefit from a SIG grant award and make optimal use of SIG funding support.

- A new principal who has an instructional vision for the school, and is knowledgeable about how to realize the vision has just been assigned.
- Teachers are hard-working, recognize their pedagogical needs, and are eager to learn more effective instructional techniques.[2]
- The school climate is positive; teachers, students and parents are anxious for improvement; the SLT shares the principal's vision for PS 123 and are ready to embark on the journey.

The SIG school improvement plan described in this proposal was developed by the new principal and the school community (teachers, parents, assistant principals) , and is more specific and includes more details than the SCEP, which was written before the new principal was assigned. The SCEP will be updated to be aligned with activities specified in the SIG plan. The SIG plan is based on the findings of the latest Quality Review and the additional needs developed by the school's SIG planning group. The plan, which is research-based and aligned to the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE), addresses:

[2] In support of the new principal's instructional plan to provide small group instruction, a current UFT School Based Option vote resulted in 82% of teachers voting for a new instructional schedule which will begin to provide targeted instruction during two-fifty minute blocks and one fifty minute session for inquiry.

- the instructional and socio/emotional needs of all students (including special education students and ELLs),
- integration of instructional technology to address teaching and learning, student assessment and targeted interventions, and teacher training
- the training needs of teachers and school leaders,
- the organizational changes that will improve staff performance, teacher effectiveness and school operations. All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing.
- the need to further engage the diverse parent community

The plan will build on the school's strengths (i.e. supportive and trusting climate, hard-working and motivated teachers and leaders, strong relationships with effective partners, and eager parent population). The plan includes the following research-based features. Specifics regarding all aspects of the plan appear later in this document in section H-*Educational Plan.*

Curriculum – A new, standards-aligned rigorous curriculum, based on the NYSED curriculum modules in ELA and math will be implemented. The curriculum is planned according to the principles of the Universal Design for Learning (UDL), includes scaffolded teaching/learning experiences, and incorporates strategies and resources to address all learners.[3] Curricular materials selected support the pedagogical shifts in ELA and Mathematics described in the Common Core State Standards (CCSS) as synthesized by Achieve the Core.[4] The curriculum will address the Quality Review findings regarding lack of rigor and differentiation in classrooms and will be updated based on student outcomes observed by teaches and other data sources.

Arts - The PS 123 improvement plan includes launching an arts program. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence, and teamwork.[5] The arts also provide a vehicle for expression for ELLs and special education students who may have difficulty making themselves understand with spoken and written language.

Robotics – A successful Robotics Program will be re-established in the school. Incorporating many subject areas (math, science, writing, reading, speaking), Robotics build inquiry skills, motivates students, increases logic and promotes higher order thinking skills.

Instruction – Through in-house school leaders and coaches, and through relationships with effective partners (described in Section F, i-Partnerships), a new way of approaching instruction based on the Charlotte Danielson's Framework for Teaching[6] will be implemented. The program, grounded in a constructivist view of learning and teaching, is clustered into four domains of teaching responsibility: 1)planning and preparation, 2) classroom environment, 3) instruction, 4)professional responsibilities. The teaching practices are grounded in a solid research base and associated with improved student learning and are aligned with the NYSED Teaching Standards (e.g. collaborative inquiry, looking at

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[3] NYSED engageNY Common Core Curriculum

[4] Shifts in ELA: 1)Building knowledge through content-rich nonfiction, 2)Reading, writing land speaking grounded in evidence from text, 3)Regular practice with complex text and its academic language. Shifts in Math: 1)Focus strongly where the standards focus, 2)Coherence – think across grades and link to major topics within grades, 3)Rigor: major topics (conceptual understanding, procedural skill and fluency, application) with equal intensity.

[5] Rand Corporation, 2005

student work).

A Technology-Rich School: To increase student engagement, address different learning styles, and differentiate instruction to meet individual student needs, technology will be the structure upon which the instructional program is built (smart boards, laptops, iPads, technology based data driven instruction and assessment). Used to "support both teaching and learning, technology infuses classrooms with varied learning tools, expands experiences and learning, increases student motivation and accelerates learning."[7] Technology also enables student learning to be assessed with specific feedback made available to teachers, thereby informing instructional practice. With technology, teachers can

- motivate students for learning
- receive reliable, objective information
- prepare students for college and career
- keep all students challenged

Note: electrical upgrades required to utilize extensive technology materials are scheduled to be made this summer (2013).

Use of Time – As a Priority School, PS 123 will offer students the opportunity to spend more time on task (i.e. focused on learning). Therefore, in order for the additional time to engage children and promote increased learning, improving the quality of instruction is just as important as increasing the time for it.[8] As allowed by the Board of Regents Standards for Expanded Learning Time[9], the expanded learning time will not be limited to tutoring services but will include a multiple of instructional strategies and approaches before, during and after school, that include tutoring, enrichment, talent development, exploration, robotics. With the goal of having the extended day programs be a true extension of the school day, extended day services will be provided primarily by PS 123 staff, (many times the student's classroom teacher) , who know children well and can address students' various and special needs. Additionally, the after-school teachers will have multiple opportunities to share student progress with regular classroom teachers during collaborative inquiry sessions, professional development sessions and at grade meetings.

Data Driven Instruction (DDI) – The challenge of ensuring effective use of data to drive instruction, lies in providing sufficient and current data and in training teachers to utilize available data. The PS 123 improvement plan includes utilizing online and computer formative assessments that are administered regularly during the school year, regularly examining student work, and in providing many opportunities (workshops, collaborative inquiry sessions, grade meetings) for teachers to be trained in examining data and utilizing it to drive instruction.

Because DDI is a systematic approach to improving student learning, PS 123 will train all personnel in effectively utilizing existing NYCDOE Interim Assessments as a systematic approach to close achievement gaps and improve student learning. But the school will also utilize the formative, online assessments that are built into the curriculum that has been carefully selected (please see section H-*i* for more details.) The DDI cycle will include Assessment, Analysis, and Action.[10] Engage NY's online resource, What to Do When There's a 2?" will be used as a reference in designing and implementing staff training, as well as the Implementation Rubric – Data Driven Instruction and Assessment developed by Paul Santoyo and New Leaders for New Schools.

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[7] USDOE: Use of Technology in Teaching and Learning, 2012
[8] Reimagining the School Day: More Time for Learning, Wallace Foundation, 2011.
[9] NYS Board of Regents, 2012.
[10] engageNY-Resources to Improve Data Driven Instruction

Student Support – As promulgated by the USDOE, student support services include prevention, intervention, transition and follow-up services for students and families. Student support services professionals will provide direct services for all children and youth, especially those who are experiencing problems that create barriers to learning. Direct services will include remediation, counseling, consultation and individual assessment. In addition, student support services personnel will provide in-service training, parent education, community collaboration and carry out student service program management.

At PS 123, Student Support Services will be aligned with NYSED Part 100.2 Regulations on Academic Intervention Services (AIS) designed around Response to Intervention (RTI). The RTI model consists of three tiers of instructional processes, which are differentiated in intensity and frequency of instruction.[11] Support services will take place during the regular school day (in both push-in and pull-out models) and during extended day activities.

The goal of the AIS and RTI supports is to foster the development of confidence in all students, and to provide them with the academic foundation necessary to reach their maximum potential and to enjoy a successful experience in higher education. PS123 will establish an RTI team (made up of AIS teachers and counselors) that provides students with the developmentally appropriate, individualized, and challenging support they need as they work to achieve the Common Core Standards in language arts literacy and math - there is no "one size fits all".

School Climate – Research has indicated schools that have mastered methods of positive school climate and discipline show statistically large counts of student achievement across grade levels[12] And there is an association between positive school climate and student achievement.[13] The PS 123 philosophy of school climate is based on the research done by the National School Climate Center.

PS 123 will enhance its already positive school climate through

- Use of a curriculum and instructional strategies supported by technology that addresses individual student needs and learning styles, thereby motivating students, building self-esteem, and reducing inappropriate behaviors
- School Collaborative Inquiry Groups – teachers meet weekly to discuss students' progress and needs
- Counselors and social workers (staff and partners) who will work with students and train teachers in effective social/emotional support strategies
- Increased opportunities for parents to become involved in their children's education

Parent/Community Engagement – In promoting achievement across the elementary and middle levels, the school community recognizes the parent as the child's first teacher, and that the parent's continued involvement is essential for the success of the learner. As part of the school's structure and daily practice, PS 123 plans to implement a school wide system that incorporates parent involvement in teachers/staff daily routines. When teachers make parent involvement part of their regular teaching practice, parents increase their interactions with their children at home, feel more positive about their abilities to help their children, and students improve their attitudes, attendance and achievement.[14]

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[11] Shapire, E., Center for Promoting Research to Practice

[12] Caldarell, Shatzer, Gray, Young, & Young, 2011; Perumal, 2011; Cohen, 2010; Hoffman, Hutchinson & Reiss, 2009.

[13] Perumal (2011) and Cohen (2010)

[14] Epstein, 1995; Becker & Epstein 1982; Epstein, 1986

PS 123 is already implementing activities that encourage parent/community engagement, and parents are included as valuable members of the school community. However, in recent years, the number of immigrant parents has increased , presenting new challenges, and a toolbox of newly designed parent activities needs to be developed to attract this group of parents. These activities include ESL classes for parents, technology training, cultural and holiday celebrations, and parent workshops at different times of the day that include Spanish translators.

ii. Process for model selection and stakeholder engagement

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

D. School Leadership

i. **Characteristics and core competencies sought for school principal**

M123 has until recently been under the leadership of a veteran principal whose expertise was not in instruction. Her approach to curriculum and professional development was, to say the least, haphazard. Teachers were shuttled from program to program with little consistency or support.
What M123 most grievously needs is a principal who is capable of looking at data and determining the appropriate professional development approach. The individual should have strong organizational skills, as well as expertise in observing and providing actionable feedback to teachers.

ii. **Principal's biography**

Melitina Hernandez became principal of M123 mid-year, beginning in April after the unexpected departure of the previous principal. Prior to this appointment, she had spent four years as the assistant principal of P.S./I.S. 171 in District 4, another Title 1 K-8 school. In this role, she was largely responsible for organizing curriculum and professional development for elementary grades. During her tenure (2009-2013), the school earned consecutive A grades on their Progress Report, and a Well Developed on their last Quality Review.

Though she has come to M123 only recently, Ms. Hernandez's track record working at a similar school is exceptionally strong. In addition to having exceptional organizational skills, her expertise is in instruction – and 123 is a school that has had an inconsistent approach to planning curriculum. If

awarded a SIG Grant, she would have the resources to make dramatic shifts and further the progress students at the school have already begun to make.

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

Position	Job Description/Duties
Assistant Principal-Student Support	Assist principal in all aspects of school improvement, with a focus on the following: • Provide staff support in the areas of guidance, social/emotional well-being • Design, supervise and evaluate guidance aspects of extended day programs • Monitor, supervise/evaluate partners who provide social/emotional services for students and families (e.g. Ramapo) • Organize, supervise and evaluate parent engagement activities • Provide training to Collaborative Inquiry Groups on social/emotional student support • Work with grant manager to ensure that appropriate documentation is being maintained for all grant activities • Conduct observations for teachers and personnel providing student support services
Assistant Principal-Middle School	Assist principal in all aspects of school improvement with a focus on the following: • Provide instructional support and training to middle school teachers across curriculum areas and to Collaborative Inquiry Groups at the middle school level, including the design of cross-curricular units and projects • Design, supervise and evaluate middle school extended day program • Provide training to teachers at the elementary level re: aligning instruction between elementary and middle grades • Conduct observations at the middle school level • Monitor, supervise and evaluate partners who provide services at the middle school
Assistant Principal-Instruction (new position)	Assist principal in all aspects of school improvement with a focus on the following: • Provide instructional support re: curriculum and instruction in the implementation of the new standards-based curriculum across the grades • Provide staff training on project based learning, differentiated instruction • Design, supervise and evaluate the elementary extended day program and Collaborative Inquiry Groups • Monitor, supervise and evaluate school coaches, and elementary instructional partners • Conduct teacher observations at the elementary level

Position	Job Description/Duties
	• Serve as a leader on the Instructional Cabinet

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

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

In addition to the assistant principals, the following personnel will provide supporting leadership to the principal and assistant principals. Working as a newly created team, and to ensure buy-in, they will serve as members of the Weekly Instructional Cabinet and/or School Leadership Team where they will have opportunities to provide input and feedback. Maintaining constant communication through these meetings will ensure continued buy-in from members of the team.

Position	Leadership Profile
Literacy Coach(es) (one new position) Math Coach Early Childhood Coach (new position) Technology Coach (new position)	The coaching team will provide in-class support and workshop training to classroom teachers regarding improving instruction and effective implementation of the new curriculum. Working as a team, they will help teachers implement cross-curricular project-based learning experiences supported by technology (online teacher and student resources, formative assessments) and based on formative assessments. They will serve as members of the Weekly Instructional Cabinet where they will help design training supports for individual teachers. Through logs and reports, they will provide "on the ground" information to the principal and assistant principals regarding teacher needs and progress.
School Counselor, Social Worker, Dean	The social/emotional support team will continue to work with students and families that need support to be able to be successful in school. They will meet regularly with school leaders, classroom teachers, and coaches to ensure a coordinated and effective approach to providing needed supports.
Grant Manager	The grant manager will coordinate all aspects of the grant, including data collection, implementation reports, staff feedback and evaluation instruments. Assisted by the business manager, the grant manager will also monitor grant expenditures to ensure fidelity to the proposal. The manager will work closely with grant partners and grant personnel (e.g. coaches) to document activities.
Data Specialist	The data specialist will analyze current student data and provide information to the principal and staff regarding assessment results. The specialist will also provide training to classroom teachers on administering and analyzing formative data available either through the NYCDOE Interim Assessments, or by online data reports provided by the curriculum materials (e.g. Success Maker)

E. Instructional Staff

i. **Current school staff overview and changes needed for model**

The staff at PS 123 is caring, hard-working and eager to learn. However, the current staffing positions need to be revised to improve student performance. This includes adding new positions, filling vacant positions, redefining job descriptions, supporting staff with ongoing development, and reassigning existing staff to different positions. The following chart illustrates the changes in organization that will be implemented under this SIG plan.

Existing Staffing Condition	Positive Changes to be Made in 2013-2014
Staff are not achieving results in terms of student performance because they have not been appropriately supervised, nor have they been given the opportunities and guidance they need to learn how to meet the needs of the student population at the school.	As teachers utilize a new standards-based curriculum, they will be supported with job-embedded and outside professional development providers, and job-embedded coaching from the new Principal and Assistant Principal for Instruction that will hone their teaching and student support skills.
With only one guidance counselor on staff, there is not enough support personnel to provide services (e.g. counseling, case management, parent outreach) to the number of students who require them.	An additional guidance counselor will be hired at no cost to the grant.
Teachers are not using technology at all in the classroom to support, differentiate and enhance learning.	New classroom-based technology will be purchased. In addition to professional development provided by partners, a new technology coaching position will be created to ensure that the technology is utilized effectively by providing additional job embedded professional development to the teachers and leadership.
There are positions that are filled with non-licensed personnel, and positions that are not filled at all that are being covered by other staff members such as the literacy coach.	Using the NYCDOE Open Hire system, the principal will interview and hire licensed teachers in Middle School Spanish, ELA/Humanities, Math and Gym.
Cluster positions have not been created in areas of need in the school. For example, there is no technology cluster and the computer lab remains unused. Additionally, some cluster teaching positions remain unfilled with cluster coverages are being provided by per diem substitute teachers, resulting in non-productive classroom time.	New cluster positions will be created in library/technology, gym and art. Using the Open Hire System, teachers will be hired during the summer to fill these positions. Coaches provide training for the new cluster teachers.
Vacancies exist at the elementary level.	Teachers will be hired to fill vacant positions at the elementary level. Middle school teachers who are working out of license can be assigned to these positions also.
Current Assistant Principals are not being utilized appropriately in their areas of talent and skill. Additionally, they have expressed a need	• Both Assistant Principals will receive extensive training by the consultant from Literacy Support Systems in standards based

Existing Staffing Condition	Positive Changes to be Made in 2013-2014
for additional and refined training in Common Core Standards, Instructional Shifts and curriculum planning.	curriculum design, differentiated instructional strategies, and Charlotte Danielson's Framework for Teaching. • A third Assistant Principal with expertise in curriculum and instruction will be hired to work with teaching staff and the other Assistant Principals to upgrade the instructional program in the school (at no cost to the grant). • The roles of the two current assistant principals will be redesigned so that they can provide support to the teaching staff in areas in which they have expertise. The first assistant principal with a guidance/special education background will be assigned to supervise and support the teachers of special education. The second assistant principal with expertise in organization and old students will be assigned to supervise and support the middle school staff.
Teaching staff are not skilled in developing rigorous unit and lesson plans that are aligned with the Common Core Standards. Additionally, teachers do not fully understand how to differentiate instruction to meet individual needs.	Professional development for staff and assistant principals will begin in the summer 2013 with a Staff Institute. At this institute, the consultant from Literacy Support Systems, along with the new principal will train the staff , including newly hired coaches on the Common Core Standards supported by appropriate instructional strategies. Literacy Support Systems, Tequipment, school coaches, and school leaders will provide follow-up when school opens and during the school year to ensure that CCSS are being utilized effectively.
There are insufficient personnel available to provide job-embedded onsite coaching for teachers in the classroom.	Full time literacy and math coaches will be hired to support grades 3-8. An additional early childhood coach will focus on improving the instructional program in the primary grades K-2. The coach to be hired will demonstrate an expertise in Early Childhood Instruction. A technology coach will be hired to support teachers in the use of the wealth of technology that will be provided through the grant. These coaches will be maintained after SIG funding has ended by re-allocating Tax Levy and Title I funds that are coming to the school.

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

When hiring new staff for the 2013 – 2014 school year, the principal will look for personnel who have a clear understanding of and are able to base their teaching on Charlotte Danielson's Framework for Teaching , and demonstrate a willingness to learn and add technology to their daily practice. New personnel will understand and be able to communicate teacher and student behaviors as well as incorporate teaching artifacts that are aligned with Danielson's Domains. All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing.

iii. Process and action steps taken to inform existing instructional staff about model
Staff will be informed and consulted through School Leadership Team Meetings, Faculty Conferences, Grade Conferences, weekly Collaborative Inquiry Groups and through one-on-one conferences with school leaders. Instructional faculty will not only be informed of the model being implemented, they will have opportunities for input during the launch of the model and during its rollout

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.

PS 123 will adhere to all NYCDOE staff selection and retention processes. It is anticipated that skilled staff will be identified utilizing the NYCDOE Open Hire structure. Principal and Assistant Principals will form the hiring committee to establish criteria and interview questions for each position posted and filled. The principal will develop an individualized, comprehensive plan for providing assistance for those staff who are not performing satisfactorily. If indicated, the principal will follow NYCDOE and UFT guidelines and proceed with having staff removed from the school.

F. Partnerships

i. Partner organizations working with school and their roles under SIG
PS 123 has established a number of effective partnerships over the years. As part of its comprehensive plan for improvement, additional partnerships are being established that will provide support for students and staff in a number of areas. All partnerships supported with SIG funding are ARRA approved vendors.

Vendor	Description and Nature of Partnership
Wilson Reading	The Wilson Reading System is a research-based, highly structured remedial program that directly teaches the structure of the language to students who have difficulty learning with other teaching strategies, or who

Vendor	Description and Nature of Partnership
	may require multisensory instruction. Demonstrating success for more than 20 years, Wilson Reading gives teachers the tools and confidence they need to work with even the most challenged reader, as well as ELLs and Special Education students. Criterion based assessments are built into the program to measure student progress and provide feedback for teachers. Wilson Reading will be utilized during the regular school day as well as during extended day activities. PS 123 teachers will be trained in Wilson Reading strategies to be used in their classrooms.
Tequipment	Tequipment is the largest supplier of classroom white boards, interactive projectors, tablets, e-learning platforms, and educational software. With the addition of Smart Boards, Document Cameras and laptops, students will interact with the technology to enhance learning. Tequipment will not only supply white boards and digital cameras for each classroom, they will become a true partner in incorporating technology into the curriculum and instructional program because they will also provide training for staff in the authentic use of the white boards to support the school's new standards aligned rigorous curriculum. Professional development activities will take place during the day, in classrooms with teachers, and after school at professional development sessions. Tequipment will assist in providing feedback of staff in supporting leadership with progress towards effectively utilizing technology in daily practice. (Tequipment's professional development efforts will be supported by the newly hired Technology Coach.)
Literacy Support Systems	Literacy Support Systems is an organization formed and staffed by seasoned consultants who have knowledge and experience in New York City schools. It provides professional development services in supporting and developing sound practices in all aspects of school reform, literacy curriculum, staff training, and at-risk and gifted student supports. At PS 123, the Literacy Support Systems consultant will provide training (Summer Institute and yearlong coaching)for school leaders and teachers to deepen their knowledge and understanding of the Danielson Framework for Teaching, Common Core Learning Standards, Webb's Depth of Knowledge, Instructional Shifts, and the Project-based approach. They will also support school leaders in supervising and evaluating staff, looking at student work, utilizing graphic organizers and observe and record teaching practice.
JDL Project Based Learning	JDL has demonstrated success in assisting teachers to integrate technology into the standards based curriculum via inquiry-based, thematic, multidisciplinary projects. With PS 123's focus on becoming a 21st century technology focused school, it is essential that all the new technology be utilized appropriately and daily. JDL will provide workshops and job-embedded professional development professional development. They will also provide training for the technology coach who will support the teachers and leadership when the JDL trainer is not in the school, as well as when SIG funding has ended.
Ramapo for Children	Already a partner at PS 123, Ramapo for Children provides direct counseling service to youths and training for teachers to build students'

Vendor	Description and Nature of Partnership
	social/emotional well-being. The Ramapo for Children program will be expanded with SIG funding. Focused on children who face obstacles to learning, including children with special needs, Ramapo provides the support they need to help them succeed in the classroom, at home and in life. In addition to direct service to children, Ramapo for Children will provide training for staff thereby building capacity after the funding has ended.
Graham Windham	Graham Windham is already established at PS 123 and will continue its successful partnership with the school as a valued partner during the entire school improvement period at no cost to the grant. They help children and families by providing critical, affirming, and life-sustaining support. Graham Wyndham is committed to strength based services, utilizing a child's and family's existing competencies and ability to shape and implement their individual family service plans. Working closely with school leaders and teachers, they will continue to be a major contributor to building a safe and secure environment where children's social/emotional needs are met.
Studio In a School (SIAS)	SIAS has developed a unique expertise in the field of arts education, providing arts education to more than 30,000 students per year. SIAS will provide two working artists with a program tailored to the specific needs of the school. PS123 will establish a dedicated art studio for this partnership. Classroom teachers do not simply drop their students off for art instruction. Instead, they too participate in the session - often working with the Studio in a School instructor to reinforce academic subjects while being trained in art instructional strategies.
Carmel Hill Fund Partnership: Renaissance Learning	(No Cost to Grant) The Carmel Hill Fund Education Program is a non-profit organization whose mission is to foster the love of reading in children by providing educators with the means to improve their students' reading ability. The Carmel Hill Fund Education Program's principal focus is its provision of the Accelerated Reader (AR) Enterprise program for its partner schools. AR is a progress-monitoring software tool that enables schools to monitor the quantity and quality of their students' reading practice. AR also motivates students to read a greater quantity of books with more attention to their comprehension of written material, all the while exposing children to new genres and styles of literature. Accelerated Reader reports are available for principals, literacy coaches and teachers to monitor student progress one of the main components of the school's new data reporting. Teachers will be supported in the use of AR by the literacy and technology coaches.
Brooklyn Historical Society	– Founded in 1863, the Brooklyn Historical Society will provide onsite content and teaching strategy workshops in upper grade classrooms focused on topics in the history and social studies (e.g. the industrial age). They will also train teachers in the use of strategies (e.g. oral history) that will make the teaching of history and social studies come alive.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

iii. Partner accountability

Ongoing documentation and monitoring practices will be enhanced to ensure partner accountability.

- With school leaders and guidance personnel, partners will collaboratively develop measurable goals with action plans for services to be provided. Action plans will be reviewed on an ongoing basis and measured against activities provided and outcomes achieved. Action plans will be revised as needed during the school year.
- Partner providers will maintain logs of service, agendas, attendance sheets, copies of handouts and share them with school leaders. The Assistant Principal with a guidance/special education background will be assigned to meet regularly with partners who provide student and family support services. At these meetings they will discuss individual students' needs, progress and future plans.
- School leaders will periodically observe partner activities in the school to ensure that high quality services are being delivered. Teacher feedback regarding activities (e.g. professional development, student support services) will be sought, since teachers are very often the best evaluator of service benefits.
- Professional development activities will be jointly designed and planned by the partner and school leaders to ensure that training activities are relevant and meet current and changing staff needs.

This collaborative planning and close monitoring of service provided by partners will enable school leaders to quickly address cases where expected outcomes are not reached. Mid-year revisions of action plans will be completed, and, in those rare cases where services are not acceptable, the partnership will be terminated.

G. Organizational Plan

i. Organizational chart - included in Attachment G

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

New operational structures for decision-making will be established and decisions will be communicated school-wide. The newly assigned principal had been a school UFT Representative and has first-hand knowledge of positive interaction consulting strategies, which she has brought to the design of the communication structures described below.

Structure	Data Sources to Drive Discussion and Decision Making	How Results Are Communicated
Weekly grade meetings and faculty conferences	Formative assessment data; professional development feedback forms; informal classroom observations; feedback from partners	Agendas, minutes and memos; oral communication, and other communication structures (e.g. communication via technology) Written observation reports
Weekly School Collaborative Inquiry Groups (SCIG)	Formative assessment data; student work samples; examining student work protocol outcomes; teacher professional development needs feedback;	Collaborative Inquiry groups are flexible and fluid to allow for communication between and among teachers who may not be on the same grade or serve the same student population. Minutes of the group are shared with school leadership. Horizontal and vertical planning groups

Structure	Data Sources to Drive Discussion and Decision Making	How Results Are Communicated
		(grade level, subject specific teams) share instructional approaches, student work analysis, and interventions.
Monthly SLT Meetings	Memos, minutes and agendas from ongoing decision-making meetings	Agendas and minutes shared by SLT members with constituents. Constituent feedback brought back to next meeting. Newsletters reporting school progress. Aligning SCEP with ongoing progress with SIG.
Weekly Instructional Cabinet Meetings	Formal and informal observation data; coach logs; teacher professional development feedback; partner feedback; parent feedback	Communicated by school leaders and coaches when working with teachers; written staff memos; conferences with partners
Monthly Parent-Teacher Organization Consultation	Formative assessment trends data, parent feedback re: parent events and classes (technology, ESL), parent input re: student needs and family needs, partner feedback	Adding information to SLT meeting minutes; oral discussions at faculty conferences and grade meetings; memos in parent-friendly language, including translations.
Monthly School Safety Meetings	Incident reports, parent and teacher feedback re: safety concerns, local police precinct feedback and reports	Oral discussions at faculty and grade conferences, SLT meetings, PTO consultation meetings; written communication and memos; announcements loudspeaker (for emergencies)

iii Annual professional performance review (APPR) process

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

Beginning in the 2013-14 school year, teachers will select from one of two options during the Initial Planning Conference, to take place by no later than the last Friday in October: Option 1) 1 formal observation and a minimum of 3 informal observations or Option 2) A minimum of 6 informal observations. The formal observation will have a pre-observation conference where the teacher can provide up to 2 artifacts and/or a pre-observation conference form. The observation will be a full period and the teacher will be rated on the Danielson rubric. A post observation conference will be

held within 20 days and a post observation report will be provided to the teacher and put into the file. Informal observations will be unannounced and a minimum of 15 minutes. Feedback will be provided after informal observations in person or using some other form of communication. A pre and post observation conference is not required, but a post observation report will be provided to the teacher and filed within 90 school days of the observation.

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

The rubric for Charlotte Danielson's Framework for Professional Practice will be the reference point when school leaders conduct teacher observations. Prior to conducting formal and informal observations, staff will be trained in the Danielson rubric with special emphasis on expected teacher behaviors, possible student behaviors and artifacts of teaching. (The Danielson Domains of the Framework for Professional Practice are summarized above in Section Eii).
The principal of PS 123 sees the day-to-day operations (*ii*) as part of the APPR since assessment (*iii* below) as an integral part of the daily operations at the school. Therefore, the following chart and the one in response to (*iv*) have a great deal of overlap.

Classroom Observations:

Person Responsible	Feedback	Follow Up	6 Week Observation Cycle
Principal	Written feedback re: teacher effectiveness and instructional practices to coach and AP Feedback connected to school goals and Instructional Expectations for 2013-2014 set forth by NYCDOE.	Targeted professional development Targeted in-class coaching and model lessons Facilitated weekly Instructional Cabinet Meetings to discuss findings Supervision of coach logs, ensuring follow-up School-wide monitoring system Tracking and monitoring written feedback that is timely and actionable	Pre-observation review of workshop model and first professional development conference Sept. – June – two of the observations will be conducted by the principal for every teacher Jan –Feb – Data conferences and meetings with Teachers' Promotional decisions
Assistant Principal K -2 Assistant Principal 3 – 5 Assistant Principal 6 - 8	Two-three written observation feedback daily in grade cycles Actionable feedback based on NYC Instructional Expectations with timelines and	Weekly Instructional Cabinet meeting to discuss observation reports, show evidence of coach support Schedule follow-up visits for continual monitoring of teacher effectiveness to provide follow-up written	End of Sept-Oct-First Informal Observation-all grades Nov-(Second Observations) Data meetings to review student performance according to

Person Responsible	Feedback	Follow Up	6 Week Observation Cycle
	consistent follow-up Feedback communicated to coaches Curriculum Pacing Calendar	feedback.	benchmarks December-January Third Observation Cycle (Some Principal & AP Joint visits for at-risk teachers) Feb-March Fourth Observation Cycle of observations March-AP & Principal meet jointly with teachers at Student Progress Meetings to analyze student data relative to teacher effectiveness goals April-June-Fifth cycle of observations Sixth cycle of observations completed by principal throughout the year

Scheduled Coach Visits

Person Responsible	Feedback	Follow Up	Six Week Observation Cycle
Early Childhood Coach (K – 2)	Coach Log of Assistance for daily work	Mentor, coach and model lessons followed by debriefs	Instructional Cabinet Meetings: Shared goals for each teacher will be shared and each meeting will build upon the last in regard to improving instructional delivery
Literacy Coach (3 – 8)	Coach Log of Assistance for daily work	Mentor, coach and model lessons followed by debriefs	Instructional Cabinet Meetings: Shared goals for each teacher will be shared and each meeting will build upon the last in regard to improving instructional delivery
Math Coach (3 – 8)	Coach Log of Assistance for daily work	Mentor, coach and model lessons followed by debriefs	Instructional Cabinet Meetings: Shared goals for each teacher will be shared and each meeting will build upon the last in regard to improving instructional delivery
Grade Level Team Planning: Alternating schedule for Coach lead	Coach attend grade level meetings as teacher leaders to support specific curriculum foci and	Grade Level Team agendas	Patterns across grades will be shared. Curriculum Planning: aligning with CCSS and Instructional Shifts Student Work Protocols

Person Responsible	Feedback	Follow Up	Six Week Observation Cycle
grade meetings: First week Math Coach the Second Literacy cycles.	balance formal and informal observations		

Grade Level Team Planning

Person Responsible	Feedback	Follow Up	Six Week Observation Cycle
Coaches attend grade level team meetings as teacher leaders to balance formal and informal observations	Grade level team meeting agendas	Ongoing classroom visits; student work protocol and follow-up data conferences to discuss student performance	Patterns across grade will be shared Curriculum planning: aligning with CCSS and Instructional Shifts Student work protocols

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment H. Overall, Initial Planning Conferences will occur in the early Fall and Summative End of Year Conference will occur by June 27. Measures of Teacher Practice will occur between the Initial Planning Conference and the first Friday in June. Our school will select local measures of student learning by September 9, and pre-tasks for NYC performance tasks and 3rd party assessments will occur by October 15. Please refer to attachment H for further detail. As discussed in section iii, we will implement the NYCDOE's newly approved APPR plan for teachers beginning in the 2013-2014 school year. We may revise our plans for implementation as we better understand the new evaluation system, and all elements related to principal and teacher evaluation contained in this application will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations.

PS 123's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment H. Final schedule will depend on teacher Initial Planning Conference.

September	Mid Sept-October	November-December	January-February	February-March	April-May	Sept.-June

September	Mid Sept-October	November-December	January-February	February-March	April- May	Sept.-June
Pre-observation In First Full Faculty Conference outlining expectations for all teachers	First Informal Observation Cycle for all Assistant Principals	Principal and AP conduct Student Performance Conferences with each teacher Benchmark Meetings Second Cycle of Observations	Third Cycle of Observations for all Assistant Principals	Principal and AP conduct Student Performance Conferences with each teacher Benchmark Meetings Fourth Cycle of Observations	Fifth Informal Observation Cycle for all Assistant Principals Data conference Promotional Decisions based on student data	Principal Sixth Observation will be conducted throughout the year that's the principal's formal and informal observation report
Danielson Focus	Establishing a Culture for Learning	Planning & Preparation Designing Coherent Instruction	Instruction Questioning & Discussion Techniques	Instruction Using Assessment in Instruction	Designing Coherent Instruction	Focus for the particular month and based on goals set for each teacher

H. Educational Plan

i. ***Curriculum.*** Moving forward, PS 123 will adopt the NYCDOE Approved Common Core aligned curriculum that incorporates the Instructional Shifts. Analysis of the curriculum was conducted by the administration and teachers with support from partners, and addresses the instructional shifts as follows:

Literacy:

Helping Students Build Knowledge and Access the World (NYS CCSS Shifts 1 and 2)

- emphasizes effective literacy instruction through the use of compelling informational texts
- modules that are heavily based in Social Studies and Science content
- Moving Up the Staircase of Complexity and Academic Vocabulary (NYS CCSS Shifts 3 and 6)
- exposes students to a wide range of increasingly complex texts to build background knowledge and interest
- incorporates a high level of academic vocabulary in daily practices, word walls, language of standards and instructional delivery
- Texts chosen reflect a variety of Lexile levels, complexity of topic/concept, specific literacy standard, cultural perspectives and voice
- Supports for a diverse learners are directly addressed

Text-based Answers and Writing from Sources (NYS CCSS Shifts 4 and 5)

- emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as students read, and do research for a real purpose.

- during daily instruction students will be asked to read and reread, read closely a third time to ask and answer questions, make inferences and synthesize information
- reading challenging texts in order to become a more proficient and independent reader
- students write daily to make an argument, support point of view based on text evidence
- all end of unit performance tasks are research projects, asking students to relate to real world experiences and events which include narrative, informational and opinion-based writing.

Mathematics:

Focus strongly where the CCSS focus - Focuses deeply on the major work outlined in the CCLS at each grade level so that students gain strong foundations including (NYS CCSS Shift 1)

- solid conceptual understanding,
- high degree of procedural skill and fluency
- ability to apply math they know to solve problems inside and outside the math classroom

Coherence across grades (NYS CCSS Shift 2)

- thinking across grades
- linking major topics

Rigor requiring fluency, application and deep understanding (NYS CCSS Shift 3 – 6)

- students are expected to have speed and accuracy (fluency)
- teachers teach more than "how to get the answer" and support students' ability to access concepts from a number of perspectives. Students demonstrate deep conceptual understanding of core math concepts
- students choose the appropriate concept for application; teachers provide opportunities for students to apply math concepts in real-world situations
- students are practicing and understanding (dual intensity) through extended application of math concepts.

To achieve the above goals, standards-aligned curriculum materials (e.g. Ready Gen, Expeditionary Learning, Wilson Reading) have been chosen that enable teachers to enhance and differentiate instruction. Materials have been carefully selected to complement each other and to ensure that the curriculum meets the needs of general education students (including high achieving students), students in the lowest third, special education students, and ELLs. The materials include several technology-based programs that work in connection with Smart Boards that are designed to not only engage students, but also individualize instruction and provide teachers with specific ongoing assessments of mastery and areas in which additional teaching is indicated.

Teachers and support staff will be assisted in acquiring the skills needed to infuse technology in the classroom to reach students of all leaning styles, as well as be more efficient. The educators will use technology to differentiate and scaffold activities according to the students' needs and/or strengths. Promoting engagement through students' interest in technology with programs such as Achieve 3000 and Accelerated Reader, educators will prepare students for the future when using technology aimed at addressing each learning style. Students will be equipped with the necessary skills and knowledge to move forward in their college studies and career advancement.

Curriculum resources include the following:

English Language Arts

PS 123 will utilize a combination of coordinated and standards aligned research-based programs that will address the diverse needs of its student population and provide assessments and teacher support to ensure optimum implementation of the resources.

Basic ELA Program	Supplemental ELA Program	Technology Based ELA Programs
Pearson Learning – Ready Gen (K – 5) – Provided through NYCDOE tax levy funding, the standards aligned Ready Gen literacy modules build strong readers and writers through a lesson structure that develops an undersigning of essential questions and deep social studies and science knowledge through conceptually coherent text sets. The program also provides foundational reading support (a readers/writers journal, close reading materials) and teacher resources. *Wilson Reading Systems – Fundations (K – 3)*_- Wilson Fundations is a phonological/phonemic awareness, phonics and spelling program that is based on the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Fundations provides the research-validated strategies that complement core reading programs. *Expeditionary Learning (3 – 8)* - The standards based nonfiction/fiction Expeditionary Learning reading program instructs students in close reading and writing to learn, research-based narrative writing, considering perspectives and supporting opinions, opinion writing, gathering evidence and speaking to others. Tied to the grade specific ELA and social studies standards and	The basic ELA program will be supplemented and coordinated with the following: *Wilson Reading System* (remedial reading) – The Wilson Reading System (WRS) is a highly structured remedial program that is successful with learners who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. Using an extensive collection of controlled and decodable texts, the program can follow students from grade to grade. Criterion-based assessments are built into the program to measure student progress and success. *Rally Education* (3 – 8) – Rally Education provides test prep materials aligned to the NYS standardized testing program. *Scholastic* – Leveled libraries that include fiction and nonfiction in grades K – 8 will be purchased from Scholastic. Scholastic's libraries offer wide reading opportunities and integrate CCSS reading acquisition with a deep understanding of the demands of literature and informational text.	Since PS 123's improvement plan features a heavy focus on the use of instructional technology, carefully chosen technology based ELA programs that provide ongoing assessments will be utilized to further differentiate instruction. *Achieve 3000-Kid Biz* (K – 3) – A standards aligned, technology based, individualized learning program that provides nonfiction reading materials matched to students' lexile level and grade level standards. Training is included with the purchase of the program. *Achieve 3000 – TeenBiz* (6 – 8) – An online, standards based skills based reading program that reaches every student at his or her individualized Lexile/reading level. It is designed to assist students in achieving mastery based on nonfiction texts. *Accelerated Reader* (AR) – (K – 8) A technology based reading comprehension program (with ongoing individualized assessments, weekly reports, and yearly benchmarks). Complementing the Pearson Reading Program, AR utilizes the ATOS readability formula – a verified measure of quantitative text complexity for the CCSS. The program is provided to PS 123 at no cost to the grant

topics, the program includes ongoing assessments and teacher reports.		

Mathematics

Recommended by the NYCDOE *GO Math!* (K-8) was designed according to 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. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts. The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials. Scientific and/or graphing calculators will be used with the program in the upper grades. As a supplemental support for two and three-step math word problems, Rally Math test prep materials will be added to grades 3-8. This exposure and embedded rigor these resources offer will better prepare students for the highly analytical and strategic thinking the new Common Core Standards require, leading to the possibility of grade 8 acceleration for students.

Arts

An art studio will be established in the school and a variety of art supplies will be available. A Studio in a School teaching artist (for primary grades and upper grades) will staff the studio. Teachers will participate in art activities in the studio with their students, with the goal of helping teachers to incorporate art activities into their regular classroom instruction, as well as ensuring that the art activities are aligned with and are designed to illuminate the instructional program. As teachers engage in Project-based teaching approach, the visual arts will be infused throughout the curriculum.

Provided by Literacy Support Systems, a professional development/direct service "Supporting Literacy Through Movement" program will train teachers in using movement to help students increase their grasp of language, organize ideas visibly, and cultivate their imagination.

Social Studies

The NYCDOE approved Houghton-Mifflin Social Studies texts, supported with trade books, document based texts and primary source materials to enhance student comprehension on non-fiction will be utilized. However, as teachers become more skilled at designing project based learning and incorporating technology into their teaching repertoire, the way that social studies materials are utilized will evolve and become more student-centered, differentiated, and engaging. The Expeditionary Learning ELA program is already social-studies based, and classroom libraries aligned with social studies topics will be established in all classrooms.

Science

The NYCDOE approved Houghton-Mifflin Science texts, supported with trade books, scientific inquiry and hands-on activities will be utilized. However, as teachers become more skilled at designing active learning situations, and differentiating instruction, the way these science materials are utilized will change. Science trade books (e.g. scientist biographies) will be supplied in the classroom at different reading levels so that teachers are better able to differentiate instruction.

Restoration of a successful Robotics program will motivate and inspire students to increase and improve literacy, math, science, and oral presentation skills. The program will be implemented by the PS 123 science teacher.

Instruction. All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing. Features of the new instructional approach include the following:

- Project Based Learning - Project-based learning is a dynamic approach aligned with the CCLS in which students explore real-world problem and challenges to obtain a deeper knowledge of the subjects. Teachers will utilize weekly Collaborative Inquiry (CI) sessions to plan cross – curricular units with other teachers on the grade, so that instruction includes strategies for meeting the needs of general education and special education students, ELLs and gifted and talented students. Some CI sessions will be devoted to teachers meeting with colleagues across grades to ensure that units and lessons are appropriately scaffolded and build upon knowledge from grade to grade.
- Infusing the Arts - The arts will become an integral part of instruction. The arts are an effective tool for providing students with alternative means of expression (especially helpful with the large ELL population). Teachers will incorporate the expertise of resident artist through the Studio-in-a-School collaboration to infuse art through weekly and unit culminating cooperative projects.
- Workshop Model Teaching - Daily lessons will be planned using the Workshop model incorporating multiple entry points, small group targeted instruction and individual conferences to address individual learning needs while maintaining high expectations for all learners including the high achievers.
- Incorporating Technology - Technology, which is almost non-existent at PS 123 at the current time, it will become an important vehicle for differentiating instruction, assessing progress and engaging students. With the support of SIG funding, Smart Boards will be installed in every classroom. These newly installed Smart Boards will provide teachers the opportunity to represent rigorous curriculum by integrating educational videos and interactive multimedia technology in all areas of instruction. Additionally, classrooms (3 – 8) will be provided with laptop computers for all students (using computer carts). In year 2 , early childhood students will be provided with iPads for instructional reinforcement and motivation. A full-time technology coach will be hired to provide teachers with job embedded professional development and support the training by technology consultants when the consultants are not in the school.
- School Subscriptions - School subscriptions such as Safari Montage (i.e. Discovery Channel, PBS and National Geographic), Brain Pop and Tumble Books will provide teachers with additional integration and content support to maximize and deepen learning. As teachers become experts, opportunities to share practice and resources during grade level team meetings will become standard.
- Ongoing Assessment – Authentic formative assessment of learning will become standard practice at PS 123 since the instructional materials that have been selected include ongoing online assessments.

Students will take trips to the Brooklyn Historical Society with the goal of helping the social studies program in the school come alive through active learning experiences. 200 students will take five trips during the year. Additionally, the society will model effective teaching practices for upper grade students. Additionally, the society will provide professional Development for teachers in grades 4 – 8 training on utilizing document resources and existing cultural sites for teaching social studies effectively

iii. Use of Time

After consultation, the principal, School Leadership Team, Parent Teacher Association and United Federation of Teachers have agreed to a newly designed instructional day schedule which will begin earlier and include small group targeted instruction in two fifty-minute blocks Tuesday and Wednesday mornings from 8:00-8:50am. On Thursday, during the additional fifty-minute block teachers will meet in collaborative inquiry groups to discuss student performance, and plan targeted instruction in grade groups and vertical planning groups. Teachers will be expected to present student work and develop action plans to address the patterns of deficiencies for the low, mid and high performers. In addition to the morning supplemental instructional blocks, PS 123 will implement an after school extended day program and a Saturday Academy staffed by PS 123 teachers (who know students well). During these extended learning times, students will have the opportunity for tutoring, remediation, homework help, enrichment, and talent development. Extended time staff will have opportunities to meet with regular classroom teachers to discuss student progress and areas in need of remediation.

The chart below illustrates the new weekly school schedule indicating supplemental instruction. Following the chart is a sample daily schedule for grades 3 and 4. School will be in session for a minimum of 180 days per year,

	Weekly Schedule (all grades)					
Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time	8:00am-2:20pm	8:00am-3:10	8:00am-3:10	8:00am-2:20	8:00am - 2:20pm	
Extended Time targeted small group instruction		8:00am -8:50am	8:00-8:50am			
	Regular Day 8:50-3:10pm	Regular Day starts 8:50am-3:10pm				
Staff Inquiry				2:20pm -3:10pm		
	Extended Day 3:10 – 5:10	Extended Day 3:10 – 5:10				Saturday Academy-9 - 12

Sample Daily Schedule – Grades 3 and 4	
8:00 – 8:45	**Morning Enrichment (Literacy Instruction)**
	Morning Meeting (Fluency and Oral Language) Problem of the Day (Rally Word Problems) Nonfiction Read Aloud incorporating critical thinking skills and accountable talk (interdisciplinary approach linking to social studies and/or science)
8:45 – 9:30	**Reading Workshop (Expeditionary Learning)**

Sample Daily Schedule – Grades 3 and 4	
	Mini-lesson: the mini-lessons may focus on routines, rituals, strategies, and/or skills; it may come from your read aloud and/or a shared reading (teacher modeling desired reading behaviors) Guided Reading: teachers work with a small group making teaching points and developing skills/strategies. Independent Reading with Conferencing: may include informal assessments including retelling, running records; teachers must take notes during each meeting. Shared Reading: teacher-guided discussions of reading, including language-experience stories, big books and other literature. Share: whole group, small group, partnerships (focus on strategies/skills and what readers were doing well, problem solving, rather than content of books) Students working daily on Pearson Learning Success Makers & Accelerated Reader Literacy Learning
9:30 – 10:05	**Writing Workshop (Connected to Reading)**
	Mini-lessons: routines, strategies, grammar, mechanics and usage. Maybe in the form of a shared writing, interactive writing lesson Independent Writing with Conferencing: teacher note-taking of informal assessments Share: whole group, small group, partnerships (focus on strategies and what writers did well, problem solving and content) Drafting or publishing writing piece either on laptops or classroom computer workstation
10:05-10:50	**Mathematics Instruction (Go Math!)**
	Mini-lessons Use of manipulatives Collaborative and cooperative learning opportunities: games, centers, etc.
10:50-11:05	**Word Work**
	Academic Vocabulary and word study (word sorts, word walls, word families, spelling patterns) Prefixes/Suffixes/Grammar(nouns, adjectives, verbs, etc..) Word families and origins
11:05-11:35	**AIS/ESL Periods**
11:50-12:40	**LUNCH**
12:40-1:33	**Social Studies / Science (Alternating Schedules)**
	Inquiry projects Shared Reading Activities
1:36-2:15	**Preparation Period**
2:15-2:20	**Homework and Dismissal**

In addition to early morning extended day services described above, PS 123 will maximize the use of time by implementing an after-school extended day program and a Saturday program designed to support students with remediation, homework help, skill development, talent exploration, and

enrichment. The after-school program will run two days per week 2 hours per day for 20 weeks; the Saturday program will run for 18 weeks. The goals of the morning extended day, Saturday program and after school extended day are the same – to support students in achieving desired targets. They will all be implemented in all three years of the grant.

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

PS 123 will adhere to the schedule developed by the NYCDOE for administering Interim Assessments. Workshops conducted by Literacy Support Systems, the Data Specialist and school principal, at which teachers will be trained in reading and analyzing results of the Interim Assessments (at faculty and grade meetings). Collaborative Inquiry Groups (CI) will be the main venue for not only analyzing these results, but for designing instruction that will address deficits identified (grade deficits, school deficits, student deficits, subgroup deficits). Since CI meet weekly, they provide a continuing opportunity for teachers to measure interim assessment results against further instructional practice. Teachers will meet with Administration to present evidence of student performance during benchmark meetings in November, February/March and May presenting ECLAS, Accelerated Reader Benchmark Tests, Reading levels, Pearson Success Maker reports and Rally Simulations/Acuity results for testing grades. Teachers will be supported regarding designing and implementing instructional strategies tied to data analysis by the school coaches, partner consultants (e.g. Literacy Support Systems, Wilson Reading Systems), the Assistant Principal for Instruction, and the school principal.

PS/MS 123 Assessment Calendar 2013-2014

Note: Teachers will be supported in implementing the assessments and assessing results by the school coaches, school leadership and Literacy Support Specialist consultants.

DATE	TEST	IMPACT	PURPOSE
Within the First 10 days of entrance	Language Assessment Battery Revised (LAB-R)	Grades K-8	To identify students who are entitled to bilingual/English as a Second Language (ESL) programs.
September	**Benchmark** (3-8) Accelerated Reader Early Reader and Star Reader Benchmark testing Lexiles.	Grades 3-8	To assess students' progress to provide academic intervention and instruction to meet the needs of the students To identify at-risk students using 2012-2013 data for priority benchmark testing to service immediately. To identify high achievers
September -October	**Benchmark** ECLAS (K-3) Accelerated Reader Early Reader and Star Reader Benchmark testing Lexiles.	Grades K-3	The benchmarks in ECLAS-2 are research derived with the expectation that 75% to 80% of children will master the benchmark. This ensures that children having the most difficulty with early literacy skills will be identified. (Grades 1, 2) Computer-based test designed to measure literacy competency and determining Lexiles.

DATE	TEST	IMPACT	PURPOSE
October	New York State Alternative Assessment (NYSAA)	Grades 3-8	To determine if students with severe cognitive disabilities have individually demonstrated their mastery of skills relative to New York State Learning Standards
November	Achieve 3000 benchmark Math & Reading. Running Records (1, 2,3,4,5) Achieve 3000 (6,7,8)	Grades K-8	To incorporate technology learning support and Daily/Weekly Online Practice Module in Math & Reading for individualized learning. Teacher will track progress weekly online data reports.
November	Specialized High School Exams	Grade 8	To qualify applicants for admission to New York City Specialized High Schools.
December	**Benchmark** Pearson Success Maker benchmark Math & Reading. Running Records (1, 2,3,4,5) Achieve 3000 (6,7,8) ELA & Math Simulations	Grades 3-8	To assess students' progress to provide academic intervention and instruction to meet the needs of the students for the next cycle of Extended Day groupings. To determine state test readiness and mastery of Instructional Shifts and meet CCLS
January	Citywide Gifted and Talented (G&T)	Grades K-2	To qualify applicants for admission to New York City Gifted and Talented district-wide and city –wide programs.
January	ECLAS (K-8) Accelerated Reader Early Reader and Star Reader Benchmark testing	Grades K	The benchmarks in ECLAS-2 are research derived with the expectation that 75% to 80% of children will master the benchmark. This ensures that children having the most difficulty with early literacy skills will be identified.
February-March	**Benchmark** Running Records Achieve 3000 (6,7,8) ELA-Math Simulation	Grades 3-8	To assess students' progress to provide academic intervention and instruction to meet the needs of the students
March	**Benchmark** ECLAS-2 Pearson Success Maker benchmark Math & Reading Running Records (1, 2,3,4,5)	Grades K-3	The benchmarks in ECLAS-2 are research derived with the expectation that 75% to 80% of children will master the benchmark. This ensures that children having the most difficulty with early literacy skills will be identified.
April	NYS ELA	Grades 3-8	To assess student progress toward New York State Standards in English Language Arts
April	NYS MATH	Grades 3-	To assess student progress toward New

DATE	TEST	IMPACT	PURPOSE
		8	ork State Standards in Mathematics
May	New York State English as a Second Language Test (NYSESLAT)	Grades K-8	To measure student progress in eveloping English language proficiency
May	NYS SCIENCE Performance Test	Grades 4 & 8	To assess student progress toward new ork State standards in science
May	**Benchmark** (K-8) Accelerated Reader Early Reader and Star Reader Benchmark testing Achieve 3000 benchmark Math & Reading. Running Records (1, 2,3,4,5)	Grades K-8	Multiple data sources about student erformance will influence promotional ecisions
June	NYS SCIENCE Written Section	Grades 4 & 8	To assess student progress toward new ork State standards in science

With the goal of designing data driven instruction and data driven professional development, PS 123 will utilize its technology capabilities to implement online student learning assessments provided by Achieve 3000. A research-based, ARRA approved, proven successful online reading/formative assessment program, Achieve 3000 will enable teachers and students to achieve targeted standards.

iii. **Student Support. Providing academic, social-emotional, and student support**

Student support/Academic Intervention Services (AIS) will meet all requirements established by the NYSED and NYCDOE regarding benchmarks for receiving AIS, parent notification, intensity and duration of instruction, benchmarks for exiting from the AIS program.

Student Identification - Students will be identified for the program in September by examining the previous year's assessment results. Additionally, benchmarks included in the Early Star Reading Assessment (K – 1) and the Accelerated Reader Star Reading (2 – 8) Assessment Battery will be utilized to differentiate students' needs.

Response to Intervention Model (RTI)- A tiered instructional program, designed in response to the assessment outcomes will drive the academic supports for each student and will vary according to the nature and severity of the student's challenges (Response to Intervention). Teachers will be trained in the Wilson Reading Program to evaluate students, provide phonics and decoding help. Two AIS teachers will provide Intense Reading Clinics; students will attend these reading clinics in six week cycles, with those students needing the most assistance receiving more frequent and intense intervention. Students will be evaluated throughout their involvement in RTI. AIS teachers will have opportunities for ongoing communication with classroom teachers at Collaborative Inquiry meetings and at grade level meetings. AIS teachers will lead an RTI team made up of AIS teachers, counselors and social workers. The team will design and monitor RTI activities, coordinate activities with classroom teachers and also provide classroom teachers with strategies and materials to be utilized with target students when they are in the regular classroom.

Social/Emotional/Health Supports - A comprehensive array of academic, social/emotional and health interventions (e.g. counseling, case management, tutoring, homework help) will be supplied by a

team of AIS school staff (teachers, guidance counselor, social worker) and partner providers (Ramapo, Graham Windam). Student case conferencing will be a regular feature of the program, and outreach to parents of students receiving AIS will be made by the PS 123 family worker, social worker, guidance counselor, and partner agencies with the goal of developing a comprehensive approach and array of services for each student.

iv. **School Climate and Discipline.**

To continue to build upon the existing positive school climate, PS 123 will implement and enhance the following:

Character Education Program – the program teaches students to focus on infusing character traits that help students to understand the need to take responsibility for their actions and examine how their behavior impacts other as well as finding methods in a loving and caring manner to assist those in need. Character education will take place as part of the daily instructional program.

Ramapo Program - teaches students how to examine their behavior and resolve conflict in a positive way. Often, students misbehave because of the emotional attraction to the association of others contextual misbehaviors (Thorne-Figueroa, 2010, Anderman & Murdock, 2007). The Ramapo Program is a direct/service training program for teachers across grade levels that places emphasis on how to break a conflict cycle.

"Keep the Beat" a middle school (6-8) program will be implemented at PS 123. The program teaches students how to resolve their intra/conflicts positively and how to become mentors to new incoming students. The students are trained to assist other peers who may have difficulty resolving their issues.

Big Brother, Big Sister Program places emphasis on the importance of PS 123 staff members becoming caring mentors to female or male students. The staff sets aside time to meet and discuss an array of issues with their assigned student. Often, staff members may have more than one assigned student. Being a Big Brother or Big Sister mentor supports those students who have difficulty conforming to school protocol.

Mentoring program uses guidance counselors, social workers, administrators, parent coordinator and deans to support challenging students who have maladaptive behaviors. These students are monitored frequently to encourage productive school work and moral-ethical accountability.

More Intensive Services - Although the aforementioned programs tend to promote positive behaviors, they may not enough for the more challenged individuals. To be able to meet the needs of all students and their families, more interventional and therapeutic programs are at times indicated. Therefore, PS 123 proposes enhancing its partnership with Ramapo for Children, and establishing a partnership with the Puerto Rican Family Agency.

v. **Parent and Community Engagement**

As a Title I school, PS 123 has created a parent involvement policy that was developed in consultation with parents of participating Title I students to ensure that parents are involved in planning, implementing, and evaluating the Title I program. Parents are included as team members to provide input in the development and review of the instructional and school improvement plan when necessary. At the beginning of each school year, the policy is distributed to parents of Title I students and to the extent practicable, provided in a language the parents can understand.

The PS 123 will create various ways in which involvement can be fostered and rendered as part of an overall means to include families in their children's learning through parenting classes, communication, volunteering, learning at home, decision making, and collaborating with the Community. PS 123 will incorporate technologically in communication and means of involvement for all families.

Strategies will include

- Assistance to families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level through classes/workshops held monthly.
- Literacy Support Services will provide parent informational and development classes: Understanding the Common Core, Literacy and the Arts supports from Home, Establishing Healthy School Ritual and Routines
- Maintaining open communication - The school will communicate with parents two-way communication channels that are effective and reliable, including phone texting support and alerts, emails, and interactive webpages where parents can request information, make appointments, schedule classes, review their child's weekly activities and expectations (including homework), get tips on how to assist their children with their studies, and other curriculum-related activities. Where feasible, communication will be in the various languages that represent community and student population.
- A recruitment team will be assembled to improve volunteer staffing and training to involve families as volunteers and as audiences at the school. Meaningful work and flexible schedules will be provided.
- Decision making opportunities – Families will be included as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees and other organizations.
- A school facilitator will coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.
- PS/MS serves twelve shelters in the surrounding area of the perimeter of the school. As an effort to continue to support families, we will enhance relationships with the temporary housing facility staff and educational content specialist, create a community to assist families need, provide structure, carfare to attend PS/MS 123's workshops/classes and referrals for social/emotional support. A liaison will be assigned to work with the families and communicate with staff to ensure their voices are heard as part of the community.
- To educate parents in the new CCI aligned strategies, and to encourage parent involvement and enhance and foster the social/emotion balance at home and school., PS 123 will implement parent workshops, a fall and spring literacy fair and special events (e.g. Father/Son Day, End-of-Year Festival)

I. Training, Support, and Professional Development

PS 123 Professional Development Plan

To hone teachers' skills, PS 123 will support teacher growth in strengthening classroom practices and incorporating best practices (including incorporating technology) focused on improving student outcomes. This will be accomplished through strategically:

- Provide time for examining student work for evidence of learning, learning gaps against the demands of the Common Core standards
- Provide training in the Danielson Framework for Teaching. All teacher evaluation and development work described in this plan will be governed by NYSED policy that was still forthcoming at the time of this plan's writing
- Analyzing data, including student formative assessment data and student work samples, and classroom observation data to inform professional development activities

- Providing job-embedded professional development for assistant principals provided by the principal and Literacy Support Systems consultants and other partners (e.g. Tequipment, Ramapo for Children)
- Providing teachers/staff with opportunities to visit colleagues' classrooms and actively participate in meaningful feedback
- Aligning targeted coaching with respect to teacher's identified needs
- Developing common protocols and tools to use during Collaborative Inquiry team meetings in order to identify next steps and needed adjustments to instructional practice and assessment practices of student work
- Involving staff in setting personal goals allowing them to reflect on their work to identify areas for growth

i. School leadership/staff involvement in SIG plan development

Staff has been involved in the development of this plan during the entire grant preparation cycle. The SIG plan is aligned with the school's SCEP.

- As described earlier, staff elected to utilize the 150 minutes additional time for teachers for a morning extended day program and a collaborative inquiry professional development model. (Scheduling extended day in the morning results in better attendance.) The third 50 minute block for professional development will be scheduled on Thursday from 2:20 – 3:10 pm.
- Leadership Team meetings have been utilized to discuss and develop this plan with staff representing UFT, CSA and parents. Representatives from the three groups share information with their constituencies to inform and elicit feedback.
- Lead Teachers and the Network staff have been involved in the planning aspects and writing portions of the proposal primarily in the areas of instruction.
- Parent Coordinator and PTO lead members have contributed to the needs assessment as a basis for collaboration.
- Teachers on SLT, Assistant Principals and instructional coaches were involved in planning, researching and writing key components.
- Meetings have taken place with school leadership and proposed partners to determine staff and student needs and to customize partner services to PS 123 needs.

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

Organization/ Agent Delivering PD	PD Activity	Target Audience	Desired Measurable Outcome	How Outcomes Will Be Analyzed and Reported*
Literacy Support Systems	Professional Development for Leaders	Principal & Assistant Principal & Coaches	Leaders developing common lens together to improve curriculum and teacher effectiveness	Collaborative Informal Observation: Common Results Improved Instructional Foci and Support for teachers Classroom Observation
AP Instruction and School Coaches	Curriculum/Instruction: In-class coaching-Varied Instructional Strategies	General Ed, ELLs and Special Ed teachers	Teachers are utilizing curriculum materials appropriately, resulting in improved instruction and student engagement	Classroom observations; teacher feedback
AP Guidance/Special Needs	Student Support: In-class coaching-Meeting diverse student needs with new curriculum	Self-Contained Sp Ed teachers	Teachers utilizing new instructional materials; differentiating instruction	Observed differentiated and rigorous lessons; review of teacher lesson plans; conversations and Collaborative Inquiry Group meetings
Tequipment	Instruction: Ten 2hr workshops- use of Smart Boards	Classroom teachers	Teachers utilizing Smart Boards and Smart Notebook software to enhance instruction	Classroom observations; debriefing sessions with Tequipment trainers re: next steps based on teacher usage/needs
Literacy Support Systems Teacher leaders, school leaders, outside partners	Curriculum/Instruction/Data Driven Instruction: Collaborative Teacher Inquiry groups-varied instructional strategies - unit, lesson, curriculum development, RTI	Teachers by grade, subject	Teachers utilize desired instructional strategies (e.g. open ended questioning techniques) in classroom; increased student achievement	Teacher observation; feedback from Collaborative Inquiry Groups; program formative assessments; teacher developed

Organization/ Agent Delivering PD	PD Activity	Target Audience	Desired Measurable Outcome	How Outcomes Will Be Analyzed and Reported*
				formative assessments
Teacher leaders, school leaders, outside partners	Student Support: Collaborative Teacher Inquiry groups- student case studies/ analyzing student work	Teachers by grade, subject	Increased student achievement; improved lessons and unit development	Classroom observation; reduction in student incidents, increased number of parents involved working as partners
Ramapo for Children	Student Support/School Climate: Faculty Conferences, Extended Day PD - meeting social/ emotional student needs	All staff	Teacher develop strategies for dealing with behavior and discipline; parents and teachers work as partners	Increased parent engagement; reduction in student incidents
Brooklyn Historical Society	Curriculum/Instruction: Teacher Inquiry Groups- social studies teachers	Social studies/ history teachers grades 4 - 8	Teachers design social studies units that involve active and project based learning	Review of student work; teachers' lesson plans; classroom observations
Literacy Support Systems consultant	Curriculum/Instruction/Use of Time: Collaborative Inquiry Groups/ Faculty Conferences- Workshops on Utilizing Charlotte Danielson's Framework for Teaching	All staff	Staff develop understanding of and utilize Danielson's Framework when designing instruction	Classroom observations; review of lesson plans; teacher feedback at Collaborative Inquiry Groups
School coaches	Data Driven Instruction: Teacher workshops: Analyzing Program Interim Assessment Results	Teachers-gen.ed., spec. ed., ESL	Teachers utilize interim assessment data effectively	Coach feedback; grade level meetings; teacher needs analysis surveys
Principal, Assistant Principals, Coaches, Literacy Support Systems Consultant	Use of Time: Workshops: Extended Day (AM, PM, Saturday) Design and Outcomes	Extended day teachers	Extended day activities meet student needs; increased student achievement	Review of student attendance records, classroom observations; review of interim assessments

Organization/ Agent Delivering PD	PD Activity	Target Audience	Desired Measurable Outcome	How Outcomes Will Be Analyzed and Reported*
Wilson Reading Systems; Fundations	Curriculum/Instruction: In-class coaching, collaborative inquiry groups, faculty conferences – meeting diverse needs in reading	All staff	Teachers utilize program appropriately; student achievement progress	Results of program assessments, classroom observations, feedback from Collaborative Inquiry groups
Principal, Assistant Principals, School Coaches, Select Partners	Curriculum/Instruction/Data Driven Instruction/Parent Involvement: Summer Professional Development Clinics	All staff	Plan developed re: prof. dev. focus for 2014 – 2015 school year; Training in use of curriculum/instructional strategies	Review of plan Teacher feedback re: Likert type survey

*Outcomes of professional development activities will be shared and reported at individual teacher conferences, faculty and grade level conferences, Collaborative Inquiry Group meetings, and Principal's Cabinet Meetings as appropriate.

iii. **Plan for training, support and professional development**

PS 123 has developed a plan and structures for evaluating professional development effectiveness and encouraging feedback re: professional development so as to be well positioned to make mid-project adjustments in activities provided. Evaluation and feedback are critical to the successful implementation of the SIG plan and will be ongoing throughout the school improvement process.

- Teacher practice will be a major factor in assessing the effectiveness of professional development. A Five Step Process has been established to carefully assess teacher practice.
    1) Principal and Assistant Principals conduct weekly informal and formal teacher observations. Results are reported at Weekly Instructional Cabinet meetings attended by school leaders and PS 123 coaches.
    2) Coach logs (with teacher outcomes) are discussed at Weekly Instructional Cabinet Meetings also, to determine individual teacher needs. Individual teacher learning plans are developed.
    3) Coaches support teachers in those areas of need and provide reports at Weekly Instructional Cabinet Meetings.
    4) Principal and Assistant Principals observe teachers again. Teacher profiles (re: strengths, challenges) and a plan of assistance is developed for each teacher.
    5) Feedback regarding teacher progress/continuing needs is provided.
- Teacher Feedback Forms will be utilized at the end of each professional development workshop to ascertain if the workshop met teacher's needs. On the form, the teacher can also indicate "next steps" for further support needed. The forms will be analyzed and shared with the professional development provider (PS 123 staff member, or partner).
- Coaching effectiveness is evaluated by informal and formal observations of the coach at work in the classroom, and by a review of the coach's weekly logs.
- School Collaborative Inquiry Groups (SCIG) are another structure at which instructional strategies can be evaluated as to how they impact student achievement. Protocols for examining student work are utilized at the SCIG; feedback sheets are completed by teachers; strategies for differentiating instruction are developed.
- All data regarding effectiveness of professional development will be collected by the school leaders and analyzed at weekly Instructional Cabinet Meetings.
- Additional feedback from the school's DOE Network Leader will be sought re: professional development effectiveness.

A summer professional development institute will be held each summer to look back and look forward regarding accomplishments, challenges, and for making plans for the following school year. The institutes will be co-facilitated by the school coaches, school leaders and consultants from Literacy Support Systems.

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.

PS 123 has a supportive and caring environment, as determined by the Quality Review conducted by the NYCDOE and evidenced by the strong relationship the new principal has been able to develop with staff and parents in just a short time. A great many structures for communication and feedback between and among constituencies are already operating well. This open and trusting climate will promote the sharing of information between school leadership, teaching and support staff, and parents.

- At regular meetings of the School Leadership Team, information about the implementation and progress of the school improvement plan will be shared. Members feel empowered to express their opinions and the opinions of their constituencies.
- Faculty conferences offer opportunities to share information and get feedback from the entire school staff. The SIG grant progress and challenges will be included on the agenda of the faculty conferences.
- Principal's Instructional Cabinet Meetings are scheduled weekly. At these meetings school leaders openly discuss "how things are going" at PS 123. The SIG grant will be a regular and often discussed topic at these meetings.
- Parent Meetings are already scheduled and will continue to be an ongoing venue for discussing many topics including the school's SIG grant improvement model. Although the parent meetings are fairly well attended, the school has already begun exploring strategies that will attract more

parents to these meetings, including being able to provide additional translators and providing documents in parent-friendly language.

K. Project Plan and Timeline

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

Month/ Focus	Year 1 Goals/ Key Strategies
July-August Professional Development days	Conduct Five Day Summer Institute Professional Development Seminars whereby literacy trainer, school coaches, assistant principal and principal collaborate and facilitate workshop s on the following topics Creating a Culture for Learning, Project-Based Learning, Integrating Technology, Planning Units of study etc. Meetings with vendors and partners to share expectations and yearlong planning. Meetings with school leaders and SLT to review plans and provide leadership training.
August-September Structuring the Learning Environment	Order and equip classrooms with Common Core aligned curriculum and new standards based instructional materials. Administrators and coaches work with teachers in organizing classrooms to promote a culture for learning and setting clear expectation for rigorous learning.
October-December Integration of Technology in Instruction	Expert trainers will support the integration of technology into the daily instructional practices by offering Smart Board Afterschool training clinics, school coaches support teachers onsite in classrooms. Grade level teams will collaboratively create lesson using Smart Board Notebook Software, Brain Pop, and online subscriptions. Teacher leaders will begin to conduct peer-learning institutes to build collaboration amongst teachers.
October, January, March and May Data driven instruction	Teachers organize and present interim assessment results to inform instruction: Teachers meet with Administration to discuss current student performance and develop a plan of action for targeted students. Follow-up meetings established to revisit targeted students current performance levels, interventions and develop plan of action for all learners including high achievers. Patterns across grades are discussed at grade level team meetings
Sept-June Curriculum Planning/Differentiation	Coach/ AP in collaboration with grade level teams will design Common Core Aligned Curriculum maps with differentiated lesson for all learners: At-risk, Special Ed, ELL and High Achievers. Weekly meetings with agendas and follow-up planning sessions will become patterns in planning.
October-June Technology & Data	Teachers will incorporate the online learning tools in daily instructional practices and as an ongoing assessment measure to set individual learning goals for students. Weekly inquiry meetings will support teacher data driven discussion and planning.
September-June Parent Involvement	Increased parent involvement: Parents attending in school enrichment, classes and volunteerism.
June	End-of-year evaluation meeting (partners, SLT, school leaders, parent

Month/ Focus	Year 1 Goals/ Key Strategies
	leaders)

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

The following "early wins" will be sought:

- Common understanding of expectations by the entire school community and supporting partners
- Deeper understanding of supervisory support and content by school leaders
- Teachers are creating units of study and lesson plans that are based on Danielson's Framework for Professional Practice and have begun to engage students through rigorous active learning experiences
- Collaborative Inquiry groups are working effectively: teachers are examining student work and discussing student progress, becoming reflective by analyzing teaching effectiveness of teaching strategies, serving as "critical friends",
- Classroom observations and assessments are indicating a higher level of student engagement.
- Technology is beginning to become incorporated into the classroom instructional program. Teachers are utilizing technology to access instructional and curricular resources.
- Parent attendance at instructional and enrichment events is growing in number

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

Leading Indicators of Success will be analyzed on a quarterly basis (or more frequently). Data will be collected by the school leaders, analyzed by school leaders and teachers, and reported to the staff and parent body at Leadership Team Meetings, Faculty and Grade Conferences, and at Parent Events. Positive indicators are:

- Student growth on NYCDOE Interim Assessments and school created assessments
- Increase in student attendance; reduction in suspension/truancy rates (disaggregated by subgroup)
- Student and staff attendance is at a higher level. There is better teacher attendance (especially on Mondays and Fridays).
- Growth in implementation of Danielson's domains is evident in classrooms and in teacher practice

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

Year 2 Goals/Strategies	Year 3 Goals/Strategies
Use of technology becomes more widespread - computer carts are provided in grade 3 – 8 classrooms. iPads are provided and used in grades K - 2	Technology has become embedded in the school and is used daily by teachers and students in a variety of ways (assessment, skill development, research, enrichment).
Teacher skill continues to improve. Research-based effective instruction yields high quality student work.	Student achievement continues to improve. Students becoming responsible for their own learning.
Teachers are using formative data regularly to plan instruction	There is a clear system and criteria, including analysis of student work, used for instruction and resource management; teachers provide valuable input re: resource allocation. Students are aware of their progress and areas that need further work. They refer to their assessments when developing personal goals.

Year 2 Goals/Strategies	Year 3 Goals/Strategies
Teachers are growing in their ability to utilize curricular aligned assessment practices that inform instruction	Curriculum is becoming more rigorous; students are creating meaning, integrating skills into processes, and using what they have learned to solve real problems
Structures for a positive learning environment are becoming more a part of the school	Teachers share a common understanding of what effective teaching looks like and are able to implement it in their classrooms.
A culture of learning is becoming more established (teachers and students)	There is demonstrated teacher growth with ongoing reflection and interim goal setting, along with improved student outcomes
Teachers are more likely to engage in collaborative practice. School Collaborative Inquiry Groups (SCIG) are established and working well.	Teachers become "critical friends" for their colleagues and communicate on a regular basis, outside of SCIG.
Professional development results in change in practice because it is more closely aligned with teachers' needs.	When data indicates, teachers are able to differentiate instruction to meet each student's needs.
Parent attendance at events and course offerings is increased.	Parents participate in the design of events. Parents take responsibility for new parents in the school.
Teachers design their own learning plans.	Teachers provide training for each other.

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	54598	54602	54591
b. Student participation in State ELA assessment	%		99.20%	96%	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%	88%			
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	8.1%	7.1%	6.2%	5.5%
h. Number of discipline referrals	num		66	152	140	131	128
i. Truancy rate	%		1.0%	5.0%	4.0%	4.0%	4.0%
j. Teacher attendance rate	%		95.2%	95.9%	96.0%	96.2%	97.1
k. Teachers rated as "effective" and "highly effective"	%						
l. Hours of professional development to improve teacher performance	num		n/a		255	302	302
m. Hours of professional development to improve leadership and governance	num		n/a		40	40	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num		n/a		45	45	45
II. Academic Indicators							

o. ELA performance index	PI		Please see memo	112	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	100	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	26.2%	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on Math assessment	%		57%	24.2%	Please see memo	Please see memo	Please see memo
s. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num		n/a	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)
Studio in a School Association, Inc. **Aline Hill-Ries, Director of Programs** **ahillries@studioinaschool.org** **75 West End Avenue** **NY, NY 10023** Provides NYS arts standards-based visual arts instruction building toward benchmark achievements in the *NYC Blueprint for Teaching and Learning in the Arts*, delivered by highly-trained professional visual artists, working in	**1. PS 171M, district 4: partner since 1988. Award-winning school. Progress Reports 09-12: A, B, A.** **Quality Review: Well-developed.**	**1. 1. Dimitres Pantelidis, Principal, 212-860-5801** **Dpantel2@schools.nyc.gov**
	2. PS 112M, district 4: partner since 1989. Award-winning Early Childhood school. **Progress Reports 09-12: B, A, B.** **Quality Review: Well-developed.**	**2. Eileen Reiter, Principal, 212-860-5868** **ereiter@schools.nyc.gov**
	3. PS 196X, district 12. Partner since 2005. **Progress Reports 09-12: B, C, A.** **Quality Review: Proficient**	**3. Principal Lizette Rivera, 718-328-7187** **lrivera10@schools.nyc.gov**

collaboration with classroom teachers, administration, and other academic support staff. One of 3 recipients nationwide of Federal i-3 grant to develop formative and summative arts assessment, as well as AEMDD grant from US DOE Office of Innovation and Improvement.	**4. PS 49X, district 7. Partner since 2005.** **Progress Reports 09-12: B, C, A.** **Quality Review: Proficient**	**4. Principal I.A. Philip Caraher 718-292-4623 pcaraher@schools.nyc.gov**
	4. PS 123 Brooklyn, district 32. Partner since 2007. **Progress Reports 09-12: C, B, B.** **Quality Review: Proficient.**	**5. Principal Veronica Greene, 718-821-4810 vgreene@schools.nyc.gov**
	6. PS 106X, district 11. Partner since 2009.** **Progress Report 09-12: B, B, B** **Quality Review: proficient.**	**6. Principal Eugenia Montalvo, 718-892-1006 emontal@schools.nyc.gov**
	1. 7. P.S. 102M, district 4. Partner since 2009** **Progress Reports 09-12: A, B, B.** **Quality Review: Proficient**	**7..Principal Sandra Gittens, 212-860-5834 sgitten@schools.nyc.gov**
	**** These schools were randomly assigned treatment sites in a research study supported by a grant from the US DOE Arts-in-Education Model Development and Dissemination Program. The multi-method study found that treatment students who received instruction from a STUDIO artist once/week from 3rd-5th grade outperformed in NYS ELA and Math tests, comparable students in control schools (when controlling for factors such as gender, ethnicity, special needs, etc. Teachers also showed greater job satisfaction. Study results available from**	

	ahillries@studioinaschool.org.	
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)
Literacy Support Systems, Inc. **PO Box 482** **Point Lookout N.Y.** **516 432 8671** **Fax 516 432 3263** **www.Literacysupport.org** Description of Services For the last six years, Literacy Support Systems, Inc. (LSS) has had a relationship with many LSO, CSO, Empowerment Leaders and District Personnel in New York City, through City Contract IC 407, R0688OI and RO763AM. We have discussed this Request For Proposal with these leaders and they have indicated a willingness and desire to continue with the LSS team as providers of school reform professional development (PD)	**1. PS 196X**	**1.** Anna Commitante Cluster 2 Director acommit@schools.nyc.gov
	2. PS 69X	**2.** Jacqui Getz Principal 126M jgetz@schools.nyc.gov
	3. PS 126M	**3.** Elisa Brown Principal 249K ebrown4@schools.nyc.gov
	4. PS 48K	**4.** Sheila Durant Principal PS 69X sdurant@schools.nyc.gov
	5. PS X	**5.** Diane Picucci Principal PS 48K dpicucc@schools.nyc.gov

with their administrators, coaches, teachers and parent coordinators. Consultants hired by LSS are all experienced as teachers and professional developers with strong school reform and literacy backgrounds. They are considered some of the most knowledgeable and influential professionals in our educational community.	**6.**	**6.** Donna Connelly Principal PS 24X Dconnel@schools.nyc.gov
Partner Organization **Name and Contact Information and** **description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Graham Wyndham **33 Irving Place New York, NY 10003 Phone: 212.529.6445 Fax: 212.614.9811 info@graham-windham.org** Description of Services In full partnership with families and communities, Graham Windham strives to make a life-altering difference with children, youth and families affected by abuse, neglect and delinquency by providing each child	**1. P.S. 424X**	**1. Sonya Johnson, Principal, (718)328-1972 SJohnson4@schools.nyc.gov**
	2. PS 30M	**2. Teri Stinson, Principal, (212)876-1825 Tstinso@schools.nyc.gov**
	3. PS 195M	**3. Rashaunda Shaw, Principal (212) 690-5848 Rshaw4@schools.nyc.gov**

we serve with a strong foundation for life: a safe, loving, permanent family and the opportunity and preparation to thrive in school and in the world. Programs include family foster care, adoption, child abuse prevention, behavioral supports, after-school, out of school time, education, and mental health, as well as a residential education and treatment center, called The Graham School, in Westchester County.		
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)
YMCA **5 West 63 Street** **New York, N.Y. 10023** **(212)912-2100**	**1. P.S. 200M**	**1) Renee Belton, Principal, (212)491-6636, Rbelton2@schools.nyc.gov**
	2. P.S. 129M	**2) Odelphia Pierre, Principal, (212)690-5932, Opierre@schools.nyc.gov**
	3. P.S. 57M	**3) Lorraine Hasty, Principal, (212)860-8512, Lhasty@schools.nyc.gov**

Description of Services We are a powerful association of men, women and children joined together by a shared commitment to nurturing the potential of kids, promoting healthy living and fostering a sense of social responsibility. We believe that lasting personal and social change can only come about when we all work together to invest in our kids, our health and our neighbors.		
Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	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.	(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)
Carmel Hill Fund Partneership: Renaissance Learning: (No Cost to Grant) **58 West 126 Street** **New York, N.Y. 10027** The Carmel Hill Fund Education Program is a nonprofit organization	**1. 1. P.S. 8M**	**Rafaela Landin, Principal, (212)928-4364, Rlandin@schools.nyc.gov**
	2. P.S. 4M	**2. Bonnie WhiteJones, Principal, (212)928-4364, BWhitejones@schools.nyc.gov**
	3. P.S. 36M	**3. Lisa Flores, Principal, (212)690-5807, Lflores@schools.nyc.gov**

whose mission is to foster the love of reading in children by providing educators with the means to improve their students' reading ability. The Carmel Hill Fund Education Program's principal focus is its provision of the Accelerated Reader (A) Enterprise program for its partner schools. AR is a progress-monitoring software tool that enables schools to monitor the quantity of books with more attention to their comprehension of written material, all the while exposing children to new genres and styles of literature. Accelerated Reader reports are available for principals, literacy coaches and teachers to monitor student progress one of the main components of the school's new data reporting.		
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)

Brooklyn Historical Society **128 Pierreport Street** **BKlyn, N.Y. 11201** **(718)222-4111** **Description of Services** Founded in 1863, the Brooklyn Historical Society will provide onsite workshops in upper grade Classrooms focused on topics in the history and social studies (e.g. the industry age). They will also train teachers in the use of strategies (e.g.oral history)that will make the teaching of history and social studies come alive.	**1. P.S. 276M** **2. P.S. 102K** **3. P.S. 101Q**	**1) Theresa Ruyter, Principal, TRuyter@schools.nyc.gov** **2) Cornelia Sichenze, Principal, CSichen@schools.nyc.gov** **3) Monique Lopez-Paniagua, Principal, MLopez69@schools.nyc.gov**
Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	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.	(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)

Wilson Reading **47 Old Webster Road** **Oxford, MA 01540** **(800)899-8454** **Description of Services** The Wilson Reading system is a research-based, highly structured remedial program that directly teaches the structure of the language to students who have difficulty learning with other teaching strategies, or who may require multisensory instruction. Demonstrating success for more than 20 years, Wilson Reading gives teachers the tools and confidence they need to work with even the most challenged reader, as well as ELL and Special Education Education students. Criterion based assessments are built into the program to measure student progress and feedback for teachers. Wilson Reading will be utilized during the regular schoolday as well as during extended day activities. In Addition to Wilson staff who will provide direct services to students across the grades, PS 123 teachers will	**P.S. 142M**	**1. Rhonda Levy, Principal, RLevy4@schools.nyc.gov**
	2. P.S. 137M	**2. Melissa Rodriguez, Principal, MRodrig19@schools.nyc.gov**
	3. P.S. 212M	**3. Dean Ketchum, Principal, DKetchum@schools.nyc.gov**
	4. P.S. 198M	**4. Nancy Emerick, Principal, NEmeric@schools.nyc.gov**
	5. P.S. 1X	**5. Jorge Perdomo, Principal, JPerdom@schools.nyc.gov**
	6. P.S. 146M	**6. Mona Silfen, Principal, MSilfen@schools.nyc.gov**

be trained in Wilson Reading strategies to be used in their classrooms.		
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)
Tequipment **7 Norden Lane** **Huntington Station, N. Y. 11746** **(877)455-9369** Description of Services Tequipment is the largest supplier of classroom white boards, interactive projectors, tablets, e-learning platforms, and educational software. With the addition of Smart Boards, Document Cameras and laptops, students will interact with the technology to enhance learning. Teq will not only supply white boards and digital cameras for each classroom, they will become a true partner in incorporating technology into the curriculum and instructional program	**1. P.S. 123X**	**1) Tyra Williams, Principal, TWilliams16@schools.nyc.gov**
	2. P.S. 123Q	**2) Cynthia Sumay-Eaton, Principal, CEaton@schools.nyc.gov**
	3. P.S. 123K	**3) Veronica Greene, Principal, VGreene@schools.nyc.gov**

because they will also provide training for staff in the authentic use of the white boards to support the school's new standards aligned rigorous curriculum. Professional development activities will take place during the day, in classrooms with teachers, and after school at professional development sessions.		
Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	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.	(Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Ramapo for Children **49 West 38st New York, N.Y. (212) 754-7003** Through direct service youth programs and highly regarded training programs for adults, Ramapo works on behalf of children who face obstacles to learning, including children with	**P.S. 108M**	**1. Machicote Gryssele, Principal, gmachic@schools.nyc.gov**
	2. P.S. 174K	**2. Mason Ingrid, Principal, Imason@schools.nyc.gov**
	3. P.S. 42X	**3. Matos Ivette, Principal, Imatos2@schools.nyc.gov**
	4. P.S. 206	**4. Camille Forbes, Principal, Cforbes@schools.nyc.gov**
	5. P.S. 333X	**5. Arthur Brown, Principal, Abrown26@schools.nyc.gov**

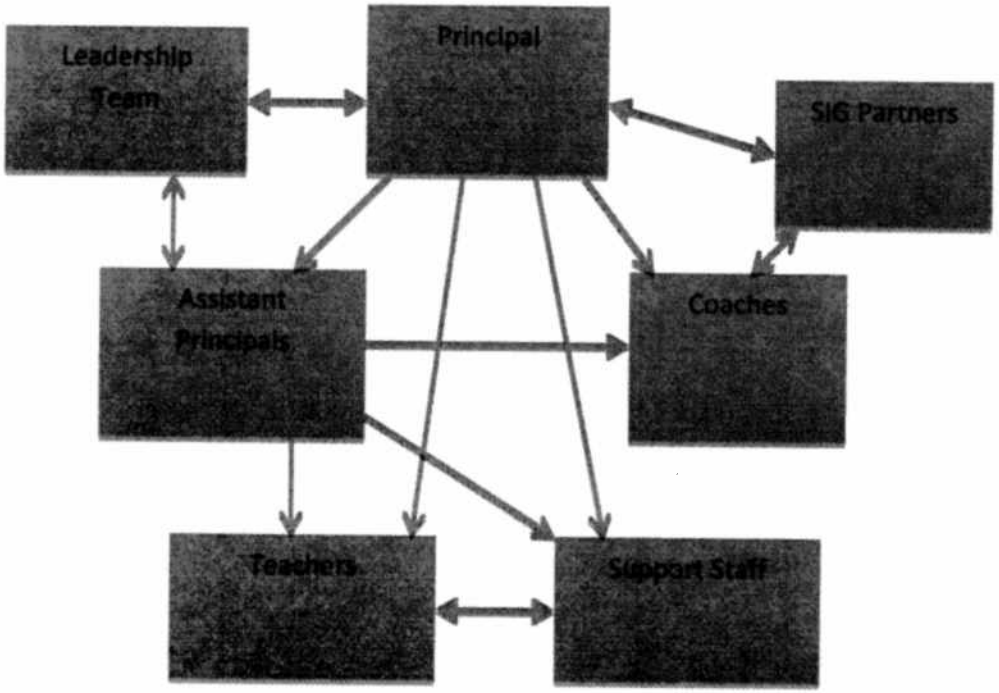
special needs, enabling them to succeed in the classroom, at home, and in life. Ramapo helps young people learn to align their behaviors with their aspirations. Bridging the gap between teachers' formal training in instruction and the daily challenges of managing a classroom, Ramapo In-School Training provides teachers with the skills they need to work with children who have a wide range of abilities and learning challenges.	**6. P.S. 1X**	**6. Jorge Perdamo, Principal, Jperdom@schools.nyc.gov**
Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	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.	(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)
JDL Division of Innovation and Strategy 1 Fordham Plaza Bronx, N.Y. 10458 mfick@jdlhorizons.net Proposed Scope of Staff Development JDL staff developer will conduct a	**P.S. 116K**	**1. Siew Kong, Principal, Skong@schools.nyc.gov**
	2. I.S. 204Q	**2. Thomas Dick, Principal, Tdickerson2@schools.nyc.gov**
	3. P.S. 299K	**3. Wilma Kirk, Principal, Wkirk2@schools.nyc.gov**
	4. CFN 201	**4. Amy Reynolds, Principal, Areynolds@schools.nyc.gov**
	5. P.S. 123K	**5. Veronica Greene, Principal, VGreene@schools.nyc.gov**

Project Based Learning Workshop that incorporates the following elements: 1. 1. JDL staff developer will conduct a Project based Learning readiness workshop designed to give participants an in-depth orientation to Project Based Learning by providing them with the opportunity to step into the roles of their students. 2. 2. The Bronx Technology Innovation Director will supply JDL Staff Developers with the key concepts for the training and will identify which will be covered by in-house staff. 3. 3. Participating teachers will be split into groups of 4 and instructed on how to utilize and leverage the technology and information available to them in a manner that is retainable and directly related to their class work. 4. 4. Participating teachers will experience: • Establishing an essential question for the group to answer. • Cooperative Learning using different strengths of colleagues for final product. • Inquiry Based Learning to reflect	**6. P.S. 136Q**	**6. Tanya S.T. Walker, Principal, Twalker@schools.nyc.gov**
	7. P.S. 335K	**7. Laverne Nimmons, Principal, Lnimmon@schools.nyc.gov**

research, decisions and answers to the essential question. • Differentiated Instruction Process so that students with different abilities can individually demonstrate understanding of the final product presentation. • Engaging thematic activities through collaboration, creativity and decision making.		

ATTACHMENT G

PS 123 Organization Chart



2013-14 Teacher Evaluation and Development Timeline

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

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

NYC Department of Education
Dennis M. Walcott, Chancellor

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

Melitina Hernandez
790 11th Avenue #20
New York, NY 10019
Cell: 917-567-8618

PRINCIPAL

Responsive and collaborative educational leader dedicated to fostering an atmosphere of learning and growth. Solid understanding of curriculum planning and instruction, data analysis, problem solving and working with students of varied abilities and diverse backgrounds. Possess strong leadership and communication skills to promote positive relationships with students, teachers and parents.

- Common Core Curriculum Unit Planning
- Analyze Multiple Data Sources
- Lead Professional Development
- Design Assessment Measures
- Set Clear Goals and Expectation
- Interpersonal Parent Relationships
- Allocate Resources
- Early Childhood Expertise
- Responsive Classroom Technique
- Facilitate Teacher Teams

EDUCATIONAL BACKGROUND & CREDENTIALS

New York State School Administrator and Supervisor Certificate-Provisional
New York State District Administrator-Permanent
New York State Early Childhood Education-Permanent

CSA Executive Leadership Institute	2010-2012
School Based Intermediate Supervisor Institute-Series I & II	
Baruch College: Masters in Educational Leadership	2005-2007
Aspiring Leadership Program	
Hunter College: Masters in Elementary Education	1997-2001
Specialization: Mathematics	
Pace University: Bachelor of Science: Early Childhood Education	1992-1995
Dean's List	1993-1995
Bank Street Early Childhood Teacher Award	2003

Assistant Principal Pre-K-4th Grades 2009- Present

- Lead developer of Common Core Learning Standards based curriculum maps: Pre-K to Fourth Grade including Social Studies and Math
- Facilitate grade level team book study clubs: Literacy Centers, CAFÉ (Comprehension, Accuracy, Fluency and Expanding Vocabulary) strategy groups
- Develop schoolwide system to increase usage of Accelerated Reader literacy assessment resulting in an increase participation rate from forty-six percent to eighty-two percent schoolwide usage and in addition five classes achieving exemplary Model and Master class status
- Provide ongoing feedback to teachers regarding informal and formal observations utilizing Danielson Teacher Framework as a blueprint to improving classroom instruction
- Establish and maintain positive relationships with teachers, parents, student and leadership team
- Plan interdisciplinary thematic units for Pre-Kindergarten and Kindergarten

- Conduct individual and group professional development: Socially Emotional Responsive Classroom
- Research, adapt and train teachers in the CAFÉ system of conferring resulting in a school-wide adaptation of this methodology
- Create key school documents establishing coherent: vision statement, principal's non-negotiable and defined core beliefs
- Develop school-wide monthly and weekly protocols, create uniformed debriefing process for guiding grade level discussions and design recording template for use by inquiry teams including case study protocol
- Closely collaborate with principal and leadership team to implement schoolwide goals and objectives
- Serve as liaison for Community Based Organizations to recruit new students and maintain student services
- Lead partnership coordinator: Diagnostic Accelerated Reader program, LEAP, Chess, Horticulture Society and Studio-In-A-School resident artist program
- Develop a strategic and intensive intervention support plan for U-rated teacher resulting in improved instruction and three years of satisfactory rating
- Responsible for Compliance mandates: Safety, Blood Bourne Pathogens, Galaxy Reports, Time & Effort, Fire Drills, End of year Compliance Report etc...
- Building Response Team Leader for three year responsible for safety initiatives, evacuations and emergency preparedness
- Revise school-wide safety plan ensuring all city regulations are implemented
- Perform school-wide training on Building Response Protocols to ensure evacuations and emergency situations are handled according to standard: FEMA National Response training certified
- Conduct onsite teacher training: Early Childhood Center development, Literacy instruction Pre-k and K, CAFÉ conferring, Depth of Knowledge and Integrating Phonics Instruction
- Facilitate vertical planning teacher team meetings in grades Pre-K-Fourth Grade

Universal Pre-Kindergarten Early Childhood Coordinator 2005-2009

- Provided content-focus coaching by observing teacher-child interactions, assessing student performance, setting specific goals to develop and support developmentally appropriate standards-based instruction
- Modeled developmentally appropriate whole and small group read-aloud, shared reading, and shared writing lessons
- Collaborated with Community-Based Organization (CBO) directors in designing a menu of professional development in-service training workshops to support teachers and parents
- Designed and facilitated content specific power point presentations for CBO's in-service professional development workshops: *Thematic Units, Cooking in Pre-K a Multisensory Experience, Preschoolers Water Play is Science*
- Videotaped evidence of best practices in a Pre-kindergarten classroom as an example of successful implementation of the Project Approach, edited video clips to illustrate specific strategies and developed power point presentations for an extensive three-day professional development workshop: *Using the Project Approach in Pre-K*
- Evaluated programs using the Early Childhood Environmental Rating Scale (ECERS-R) and Support for Early Literacy Assessment (SELA) assessment batteries

- Demonstrated various forms of age-appropriate assessment and data collection strategies teachers may utilize during a project study or thematic unit
- Collaborated with Early Childhood team members to plan and facilitate regional professional development workshops topics include: Principles of Learning, and Oral Language Development.
- Planned Young Scientists as Explorers cohort workshops using Understanding By Design planning model
- Planned and implemented a three-part workshop based on Lesley Koplow's Social Emotional Responsive Practice model
- Co-created developmentally appropriate thematic units of study with cohort teachers based on the Lesley Koplow's Unsmiling Faces Book
- Managed relationship between Lesley Koplow consultants and network schools
- Presented at English Language Learning conference on *Classroom Management in the Early Childhood Setting* to a group of kindergarten and first grade teachers
- Co-planned and co-facilitated professional development workshop series Young Scientist as Explorers in collaboration with American Museum of Natural History (AMNH)
- Collaborated with AMNH consultants, coordinated school and museum visits, and developed science based curriculum with AMNH Science and Nature Program staff for a network of six schools
- Completed online submission for Bronx Early Reading First Grant end of year report
- Taught a series of seven EPIC *Ready, Set, Read* Parent Workshops, fostering early literacy development for children grades Pre-Kindergarten to first grade at PS 111
- Assisted in gathering information, researching and writing the early childhood literacy portion of the new Lower East Side Early Reading First Grant proposal
- Navigated through the technological challenges of the new Grants.gov website to apply for a DUNS number and process the online application for Early Reading First Grant
- Evaluated CBO Request for Proposal (RFP) reports and conducted site visits to determine service providers' eligibility.

PS/IS 111 Pre-Kindergarten Teacher 1999-2005

- Developed and implemented a child-centered, emotionally responsive, age-appropriate curriculum that fosters early literacy and math skills in preschool children
- Exposed students to various genres: non-fiction animal studies, author studies, environmental studies.
- Created a social studies based curriculum that embraces and explores the diverse cultures present in the classroom
- Prepared many opportunities for hands-on exploration and investigation by using the Project Approach to engage students in extensive, in-depth studies
- Planned opportunities in every aspect of the curriculum to foster oral language development by encouraging self-expression during small/whole group, centers, social situations and to model and support the development of language for English Language Learners
- Learned Arabic in order to foster genuine relationships with children and parents in the community.

- Presented at several Early Childhood Professional Development Conferences on Social Emotional Responsive Classrooms, Informal Assessments, Lesson Planning, Creating and Implementing Thematic Units.
- Managed Pre-kindergarten Registration by using statewide screening device, managing acceptance and waiting lists procedure.

PS 111 Extended Day Fourth Grade Literacy Support 2001-2002

- Taught guided reading groups and writing strategies using graphic organizers
- Taught reading strategies to English Language Learners using modified curriculum
- Prepared Students for Standardized Tests

Hartford Foundation-P.S. 126 Third Graders and Parents 1994-1995

Developed and implemented a diversified curriculum to foster strong communication skills in creative writing with third grade students weekly. Participated in weekly training sessions teaching parents computer skills in Word Perfect 6.0 and Works Publisher. Taught computer skills and assisted parents in publishing children's written work. This joint effort produced portfolios that were published.

Internship Experience:

Region Nine Aspiring Leaders

Internship Summer School Site Supervisor Spring/Summer 2006

- Supervised balanced literacy and math instruction in third, fourth and fifth grades
- Provided weekly Professional Development in the areas of balanced literacy and math
- Conducted daily informal observations to observe, assess and provide further instructional support and feedback
- Designed staff scheduling, and administered standardized testing adhering to mandated test modifications

P.S.126 Manhattan-Grade K-1-2 Combined 1994-1995

- Planned and implemented curriculum for a group of kindergartners, first graders and second graders.
- Integrated music, math, social studies, language, literature, and social activities to promote learning and foster self-esteem.
- Assisted with parent conferences and provided suggestions to remedy learning and/or behavioral problems.
- Provided individual assessment and evaluation of a student's development throughout the semester.

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- Provided individual assessment and evaluation of a student's development throughout the semester.

C5M123 PS 123 Mahalia Jackson

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

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

05M123 PS 123 Mahalia Jackson

Attachment A
Consultation and Collaboration Documentation Form

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

05M123 — PS 123 Mahalia Jackson

Attachment A
Consultation and Collaboration Documentation Form

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Type or print name		
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Signature (in blue ink)		
Type or print name		
Parent Group President / Lead	Date 6/4/13	**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 Reuff		
Type or print name Jane Reuff		

ATTACHMENT A

PS/MS 123 05M123 (DBN)

Attachment A

Consultation and Collaboration Documentation Form

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Ernest A. Logan	5/14/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name ERNEST A. LOGAN		
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Ernestine Augustus	5/16/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name Ernestine Augustus UFT Chapter Leader		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Hope Scott	5/16/13	If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name PTA President		

PS/MS 123

Contributors to School Improvement Grant Plan 2013-2014

	Title	Signature
Melitina Hernández	Principal	
Dr. Jacqueline Thorne Figueroa	Assistant Principal-Lower Grades	
Tiffany Taylor-Oates	Assistant Principal-Middle School	
Thelma Thompson	4th Grade Teacher	
John King Jr.	Science Teacher	
Joan Stewart	Literacy Coach	
Ann Marie Clark	Dean	
Zenola Cadlett	Parent Coordinator	
Naiema Heath	Business Manager	

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 123 MAHALIA JACKSON**

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

$1,692,110

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	5.00	77,124	385,620
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	3,732	41.98	156,661
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	271	43.93	11,904
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)	259	154.97	40,136
CENTRAL - School Implementation Manager	0.49	119,344	58,801
CENTRAL - Talent Coach	0.17	114,000	19,542
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
		Subtotal - Code 15	672,664

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.50	25,920	12,960
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	0	16.20	0
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
		Subtotal - Code 16	12,960

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	Studio in a School, Making Books Sing, Brooklyn Historical Society, Chess in the School,	44,700
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Literacy Support Systems, Ramapo, JDL Project Based Learning, Tequipment, Wilson Reading Systems	178,250
	Subtotal - Code 40	222,950

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	410,827
Educational Software	36,325
General and Instructional Supplies	187,553
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	634,705

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		125,329
ARRA FRINGE - CENTRAL		23,503
	Subtotal - Code 80	148,832

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)	$1,692,110
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	672,664
Non-Professional Salaries	16	12,960
Purchased Services	40	222,950
Supplies and Materials	45	634,705
Travel Expenses	46	0
Employee Benefits	80	148,832
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,692,110

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 123 MAHALIA JACKSON

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	$ 672,664
Support Staff Salaries	16	$ 12,960
Purchased Services	40	$ 222,950
Supplies and Materials	45	$ 634,705
Travel Expenses	46	$ -
Employee Benefits	80	$ 148,832
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,692,110**

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

Categories	Code	Costs
Professional Salaries	15	$ 649,661
Support Staff Salaries	16	$ 12,960
Purchased Services	40	$ 182,050
Supplies and Materials	45	$ 457,163
Travel Expenses	46	$ -
Employee Benefits	80	$ 146,705
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,448,539**

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

Categories	Code	Costs
Professional Salaries	15	$ 587,358
Support Staff Salaries	16	$ 12,960
Purchased Services	40	$ 126,050
Supplies and Materials	45	$ 94,368
Travel Expenses	46	$ -
Employee Benefits	80	$ 137,651
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 958,387**

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

Categories	Code	Costs
Professional Salaries	15	$ 1,909,683
Support Staff Salaries	16	$ 38,880
Purchased Services	40	$ 531,050
Supplies and Materials	45	$ 1,186,236
Travel Expenses	46	$ -
Employee Benefits	80	$ 433,187
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 4,099,036**

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Purchased Services. Code 40	**Scholastic Classroom Libraries** - Classroom libraries of leveled trade books will be established in all classrooms grades K - 8. Students will utilize these books to supplement the reading program with the goal of learning to love to read. The libraries will be grown over two years.	102,000	102,000	0	204,000	The bulk of the classroom libraries will be provided through this grant. In future years, the large libraries can be supplemented by additional small allocations provided a reallocation of tax levy and Title I allocations.
Curriculum	Professional Purchased Services. Code 40	**Success Maker - Success Maker is a technology-based individualized literacy program** for literacy and mathematics for grades 1 - 5 students. Students will be provided with individualized math and reading instruction through a technology platform, freeing the teacher to work with students in small groups as others practice on the computer. The program also provides data and reports on students' progress that are utilized to inform instruction. It is expected that teachers who have been trained in the use of the program will utilize it effectively. The goal is to improve teachers' ability to individualize instruction by analyzing the data reports provided by the program. Teacher training is included.	28,800	28,800	44,550	102,150	In future years, teacher will be supported in utilizing the program by the literacy, math and technology coaches. The online service will be maintained by a reallocation of Title II and tax levy funding. Teachers will be held responsible for implementing skills and strategies learned in PD as a component of their teacher effectiveness observations.
Curriculum	Professional Purchased Services. Code 40	**School Specialty-Book cases and baskets** - Leveled classroom libraries will be established in all classrooms. Books will be stored in colorful bins in bookcases. Each classroom will receive 3 bookcases and numerous book bins. The trade books will enhance the literacy program as well as science and social studies and will help build a love of reading in students.	26,885	6,375	0	33,260	Bookcases and bins will not be needed after the first year of the grant. The libraries will be maintained with tax levy funding.
Curriculum	Professional Purchased Services. Code 40	**Achieve 3000 - online technology based program for middle school students (grade 6 -8).** The goal of the program is to improve teachers' ability to individualize instruction by analyzing the data reports provided as part of the program. The reports are then used to inform instructional practice.	15,925	15,925	0	31,850	Teachers will continue to be supported in the use of the program by the school based coaches through a job embedded model and by workshops at grade conferences. The online service will be maintained by repurposing how Title I and tax levy funding are currently being utilized.
Curriculum	Professional Purchased Services. Code 40	**Rally Test Prep Materials** - Test prep materials will be provided to students in grades 3 - 8 to be utilized with their classroom teachers with the goal of preparing the students for the literacy and math standardized testing program.	5,988	5,988	5,988	17,964	The school will continue to provide test prep materials through tax levy funding,
Curriculum	Professional Purchased Services Code 40	**Robotics Supplies** - Supplies will be purchased to support the extended day Robotics program described above.	5,000	5,000	5,000	15,000	The science teacher will continue the robotics program through funds earmarked for an extended day program.
Curriculum	Professional Purchased Services. Code 40	**Subscriptions: BrainPop, TumbleBooks, Safari Montage, A - Z Reading - Subscriptions for reading enhancement** programs will be provided. They can be utilized on the computers that will be provided in each classroom. The goal is to provide an additional way for students to engage in literacy activities.	4,770	4,770	4,770	14,310	The school will seek alternate funding sources to maintain the programs in future years.
Curriculum	Professional Purchased Services. Code 40	**Brooklyn Historical Society - Students will take trips to the Brooklyn Historical Society** with the goal of helping the social studies program in the school come alive through active learning experiences. 200 students will take five trips during the year.	4,000	4,000	4,000	12,000	The school will seek alternate funding sources to maintain this wonderful program that costs a relatively small amount of money.
Curriculum	Professional Purchased Services. Code 40	**Wilson Reading Books** - Students who are at risk of not learning to read will be provided with the Wilson Reading System in addition to the regular reading program. The books will also be utilized during the extended day to help at risk students improve their reading skills. 9 classes @ $355 are included in this program.	3,195	3,195	3,195	9,585	Once the books are provided, the school will only need to supply consumable materials. This will be possible through Title I funding though a reallocation of how the Title I allocation had been utilized in prior years.

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Staff (hourly and per diem stipends). Code 15	**Teacher per diem, Robotics Extended Day** -The extended day Robotics program will be provided by the PS 123 science teacher as an extended day activity to enhance science, math, critical thinking and collaborative learning skills. The program will run for 40 sessions, 2 hours per day.	3,350	3,350	3,350	10,050	The science teacher will continue the program as part of the extended day supported with Title I and/or tax levy funding.
Curriculum	Professional Staff (hourly and per diem stipends). Code 15	**Teacher per diem, Expeditionary Learning Professional Development** - Grade 3 - 8. Teachers will participate in training on how to utilize Expeditionary Learning differentiating for individual student differences. Training will be provided by literacy coach. 21 teachers will receive 5 half-day sessions of training. Substitute coverage will be provided.	7,749	0	0	7,749	Teachers will require this training only in Year 1 of the grant. In future years the training will be provided by the literacy coach, who has also been through the training, through a job-embedded in-classroom model.
Curriculum	Professional Staff (hourly and per diem stipends). Code 15	**Teacher per diem, RediGen Professional Development** - 10 teachers will receive 5 half-day training sessions receive in the appropriate use of RediGen literacy program with the goal of utilizing the program appropriately with students. Substitute coverage will be provided.	3,874	0	0	3,874	See above.
Curriculum	Support Staff. Code 16	**0.5 FTE Art Studio Aide** - An art studio staffed by an aide and a working artist will be provided by Studio in a School. Classes will cycle into the art studio with their teachers. While students are experiencing the art projects, the teachers will learn how to conduct art projects in their classrooms that are connected to the curriculum. Art can function as a way to engage students and provides an alternate means of expression for ELLs and special education students.	12,960	12,960	12,960	38,880	The Studio in a School model is a capacity building model because teachers participate along with students. At the end of the grant cycle, the school will seek funding to continue the teaching artist in the studio. If funding is not identified, the teachers will still have learned the art techniques to continue on their own and the studio will be maintained so teachers can bring their classes.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff (hourly and per diem stipends). Code 15	**Teacher hourly per session, Success Maker and Achieve 3000 Professional Development** - Consultants from Achieve 3000 and Success Maker will provide training for teachers so they can utilize the programs effectively. Students will be provided with individualized math and reading instruction through a technology platform, freeing the teacher to work with students in small groups as others practice on the computer. The program also provides data and reports on students' progress that are utilized to inform instruction. It is expected that teachers who have been trained in the use of the program will utilize it effectively.	11,419	5,709	0	17,128	Success Maker and Achieve 3000 professional development will only be required during the grant period. Thereafter, teachers can be supported by the literacy and technology coaches and the Instructional Assistant Principal.
Instruction	Professional Purchased Services. Code 40	***Apple Computer Macbooks*** @ $1476 -, Computer carts, equipped with 36 MacBooks will be provided for each grade (3 - 8) over two years of the grant. These rolling carts can be brought into the classrooms and each student has his or her own computer to work with. Our needy student population generally does not have computers at home and it is a necessity in the 21st century to understand how to utilize computers to augment learning.	159,408	159,408	0	318,816	Once the computer carts are established they will not need to be purchased again. The technology coach will assist teachers in their optimal use.
Instruction	Professional Purchased Services. Code 40	**34 classrooms will be supplied with Smart Boards** and Document Cameras. Smart boards will be utilized to optimize the outcomes of blended instruction, drive education that bolsters each student's unique learning style, and motivates and engages learners. Teachers will be supported by in-class professional development and workshops provided by Tequipment.	166,600	0	0	166,600	The Smart Boards are only purchased in the first year of the grant and are then available for teachers to use. In future years, teachers will be supported instructionally in the use of the smart boards by the technology coach.
Instruction	Professional Purchased Services. Code 40	**Computrace Computer Protection Software @ $150/license** - Computrace Computer Protection Software will be purchased for all computers to discourage vandalism and thieves.	20,400	36,600	36,600	93,600	The school will utilize tax levy funding to continue these licenses with the goal of preserving the technology program in the school.

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Professional Purchased Services. Code 40	**Studio in a School Teaching Artist** - Two teaching artists (lower grades and upper grades) will establish an art lab in the school. Each artist will work two days per week. The goal is to not only introduce students to the arts, but also for teachers to learn to incorporate the arts into their teaching program.	30,000	30,000	30,000	90,000	The school will endeavor to maintain the teaching artists in the art studio. But if that does not become a reality, the art studio, which has been established over the three years of the SIG grant, will remain available for teachers to utilize with their classes. Teachers will be held responsible for implementing skills and strategies learned in PD as a component of their teacher effectiveness observations.
Instruction	Professional Purchased Services. Code 40	**Classroom Imacs @ $1338** - Each classroom (K - 8) will be provided with classroom desktop computers and printers. In grades 6 - 8, three per classroom will be provided. In grades K - 5, two per classroom will be provided. Students will be able to work at the computers continuously during the school day when the laptop carts are being utilized in another classroom.	78,942	0	0	78,942	Once the computers are established, they will not need to be purchased again. The technology coach will assist teachers in their optimal use.
Instruction	Professional Purchased Services. Code 40	***JDL Project Based Learning*** - JDL will provide in-class, job embedded professional development for teachers and coaches designed to provide teachers with the skills they need to engage students through project based learning that effectively utilizes technology. In each year, 20 days of in-class mentoring (at $1250/day) and three workshopstat $1950 each) will be provided with a focus on specific grades as follows: Year 1 - grades K & 3, year 2 - grades 1 & 4, year 3 grades 2 & 5).	25,850	25,850	25,850	77,550	Literacy and technology coaches will have developed capacity to collaborate and support teachers after the grant cycle is completed.
Instruction	Professional Purchased Services. Code 40	**Apple iPads @ $499** - In Year 2 of the grant, grades K - 2 classrooms will be provided with iPad computers for student use. 140 computers will be shared among the classrooms according to a schedule that is collaboratively developed. The computers will be used to reinforce reading and math skills, communication with classmates, and basic research using the internet.	0	69,860	0	69,860	The iPads need only be purchased one time and they will remain in the school after the grant period has ended. The technology coach, working collaboratively with the Early Childhood Assistant Principal will be able to support the teachers in developing authentic ways of using this tool.
Instruction	Professional Purchased Services. Code 40	**Teq In-Class Professional Development**- Teq will provide in-class professional development in the use of the smart boards and document cameras as follows: Year 1 - 2 trainers for 11 days; Year 2 - 2 trainers for 12 days.	22,669	26,400	0	49,069	Teachers will build capacity from extensive professional development opportunities. Teachers will be held responsible for implementing skills and strategies learned in PD and a component of their teacher effectiveness observations The technology coach, who will remain on staff, will also participate in the training to ensure that supports provided to teachers after the grant period has ended is completely aligned with their learning experiences during the grant period. Teq will not provide staff development in Year 3 - it will be provided by the technology consultant.
Instruction	Professional Purchased Services. Code 40	**Making Books Sing shows** - Students will take theater trips based on literacy development and reading. Five trips will be provided for 200 students with the goal of making reading come alive.	7,000	7,000	4,200	18,200	The school will seek alternate funding sources to maintain the relatively small charge for these trips .
Instruction	Professional Purchased Services. Code 40	**Wilson Reading Systems Training** -Consultants will provide 5 days of onsite training for nine teachers who will be using the Wilson Reading System books with their classes and in extended day activities. In year 2 of the grant, Wilson will provide 2 days of training for 12 general education teachers with the goal of enabling those teachers to utilize Wilson strategies with general education students who are struggling to read.	10,000	4,000	0	14,000	Capacity of teachers is built through this professional development model. Teachers will be held responsible for implementing skills and strategies learned in PD and a component of their teacher effectiveness observations. Additionally, coaches and the Instructional Assistant Principal will participate in the Wilson training so they are able to support teachers after the grant period has ended.
Instruction	Professional Purchased Services. Code 40	**Carts for Macbooks** @$1960 - Rolling carts will be provided (one for each grade 3 - 8) to house the Macbooks.	5,877	5,877	0	11,754	Once the rolling carts are established, they will not need to be purchased again. The technology coach will assist teachers in their optimal use.
Instruction	Professional Purchased Services. Code 40	**Art Supplies-Studio in a School** - A relatively small amount of funding is allocated to stock the art studio with supplies, both consumable and non consumable.	3,400	4,500	2,000	9,900	The non consumable art supplies (e.g. models, brushes, books) will remain in the studio for everyone's use. Consumable supplies will continue to be provided through tax levy funding.

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Professional Staff (hourly and per diem stipends). Code 15	**Teacher hourly per session, Teq Classroom Training** - Tequipment will provide job embedded, in-classroom training for teachers in the use of Smart Boards and Document Cameras. Each classroom will be equipped with the hardware. Substitute coverage (176 days in Year 1) will be provided for workshops that will also be provided by Teq consultants and for teachers to meet as a group with the Teq trainers and technology coach to develop strategies for utilizing the hardware to enhance the curriculum.	13,637	14,877	0	28,514	The amount of training days is reduced in years 2and 3. At the end of the grant period, Teq trainers will no longer be required and the technology coach will be providing teacher support. Teachers will be held responsible for implementing skills and strategies learned in PD and a component of their teacher effectiveness observations
Instruction	Professional Staff (hourly and per diem stipends). Code 15	**Teacher per diem, Wilson Training** - Teacher will be trained in the appropriate use of the Wilson Reading System. Wilson will provide 5 days of training for Wilson teachers in year 1. In Year 2 Wilson trainers will work with general education teachers for two days to help them incorporate some Wilson strategies into their literacy program for student who are having difficulty with phonics and word structure.	6,198	3,719	0	9,917	**Once teachers are trained, they will no longer require Wilson training.**
Instruction	Professional Staff Code 15	**1.0 FTE Technology Coach** - A full-time technology coach will be hired to support teachers in learning to appropriately utilize the wealth of technology that will be allocated to each classroom. The coach will work with teachers across the grades in developing strategies to authentically utilize the technology to individualize and deepen learning across subject areas. The coach is essential to PS 123's goal of becoming a 21st Century Technology School. The coach will also support teachers when technology trainers from partner organizations are not in the school	77,124	77,124	77,124	231,372	The coach will be maintained through future adjustments to the school organization chart and by reallocating Tax Levy and Title I funding streams.
Instruction	Professional Staff. Code 15	**1.0 FTE Literacy Coach** A literacy coach will provide job embedded professional development to teachers in grades 3 - 8. The goal will be for teachers to maximize their comfort and ability to appropriately utilize the new ELA curriculum. The coach will also provide professional development workshops during the school year and at the Staff Summer Institute.	77,124	77,124	77,124	231,372	The coach will be maintained through future adjustments to the school organization chart and by reallocating Tax Levy and Title I funding streams.
Instruction	Professional Staff. Code 15	**1.0 FTE Early Childhood Coach** - An Early Childhood Coach will be hired to enhance teaching and learning in literacy and mathematics in grades PreK - 2. The goal will be for teachers to establish true early childhood learning environments in which students can access learning experiences that they do not get at home. The coach will also assist teachers in appropriately utilizing the new ELA and math curricula	77,124	77,124	77,124	231,372	The coach will be maintained through future adjustments to the school organization chart and by reallocating tax levy and Title I funding streams.
Instruction	Professional Staff. Code 15	**0.6 FTE Grant Manager** - Manager will monitor grant activities, and ensure that activities and expenses are appropriate to the grant proposal and further the educational goals of PS 123. The coach will work closely with school leadership and coaches to provide a comprehensive and coordinated grant period.	46,274	46,274	46,274	138,822	The grant manager will no longer be needed when SIG funding is ended.
Parent and Community Engagement	Professional Purchased Services. Code 40	**Speaker/Presenter at Parent Events** - 5 @ $100 - Speakers for parent events (e.g. authors, parenting experts) will be hired utilizing SIG funds with the goal of organizing an event that will attract large numbers of parents to school.	1,200	2,500	2,500	6,200	Speakers at events will be maintained through the 1% title I parent involvement set aside.
Parent and Community Engagement	Professional Purchased Services. Code 40	**Materials for Parent Event** - Five parent events (e.g. father/son evenings, family read-ins) will be implemented. The parent coordinator, Assistant Principals and coaches will organize and implement the activities. The goal is to engage more parents as partners in their children's education by first attracting them to school for a fun/social event. Materials can include books, charts and posters, refreshments.	500	1,000	1,000	2,500	Events will be continued through the 1% Title I parent involvement set-aside.

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Parent and Community Engagement	Professional Purchased Services. Code 40	**Material for parent ESL classes** -20 parents @ $20 - Funds are allocated to purchase ELS materials for the ESL parent class.	400	400	400	1,200	ESL materials for future classes can be downloaded from the internet using one of the computers that will be installed in the building.
Parent and Community Engagement	Professional Staff (hourly and per diem stipends). Code 15	**Teacher per diem, Parent ESL and Computer Classes**-20 days - In order to attract parents to the school, ESL and computer classes will be offered. An occasional per diem substitute will provide half-day classes for parents. Since many of our parents are learning English as their second language, ESL classes will enable them to become more active partners in their children's education. Also, many parents will be attracted by the opportunity to learn to utilize the computer both for personal use and as a job skill they need to acquire.	3,099	3,099	3,099	9,298	If possible PS 123 will endeavor to identify funds to continue the parent classes. If not, classes will be maintained after funding has ended, either by the literacy coach and technology coach as part of their program.
School Climate and Discipline	Professional Purchased Services. Code 40	**Ramapo Professional Development**- Ramapo provides professional development for teachers through a direct service model. SIG funding will enable PS 123 to expand this worthwhile program. Focused on children who face obstacles to learning, Ramapo provides the supports they need to help them succeed.	48,600	27,000	16,200	91,800	The Ramapo program already exists in PS 123. The added professional development component will build teachers' capacity to employ some of the same strategies the Ramapo consultants are modeling. In future years, teachers will be equipped to support students even when they are not with the Ramapo consultant.
School Climate and Discipline	Professional Staff (hourly and per diem stipends). Code 15	**Teacher per diem, Ramapo Job Embedded Professional Development**- Substitute coverage is planned for teachers who participate in professional development component of the Ramapo program. 36 days are budgeted for this purpose.	5,579	2,789	1,860	10,228	The Ramapo program already exists in PS 123. The added professional development component will build teachers' capacity to employ some of the same strategies the Ramapo consultants are modeling. **In future years, teachers will be equipped to support students even when they are not with the Ramapo consultant.** Teachers who participate in this training will be expected to incorporate the strategies learned into their daily work with children as a component of their teacher effectiveness observations.
Student Support	Professional Staff. Code 15	**1.4 FTE Academic Intervention Services (AIS) Teachers** - The majority of students at PS 123 perform at levels 1 and 2. At the present time, there is not sufficient personnel designated or trained to assist these students in improving performance. AIS teachers will work with students individually and in small groups in intensive remediation cycles providing services that are matched in intensity and frequency to students' needs. Data generated from Achieve 3000 and Success Maker will enable the AIS teachers to target instruction to individual needs.	107,974	107,974	107,974	323,922	The AIS teachers will be maintained through Tax Levy and/or Title I funding. They are a necessity at PS 123.
Training, Support, and Professional Develop	Professional Purchased Services. Code 40	**Literacy Support Systems** - Consultants from Literacy Support Systems will work at the school during the school year and at the summer institute. During the school year, they will help teachers and leaders deepen their knowledge and understand the Danielson Framework for Teaching, use graphic organizers to identify student/teacher behaviors supportive of best practices, provide experience with Webb's Depth of Knowledge and the Instructional Shifts in ELA and Math. The goal of the work is to upgrade the teaching at PS 123 and also provide professional development and guidance for school leaders. 50 days (at $1200) are allocated in Year 1; 45 days are allocated in Year 2; 22 days are allocated in Year 3.	60,000	54,000	45,600	159,600	The professional development is designed to build the capacity of school staff and leaders. It will not be required with this intensity after Year 3 of the grant.
Training, Support, and Professional Develop	Professional Purchased Services. Code 40	Funds are allocated to purchase **supplies and materials for the summer institute**. Materials may include professional literature, articles, teaching artifacts and/or art supplies for creating teaching artifacts. The goal is for staff to be able to leave the summer institute prepared to begin a successful school year.	4,250	5,100	4,250	13,600	Fewer supplies will be required for a less intense summer institute. The school will be able to provide these supplies in future years from school funds.

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Training, Support, and Professional Develop	Professional Staff (hourly and per diem stipends). Code 15	**Teacher hourly per session, Summer Institute** - Summer Professional Development Institute will be held in July or August 2014, 2015, 2016. All staff will attend. The Institute will run for five days, six hours per day. The goal is for teachers to work collaboratively to assess progress of the previous year, design curriculum, set goals for the following year, hone teaching skills, and work out solutions for challenges. Teachers will be held responsible for following the plans that were made for reaching stated goals in the following year.	48,697	48,697	32,408	129,802	A great many changes will be happening at PS 123 supported through the SIG grant. With this magnitude of change, it is necessary to have time to debrief, look back and forward and focus activities for the following year. At this point in time, a Summer Institute of this magnitude is a necessity if we are to truly own our new curriculum, new instructional program and new way of working together. In future years, although a day of reflection and planning would be beneficial, it will not be as necessary an activity as in these years of change. **A smaller summer institute will be able to be organized utilizing school funds.**
Training, Support, and Professional Develop	Professional Staff (hourly and per diem stipends). Code 15	**Supervisor hourly per session, Summer Institute** - The three Assistant Principals will attend the one week summer institute. They will serve as the facilitators along with the Principal and the coaches.	4,612	4,612	3,031	12,255	See above.
Use of Time	Professional Purchased Services. Code 40	***Chess in the School-Extended Day Program*** - 28 session /year- As part of the extended day program, Chess in the Schools will provide a chess program for students. Through chess, students will be able to increase reading skills, become better problem solvers, and remain engaged and motivated.	2,500	2,500	2,500	7,500	Alternate funding sources will be sought to continue the program after the grant period has ended. It may be possible to reallocate Title I and/or tax levy funds for this purpose as well.
Use of Time	Professional Staff (hourly and per diem stipends). Code 15	**Teacher hourly per session, Extended Day** - Extended day program will be provided during the school year (this is in addition to the early morning extended day program that is provided by teachers 2 days/week) utilizing the additional 50 minutes of learning time that had been agreed upon by the UFT and the NYCDOE. The after school extended day program will run on Tuesdays and Wednesdays for 56 sessions; 2 hours each session. Fifteen PS 123 teachers, who know the students well, will work in the extended day program to ensure that it is an actual extension of the school day. The extended day program will be offered in all three years of the grant.	70,526	70,526	70,526	211,578	An extended day program will be continued after the grant period has ended by reallocating Title I and tax levy funding.
Use of Time	Professional Staff (hourly and per diem stipends). Code 15	**Teacher hourly per session, Saturday Academy** - A Saturday Academy will be offered for students. The Academy, which will be designed by the teachers and school leaders, can be utilized for remediation, tutoring, talent and skill development, and enrichment. The Academy will run for 18 weeks, 3 hours each week. Ten teachers will work in the Academy. They will be held responsible for utilizing the skills and materials they have received training on during the school year.	25,041	25,041	25,041	75,123	It is hoped that by reallocating the tax levy and Title I budgets, the Saturday Academy can continue after grant funding has ended. If this is not possible, alternate funding sources will be sought.
Use of Time	Professional Staff (hourly and per diem stipends). Code 15	**Supervisor Per Session, Extended Day** - One supervisor (AP or Principal) will supervise and organize the extended day program. The supervisor will work for all 56 sessions; 2 hours per session. The supervisor will be responsible for ensuring that lessons are based on students' needs, are engaging and rigorous, and are aligned with the CCSS. The extended day program will be offered in all three years of the program.	4,920	4,920	4,920	14,760	An extended day program will be continued after the grant period has ended by reallocating Title I and tax levy funding.
All	Employee Fringes. Code 80	Employee Fringes as calculated on ARRA-funded FTE position and teacher's extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	138,824	124,860	118,140	381,824	
		Subtotal School	***1,590,263***	***1,348,828***	***899,558***	***3,838,649***	

BUDGET NARRATIVE: PS 123 MAHALIA JACKSON (05M123)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
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): 0.51, 0.5, 0.5.	58,801	57,569	43,159	159,528	
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): 0.17, 0.17, 0.17.	19,542	19,133	14,344	53,019	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	23,503	23,010	17,251	63,764	
		Subtotal Central	***101,846***	***99,712***	***74,753***	***276,311***	
		TOTAL SIG	***1,692,109***	***1,448,540***	***974,311***	***4,114,960***	
Other sources of income		Non-Core Instruction Tax Levy	353,356	353,356	353,356	1,060,067	
		Title 1 for Priority and Focus Schools	142,871	142,871	142,871	428,613	
		Other Title 1 allocations	507,920	507,920	507,920	1,523,760	
		TOTAL	***2,696,256***	***2,452,686***	***1,978,458***	***7,127,400***	