

ORIGINAL

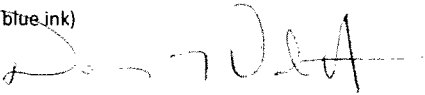
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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 277			320700010277
Grade Levels Served by the Priority School Identified in this Application			School NCES #
PreK - 5			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
466			519 ST ANNS AVENUE, BRONX NY 10455
School Model Proposed to be implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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

ORIGINAL

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/MTACPOS.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>

Principal Sagrario Jorge is a graduate of the NYC Leadership Academy. Ms. Jorge came to P.S. 277 shortly after it was designated a priority school. In addition to having exceptional organizational skills, her expertise is in ELL instruction – and P.S. 277 is a school with a large population of second language students. Already in her relatively short tenure she has made decisive moves in revamping the school's approach to content area literacy and academic vocabulary, two of the primary areas where they lag behind.

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 Ramapo for Children, American Reading Company, Metamorphosis, Junior Great Books, Wilson, Making Books Sing, Studio in a School, JDL Horizons, Teacher's College, Pearson and Curriculum Associates LLC.

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. 277, students with disabilities comprise 22% of the school's population, 5% points higher than the citywide elementary school average. English Language Learners comprise 20% of the school's population, 4% points higher than the citywide elementary school average. Only 27% of the students at the school are proficient in English Language Arts, putting the school in the bottom 9% citywide. Only 42% of the students at the school are proficient in Mathematics, putting the school in the bottom 15% citywide. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

Networks, and Clusters in the development of their school-level plans to engage school stakeholders in the development of the SIG plan.

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

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 1, paragraph 2.

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

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

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

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

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

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

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

A list of ELT vendors can be found in [Appendix C](#).

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf

Spring 2012 - 2013 Network Directory

Sachin Bii Network Director

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

Network	Brand	Leader/Contact	Current School (see Appendix A)	Vision Statement
<p>Network: M101 Brand: Bridges for Learning Leader: Marina Cofield Contact: mcofield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6</p>	<p>JH//MS: 22 Secondary: 3 High School: 5</p>	<p>Mission/Philosophy: We are a network of middle schools, secondary schools, and high schools spread across four boroughs. Our schools serve a broad diversity of communities, but they are unified in their progressive and innovative approaches to school improvement. Our principals are critical and creative thinkers who value opportunities to learn with and from one another to serve all their students more effectively. 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</p>	
<p>Network: M102 Leader: Allison Sheehan Contact: asheehan2@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 16 Bronx: 1</p>	<p>Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8</p>	<p>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</p>	

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N103 Network for Sustainable Excellence</p> <p>Brand:</p> <p>Leader: Yuet M. Chu Contact: YChu@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p>	<p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p> <p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support, sustaining effective practices; nurturing leaders, and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p> <p>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, interventions and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p> <p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. Contact: tcollins6@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p>	<p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p>
<p>Network: N105 Brand: The Urban Assembly</p> <p>Leader: Jonathan Green Contact: jGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p>	<p>JH//MS: 5 Secondary: 5 High School: 11</p>

Spring 2012 - 2013 Network Directory

	Current schools per borough/level	Vision Statement
<p>Network: M105 Brand: Network For Collaborative Innovation</p> <p>Leader: Cynidi Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Secondary: 2 High School: 24</p> <p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered: 1. Among principals who share their collective skill and experience; 2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change; 3. Within the team, when achievement coordinates closely with operations on all aspects of school support, including ELL and Special Education, adult learning, managing resources and more.</p> <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several Izone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p>
<p>Network: M107 Brand: A Network of Dynamic Learning Communities</p> <p>Leader: Nancy Scala Contact: nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH/JHS: 4 High School: 26</p> <p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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<p>Network: N203</p> <p>Leader: Daniel Purus Contact: dpurus@schools.nyc.gov</p>	<p>Brooklyn: 3 Queens: 15</p>	<p>Elem: 3 JH/MS: 15 K-8: 1</p> <p>Mission/Philosophy: CFN 208 supports dynamic school leaders who oversee grades Pre-K to 9. We commit to providing comprehensive and effective services customized to support and guide schools to meet the challenges of an evolving educational landscape. Our specialists foster a culture of collaborative assistance helping schools navigate the complexities of daily operational and instructional expectations. We build capacity in our schools so that instruction is aligned with CCLS, enabling students to meet their full potential.</p> <p>Organizational Structure: The network provides exceptional service to our schools in implementing Citywide Instructional Expectations. Each school is assigned an Achievement Coach who develops close relationships with school leadership providing support and problem resolution through regular visits. Coaches coordinate cross-functional support in areas such as teacher effectiveness, accountability, academic policy, data, goal setting, and planning. Our menu of differentiated support includes mentoring, RTI, SWD/ELL instructional strategies, and much more.</p> <p>Special Expertise: Coordinated support in attendance, safety, and youth development ensures integrated connections between schools and families. School's engaging in accountability reviews are assisted by network-led learning walks, SSEF writing support, and lesson plan clinics that build sustainable capacity to strengthen the instructional core.</p> <p>Mission/Philosophy: Our philosophy is that all of our children can succeed academically and learn to adapt and survive in a world that is socially and emotionally demanding, despite the challenges they may face. Most important in overcoming these obstacles are teaching and learning environments that have and produce strong and visionary leaders, as well as bright, creative, nurturing and resourceful teachers. Our ongoing mission is to ensure that all of our schools provide such an environment.</p> <p>Organizational Structure: CFN 209 is comprised of highly effective instructional and operational professionals. A group of three to four schools is matched with a liaison (Achievement Coach) based on the schools' strengths and challenges and the expertise of the Achievement Coach. The liaison for each school is responsible for coordinating "residencies" (intensive team support), Learning Walks and any other support needed. Each member of the team is also responsible for providing support to all schools in his/her area of expertise.</p> <p>Special Expertise: Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.</p>
<p>Network: N209</p> <p>Leader: Marlene D. Wilks Contact: Mwilks@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 6 Queens: 10 Bronx: 3</p>	<p>ECE: 1 Elem: 20 JH/MS: 1</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N401 Brand: Mobilizing Collective Capacity Leader: Roxan Marks Contact: rmarks@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>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 (teaching the goal, applying learning to meet real-world challenges).</p>
<p>Network: M402 Leader: Cristina Jimenez Contact: mjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>JH//MS: 1 Secondary: 5 High School: 13</p> <p>Mission/Philosophy: We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning. 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.</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information		Current Schools per Borough/Level		Vision Statement
Network: NA05 Leader: Sandra Litago Contact: SLitago@schools.nyc.gov	Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7	ECE: 3 Elem: 21 JH/MS: 4 K-8: 5	<p>Mission/Philosophy: CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning.</p> <p>Organizational Structure: We are partners with our schools and, as a network, we are fully committed to becoming the leading network in the city. We will provide our schools with courteous, reliable, and professional instructional and operational support.</p> <p>Special Expertise: We have a dynamic operational team, as well as knowledgeable instructional leaders, which includes experts in common core standards, universal design for learning, and other in-house school support systems.</p>	
Network: NA07 Brand: Maverick Education Partnership Leader: Debora Lamb Contact: dlamb@schools.nyc.gov	Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11	Elem: 13 JH/MS: 4	<p>Mission/Philosophy: Education today needs Mavericks -- people who approach common challenges in uncommon ways. Our network schools and network team share an unyielding focus on cultivating positive school communities where students and educators can thrive socially, emotionally, and, therefore, academically. Our vision for New York City's students is that they succeed both in school and in life. This is why we exist.</p> <p>Organizational Structure: Our network team serves as thought partners with our schools. We provide a broad range of high quality support for our network schools, e.g., leadership coaching, teacher development, resource management and development, student support services, and advocacy. Our dedicated network staff focuses on addressing the needs of special populations, early childhood, upper elementary school, and middle and high schools. We value the strengths of each school, and work thoughtfully and diligently for continuous school improvement.</p> <p>Special Expertise: We are experts in strategic planning, organizational learning and professional development, leadership coaching, resource management and development, talent management and development, instructional technology and virtual learning, data-driven decision-making, and creative partnerships and practices.</p>	
Network: NA08 Leader: Lucius Young Contact: lyoung22@schools.nyc.gov	Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH/MS: 1 K-8: 7 High School: 1	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>	

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Contact	CIE (all schools per borough/level)	Vision Statement
<p>Network: NA11</p> <p>Leader: Michael Alcott</p> <p>Contact: malcott@schools.nyc.gov</p>	<p>Brooklyn: 5</p> <p>Manhattan: 5</p> <p>Queens: 2</p> <p>Staten Island: 1</p> <p>Bronx: 15</p>	<p>JH/MS: 12</p> <p>K-8: 1</p> <p>Secondary: 3</p> <p>High School: 12</p>	<p>Mission/Philosophy: Effective schools have a strong instructional core, seamless operations, and comprehensive student support systems. We believe this is a direct result of strong principal leadership and are committed as a network to supporting the capacity of our school principals. When consistently and collaboratively engaged in reflective practice, effective principals foster great learning communities.</p> <p>Organizational Structure: Our professional development aligns to the belief system that students learn best by doing and thinking. Our instructional PD has a strong focus on Common Core-aligned unit design, daily lesson planning around rigorous tasks, the pedagogy to support student thinking around those tasks, and instructional strategies to allow entry points for all students. We also offer PD to build administrative capacity, the work of teacher teams, and student support systems that develop positive academic and personal behaviors among students.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - Supporting leaders of small schools in their instructional supervision and organizational capacity building. - Supporting teacher teams in their work looking at tasks, student work, and data to inform planning. - Common core aligned literacy and math curriculum and instruction for high school and middle school teachers. <p>Mission/Philosophy: Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students.</p> <p>Organizational Structure: The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service.</p> <p>Special Expertise: The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>
<p>Network: NA12</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Conception</p> <p>Contact: DConcep@schools.nyc.gov</p>	<p>Brooklyn: 19</p> <p>Manhattan: 1</p> <p>Queens: 1</p>	<p>ECE: 1</p> <p>Elem: 16</p> <p>JH/MS: 2</p> <p>K-8: 2</p>	<p>Mission/Philosophy: Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students.</p> <p>Organizational Structure: The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service.</p> <p>Special Expertise: The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N511 Brand: FHI360 Leader: Jorge Izuierdo, I.A. Contact: jizuierdo@fhi360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p>	<p>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.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. <p>- Achieve good standing on identified city and state metrics.</p> <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: N521 Brand: CUNY Leader: Dennis Sanchez Contact: DSanche@schols.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p>

Spring 2012 - 2013 Network Directory

Network		Current Schools per borough/level	Vision Statement
Network: NS31 Brand: CEI/PEA Leader: Joseph Blaise Contact: jblaise@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	<p>Mission/Philosophy: The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders.</p> <p>Organizational Structure: Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans.</p> <p>Special Expertise: Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.</p>
Network: NS32 Brand: CEI/PEA Leader: Ben Soccodato Contact: bsoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH//MS: 10 K-8: 9	
Network: NS33 Brand: CEI/PEA Leader: Nancy Ramos Contact: nramos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH//MS: 8 K-8: 2	
Network: NS34 Brand: CEI/PEA Leader: Ben Waxman Contact: bwaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH//MS: 12 K-8: 2	
Network: NS35 Brand: CEI/PEA Leader: Eileen Padva Contact: epadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH//MS: 11 K-8: 2	
Network: NS35 Brand: CEI/PEA Leader: Bill Colavito / Gerard Beirne Contact: wcolavito@schools.nyc.gov gbeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH//MS: 9 K-8: 1 Secondary: 5 High School: 10	

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Current schools per borough/level	Vision Statement
<p>Network: N502</p> <p>Leader: Julia Bove Contact: JBove@schools.nyc.gov</p>	<p>Brooklyn: 32 Staten Island: 2</p>	<p>ECE: 1 Elem: 16 JH//MS: 14 K-8: 3</p> <p>Mission/Philosophy: We are a network committed to excellence in every aspect of the CFN initiative. The motto we have adopted this year is, "Professional Urgency." This motto has allowed us to transport our instructional focus of rigor and engagement through differentiation for all students to another level of commitment. Our instructional and operational teams provide customized service to meet instructional goals and all compliance mandates with a smile.</p> <p>Organizational Structure: Our instructional and operations staff work cross-functionally to address each and every school need in a timely, professional manner. This approach enables us to be both responsive to need and proactive in creating strategic plans to assist schools in fulfilling their goals.</p> <p>Special Expertise: Our multi-layered professional development approach is designed to support implementation of the CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>
<p>Network: N503</p> <p>Leader: Lawrence Pendergast Contact: LPendergast@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p>	<p>JH//MS: 3 Secondary: 5 High School: 15</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network	Current Schools per Borough/Level	Vision Statement
<p>Network: Brand: N506 Making a Difference</p> <p>Leader: Contact: Petrina Palazzo ppalazz@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 1</p> <p>Mission/Philosophy: CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen understanding, improve effective practices, and promote the success of each student and school.</p> <p>Organizational Structure: The CFN 606 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing-in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations. <p>Mission/Philosophy: We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs, and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>Special Expertise: Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.</p>
<p>Network: N507</p> <p>Leader: Contact: Elmer Myers emmyers@schools.nyc.gov</p>	<p>Manhattan: 4 Queens: 1 Bronx: 24</p>	<p>ECE: 1 Elem: 22 JH//MS: 4 K-8: 2</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

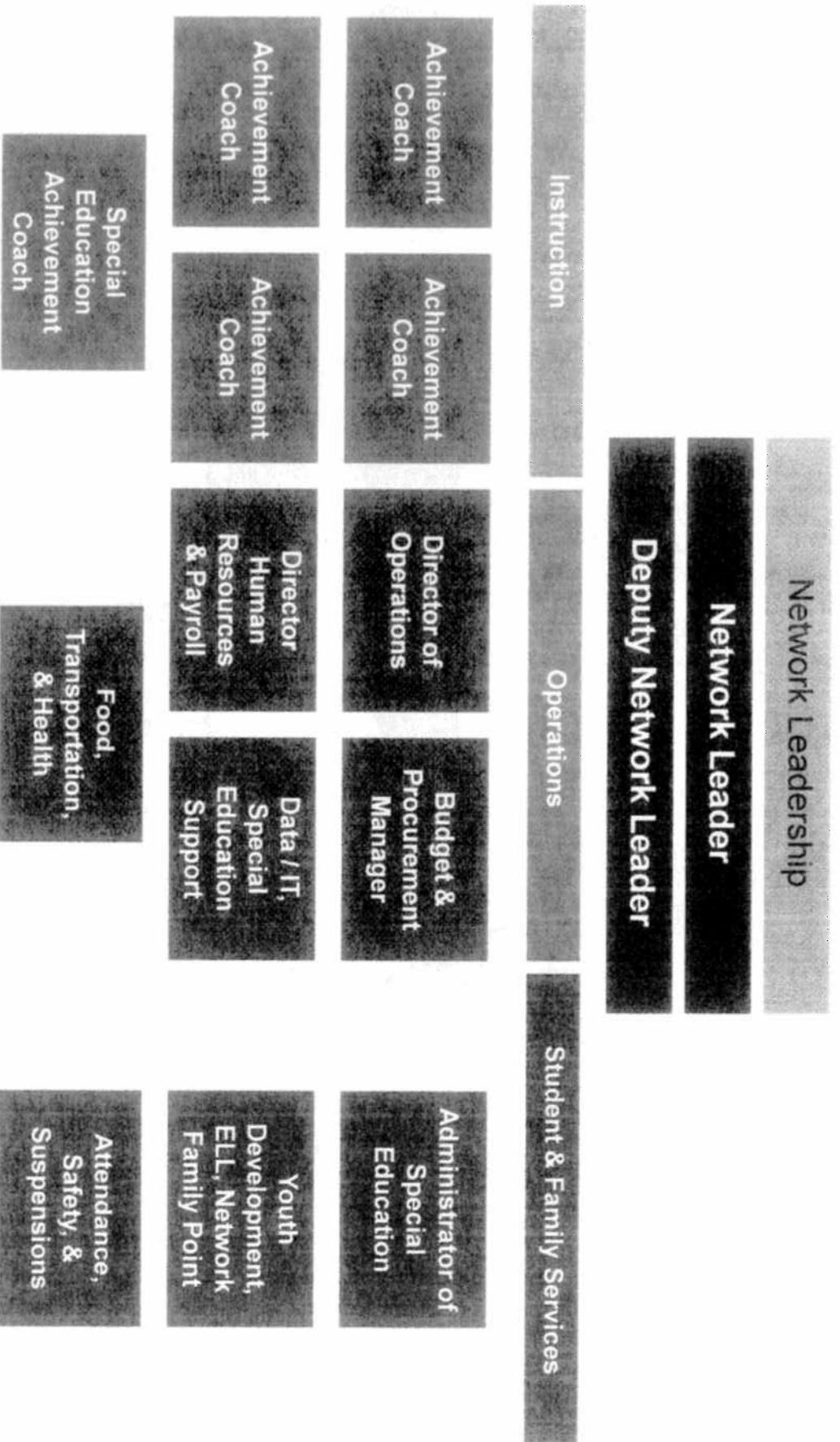
Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Sample Network Structure

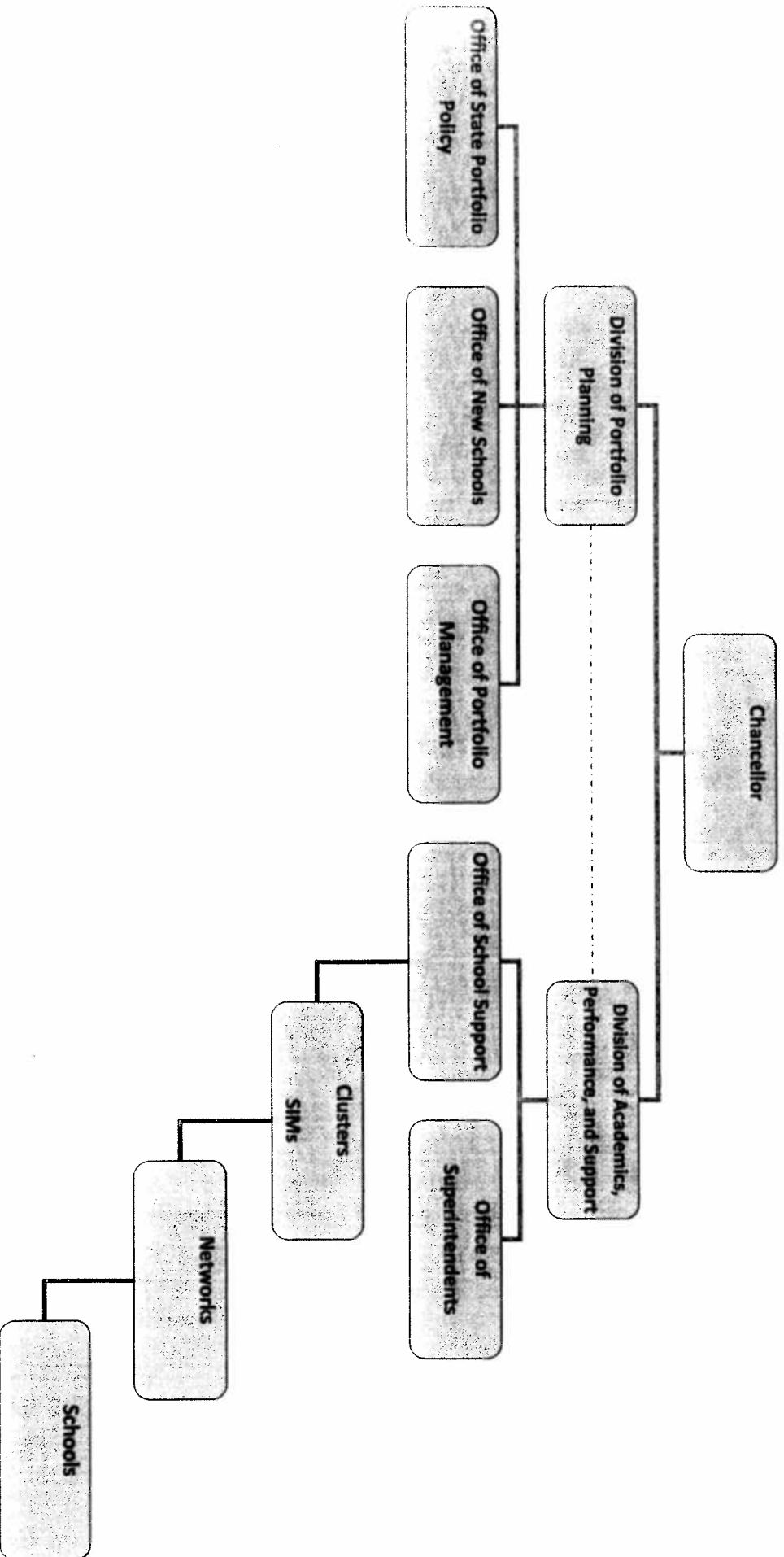


Department of Education

Dennis M. Walcott, Chancellor

Note: not all networks are configured the same way.

NYCDOE Management Structure for Turnaround Efforts



iii. Timeframe and persons responsible

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

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

section D

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

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

A. School Overview

i. School vision, mission, and goals

PS 277 is a transformative learning community that inspires students to achieve high academic and social standards. It is our mission to provide an inclusive learning environment that expects academic excellence and promotes student self-confidence and independence through the use of a differentiated curriculum that considers students' ideas, interests and needs. The school staff, the families and community members form a true partnership fostering the development of socially responsible learners that works to improve the quality of our world.

Five major tenets that guide and drive our mission are the following:

1. We seek to educate, empower and encourage. We recognize that successful learning experiences can enhance a child's self-esteem, thereby promoting a continued desire to learn. At PS 277, we are committed to giving our children engaging learning experiences that are embedded and aligned to Common Core Standards. We strive to provide all our students with personalized opportunities to learn through multiple modalities using existing and emerging media formats. These strategies allow all our students, to leverage their own individual skills, talents and interests to achieve successful outcomes, recognize their accomplishments, and understand their own capacity to achieve goals and prosper. Our work is deeply connected to meeting the child at their zone of proximal development and differentiating based on a multiplicity of data to best support the strengths and meet the needs of every individual, class, and member of our school community.
2. We seek to develop a concept of community and appreciation for diversity. We emphasize the individual's connection to and responsibility for others, both in school and in the broader world. We hold at the core of this belief the need for our students to use academic language and authentic writing to engage in focused conversations about books and social relevant issues. We want to encourage our students to communicate, collaborate and participate in global knowledge communities with their peers, content experts, and authentic audiences around the world.
3. We seek to support each child in becoming a socially competent individual. We encourage each child to be an independent thinker and learner who formulates questions, evaluates concepts, and anticipates solutions to real world problems.
4. We hold our children accountable for their education. We demand that students take ownership of their learning. We organize our instruction around effort, perseverance and the deconstruction of ambiguity and mistakes to further clarify and extend their thinking. Our work is deeply focused on preparing children that are career and college ready.
5. We believe that no significant learning occurs without a significant relationship. An "open-door" policy invites families to play an active role in their children's education and encourages colleagues to learn from one another and nurture each other's professional growth. We believe in strength beyond any one individual. We offer learning opportunities and supports for parents, guardians, and childcare providers in recognition of the critical role they play in their child's development. There is a very deep sense of community and collaboration amongst family, school and the neighboring community. Together we work to instill in our students a sense of social responsibility, self-efficacy, and self-confidence so that they can use their voice and their hands to create and mold new possibilities.

Below are the goals that will be accomplished by the end of the third year of this grant:

Goal 1 Teacher Effectiveness. To improve and deepen teachers' understanding around effective pedagogical practices that increase student achievement. School leaders and teachers will create individual professional development plans, based on the Danielson framework. We will also engage in cycles of inter-visitations (both horizontal and vertical) where reflection and feedback are shared and next steps are formalized. Based on Danielson's framework, 80% of teachers will achieve a proficient or well-developed rating for the majority of their formal and informal observations.

Goal 2 To improve student performance in ELA and Math and cognitively challenge our students through well-developed Common Core Aligned Units of Study. By year three all teachers will have deepened their understandings about math and ELA content and effective instructional practices as evidenced in observations and the common core aligned interdisciplinary units of study they will design. They will provide multi-modal points of access to information, include scaffolds for struggling learners and opportunities to develop information literacy and technology skills, and culminate in rigorous performance tasks that help students develop deep content understandings and make connections between content areas. As a learning community, we will focus on strategies for increasing our student's critical thinking skills, work ethic and academic independence.

Goal 3 To Promote the Social and Emotional Growth of Our Students and create a safe, nurturing, and inclusive learning community. PS 277 will continue to incorporate our PBIS (Positive Behavioral Interventions and Supports) philosophy, through lesson plans launched in the classroom, school-wide assemblies that promote the school's mission, to Be Safe, Be Responsible and Be Respectful, and through the development of tiered levels of support for specific students. We will expand our Ramapo training, which empowers teachers, parents, and childcare givers with the practical tools they need to foster positive behaviors and promote success. Student behaviors will be closely tracked and incidents and referrals will improve by 50% by the end of year three.

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

Goal 1- Teacher Effectiveness

- The addition of a supplemental Assistant Principal with a strong background as an instructional leader, fully informed and experienced in identifying effective and ineffective teacher practice and in possession of a repository of strategies, resources, and best practices for improving teaching and learning. This additional administrator will help us to intensify and support the continued implementation and refinement of inter-visitations and feedback cycles.
- Offer scaffolds and resources for examining the use of the Danielson Framework as a tool for promoting teacher effectiveness. To provide relevant and appropriate professional development workshops and in-class supports, structured to meet the needs of individuals or groups of teachers, presented in an organized and strategic plan that maximizes

effectiveness, minimizes the disruption to classroom instruction, and is publicized on the school's professional development calendar, viewable by the entire staff.

- Use school-wide data, as well as patterns and trends from administrative informal and formal observations, to develop school-wide goals and professional development plans for the entire school, with appropriate supports targeted to meet the needs of groups or individual teachers.
- Maximize all opportunities for advancing student performance and growth, all administrators will consistently promote the use formal and informal data and student work to identify needs and inform next steps during all planning sessions with inquiry teams and conferencing with individual teachers.
- Create an Inquiry group, comprised of grade leaders, to conduct school-wide inter-visitations, using the Danielson Framework as a tool to capture low inference observations and provide actionable feedback and identify next steps for school-wide and individual professional development plans.
- Grade leaders will also hold cycles of inter-visitations, within their grade level, and provide actionable feedback and next steps to promote grade and individual teachers' goals. All grade leaders will have the support of an instructional lead or administrator.
- Provide professional development supports from the Network and Professional Development Consultants to guide the school and individual teachers to increase the effectiveness of instruction in all classrooms. This grant will afford us the opportunity to expand and supplement our existing treatments and provide all teachers appropriate and timely professional development supports, thus accelerating our goal for achieving a highly effective teaching staff. Continuing to partner with us to improve ELA instruction is the Reading/Writing Project of Teacher's College; Wilson/Fundations, which targets general education and at-risk students with the aim of improving student performance in the areas of phonemic awareness, decoding and spelling; and three new partners, the American Reading Company, focusing on small group instruction and strategies for incorporating parent involvement into daily reading routines; Junior Great Books, to increase the use of the shared inquiry method of instruction, which utilizes complex texts and higher order questioning; and Heinemann's Fountas and Pinnell Leveled Literacy Intervention program, focused on effective student conferencing.

Metamorphosis, an existing partner, will help to deepen all teachers' content knowledge and expand their pedagogical know-how for differentiating teaching to meet the needs of all learners, including those with special needs and English Language learners. Teachers will explore mathematical big ideas, strategies and models.

Additional new partnerships, funded through this grant, will include JDL, who will provide instructional, pedagogical and technology supports for teachers as they design and implement their inquiry units of study. Pearson will help teachers understand how to use technology to personalize instruction, using daily data to identify gaps in understanding and strategies for providing small group and individualized instruction. Dr. Heidi Hayes Jacobs will train teachers on the elements of curriculum mapping and designing Common Core

aligned units of study. Teachers will input their maps into the school's Rubicon Atlas Curriculum Mapping website and Heidi will provide ongoing webinars for grade specific teachers, reviewing and discussing appropriate modifications to their maps. She will also teach school administrators and instructional coaches how to use the *Analytics* feature of the program to monitor the "real" curriculum. The Aussies will focus on promoting effective teaching and learning strategies and parent involvement in our early childhood grades.

- Create structures and maximize the time for teachers and coaches to collaborate on evaluating, planning, and aligning curricula to meet students' needs.

Goal 2 - To improve student performance in ELA and Math and cognitively challenge our students through well-developed Common Core Aligned Units of Study.

- The addition of a supplemental AIS teacher, to provide academic intervention to intensify support for our struggling readers and mathematicians in the early childhood grades.
- We will continue to systematically align the ELA and Math curricula to the Common Core Standards through monthly common planning sessions and weekly inquiry planning meetings.
- We will develop four rigorous performance tasks for students during each semester, in both ELA and Math. The students' performance tasks will be collected and systematically analyzed using a school selected protocol to look at the gaps, areas of need in our instruction and next steps. One monthly common planning meeting will be scheduled to perform the analysis of this work.
- The literacy curriculum will be aligned to the Science and Social Studies Scope and Sequence to increase and systematize our approach to teaching Tier 2 and Tier 3 words and in making the school wide curricula more inter-disciplinary. Cluster teachers will align their curriculum and activities to these selected topics of study, providing students with additional entry points for developing and demonstrating content understandings. Resulting common core aligned projects will be designed to develop proficiency in research, information literacy, critical thinking, problem solving, communication and collaborative skills and the integration of technology.
- Each literacy unit will include a class set of fiction and nonfiction texts related to the scope and sequence unit that support grade band text complexity.
- Provide professional development supports from our Network and outside consultants to help teachers strengthen their content knowledge, make connections to the new common core standards, and develop rigorous tasks that are differentiated and promote higher order thinking.
- To create structures and maximize the time teachers and coaches have to collaborate on evaluating, planning, and aligning curricula to meet all students' needs. Dr. Heidi Hayes Jacobs will work with teachers on creating strategies and tools for developing and improving common core aligned curriculum maps that promote college and career

readiness. We will provide planning time over the summer for grade cohorts to plan using specific CCLS curriculum maps, as well as unit and lesson plan templates (Attachments I&J), which will be provided. Atlas Rubicon will be used to capture and analyze components of the unit and lesson plans to locate gaps and make appropriate adjustments.

- Continued support on using rubrics and checklists to providing daily actionable feedback to students and the daily use of data to analyze needs and provide targeted individualized and small group instruction.
- To provide parent workshops on CCLS, including practical strategies for promoting their child's academic growth at home and in their community. Specific workshops that focus on subgroups such as ELLs and supports for boys will also be part of the parent workshop annual calendar.
- The refinement of our communication systems and structures to inform our entire school community, including parents, about the CCLS path for developing college and career ready students.

Goal 3 - To Promote the Social and Emotional Growth of Our Students and create a safe, nurturing, and inclusive learning community

- The additional assignment of a supplemental guidance position, to intensify socio-emotional support for students and families.
- PBIS (Positive Behavior Intervention and Supports), and Ramapo will be leveraged to provide our entire school community with supports for developing social and emotional skills, building healthy relationships, and learning practical techniques for de-escalating disturbing or aggressive behavior.
- Continued professional development provided by the network to the PBIS core committee to continue their work and mission of promoting the school philosophy to Be Safe, Be Responsible and Be Respectful.
- Continued support for the PBIS committee that develops and monitors the development of lesson plans and assemblies that embed the school wide beliefs and mission of PBIS.
- Incorporate the use of SWIS (School Wide Information System) as a data tracking learning platform to help us address school-wide patterns and trends and the year-long school-wide plan and for specific students that fall into Tier 2 and Tier 3 behaviors.
- Continue to create and foster partnerships with community-based organizations and private companies that strengthen our curriculum and support our children and their families.
- To provide parent workshops on PBIS as well as celebratory assemblies where we recognize and celebrate student achievements. Specific workshops that focus on subgroups such as ELLS or supports for boys will also be part of the parent workshop annual calendar.

- The continued support of the school store and school wide events to acknowledge the positive changes reflected in the students' behavior.
- Continued support for parents during our *Café con Libros* meeting, where they meet with the principal to discuss pressing needs, policy and major initiatives or where impromptu parent-training classes are provided.

B. Addressing the Needs of the School System, Structure, Policies, and Students

- i. **School-level Baseline Data and Target-Setting Chart (See Attachment B)**
- ii. **Description of school's student population and needs of sub-groups**

Our school is located in the heart of the South Bronx. 96% of our students come from households that are eligible for free lunch, 15% live in temporary housing, 16% of our students have an Individualized Educational Plan, and 16% are identified as English Language Learners. Our community faces substantial social, emotional, health and mental health issues. Many of our students have had disrupted learning situations. We recently have experienced an increase in students, between the ages of 8 and 9 years old, registering who have never attended school anywhere. Consequently, they are further challenged with social and emotional obstacles that first must be addressed. The transition from one country to another, the language barriers and adjustment to a widely different culture are some of the challenges many of our students face. Our large transient population results in a substantial number of students arriving and leaving throughout the school year. This year alone, we registered 25 students (around 5% of our population) in the middle of the school year and lost 29 throughout the course of the year. This has a significant impact on the students' learning as well as greater implications for our school community and how we best support students who have a history of disruptive learning. As research demonstrates, this kind of student movement has significant negative consequences because it disrupts the student's sense of self-assurance, stability, development of social networks and academic development.

With the number of competing demands and stressors in our children's lives, we need to ensure that we create systems and structures to best support the needs of our school community. Attendance is another area that clearly correlates to a child's success and our school is working towards identifying action plans that can increase our students' attendance rate. The South Bronx has one of the highest asthma hospitalization rates for children in the city. This year we have created an Inquiry Team and assigned mentors to regularly meet and follow up with students whose attendance falls below 90%. Additionally, on a daily basis, our office staff calls to follow up on every child that has been absent ensuring that we send a clear message to the parents that we care and need our students to be in school on a daily basis. These two steps are having an impact towards the upward trend in our student attendance. This year, our current attendance rate is 92.39 % and has grown one percentage point.

Our students often come to our school with emotional baggage that is the result of poverty and limited opportunities. Many of our students live in the nearby housing projects, where many of our students live in "doubled up" living conditions. We have four methadone clinics that surround our school and some of our children have witnessed acts that have a major impact on

their adjustment in school. Most recently, when I asked parent in our of our *Café con Libros* sessions, if they could dream big for our school, what would they wish for and one parent stated “I would like to have a psychologist help us become better parents and understand some of our frustrations. I want to learn how to cope.” Another parent, said, “I would like someone to speak to our children when they become angry and do not know how to control their emotions.” This has been a common theme at many of our parent meetings. The parents speak to and ask for support systems that can assist them in coping with many of the struggles related to high poverty. Often most of the children that we refer to agencies for health and mental health services in our neighborhood get wait listed.

Additionally, our 100-year-old school building is currently shrouded in scaffolding, netting and dust while it undergoes renovations to replace all the windows. Plumbing problems from antiquated pipes pose a continuing challenge and there is little evidence of twenty-first century teaching and learning tools. Out of our thirty-one classrooms, only four have SmartBoards and the obsolete hardware in our lab is being damaged beyond repair by the dust from the construction. There is little evidence of technology tools in our classrooms. Integrating technology throughout the curriculum has become a critical component for preparing our students for online testing and college and career readiness. Technology can connect our students to a greater global knowledge community and help them to bridge both the “academic achievement gap” and the “income achievement” gap.

Another factor that further compounds our students’ lives is the violence in our neighborhood and the limited job opportunities and extracurricular options for families. Many of our children are in foster care and have suffered severe trauma. We have families that are undocumented immigrants and often fear repercussions and limit their participation in our school. Much of our work as a community school centers around providing our students with the social emotional support structures as well as resources to help them thrive. At the heart of our day-to-day work is building trusting relationships with the parents and greater school community. We have heavily invested our time, resources and budget to ensuring that we create a tight knit community where parents view the school as a resource that extends beyond an academic institution. We want to serve as the hub of our community and we are beginning to see the fruits of our labor. Currently, we have witnessed a substantial increase in parent attendance at our assemblies, parent meetings and workshops. We have strengthened the family, community school partnership, by holding parent workshops on health and nutrition, CCLS, Special Education, Supports for Second Language Learners, Promotion in Doubt, and computer skills. Local agencies and community centers have presented and shared local resources with parents. At the core of this work is to celebrate and bring joy to our families. We have had a number of theater performances where parents often take home curriculum related activities to engage their children at home. We’ve had Literacy and Math Nights and other celebratory school events, such as International Night. We hope to continue and expand this work with grant resources.

To address the students’ social-emotional needs, the school has implemented school-wide PBIS and has received support from the Network to provide teachers with professional development on strategies for helping students identify and express their emotions and learn strategies to self-regulate.

Our students have little exposure to the fine arts. We know that art, dance and drama instruction provide an opportunity for students to learn self-discipline, perseverance and self-expressions. Events honoring students' work provides opportunities for families and the community to share in this experience. This year, we have had partnerships with Studio in School, Brooklyn Arts Council, Swimming with St. Mary's Recreational Center, Dance in Schools, Story Pirates, and LEAP. We hope to continue and expand on these opportunities.

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

The Quality Review is a 2-day on-site review conducted by an evaluator, which is often a Superintendent. The review includes a document review, classroom visits, and interviews with the administration, staff, students and parents. The external evaluator uses a rubric to evaluate how well the school is organized to support student achievement. On May 15, 2013, we had two external evaluators Ms. Yolanda Torres, Superintendent of District 7, and Anita Skop, Superintendent of District 15, lead the Quality Review.

iv. Results from systematic school review

According to the 2013 QR, one of the School's Strengths falls within the School Leadership Practices and Decisions:

- The school leader has strategically used all resources to promote school-wide instructional goals that deepen student learning.
- School leaders and teachers use a common research-based framework to define instructional expectations that identify and address pedagogical needs.

According to the 2013 QR, one of the School's Strengths falls within the Teacher Practices and Decisions:

- Instructional practices are consistently informed by a research-based framework that provides students with learning experiences that encourage higher order thinking and student led discussions.

According to the 2013 QR next steps and areas of improvement fall within Curriculum Development and Support:

1. Ensure curricula alignment so that students are routinely engaged in cognitively rigorous tasks across all content areas.
2. Utilize assessment data to consistently provide actionable feedback to student's school-wide.
3. Strengthen the connection between academic achievement and college and career readiness so that the entire school community shares this expectation.

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

The areas for improvement (as noted in the 2013 QR) are areas that are currently being addressed (as they are part of the school wide goals on our SCEP for 2012-2013) and /or will be addressed in the goals developed for 2013-2014 (as outlined in section i).

Recommendations 1 and 3 (as outlined by the most recent Quality Review) will be addressed by our 2nd goal outlined in section i. For the upcoming year 2013-2014, we are aligning our curricula to the Science and Social Studies Scope and Sequence so that students have greater

opportunities to engage in rigorous tasks that extend beyond Math and ELA. Through the redesign of our curriculum, we will ensure that our student are doing greater critical thinking across content specific areas and through our continued work around asking higher order /open ended questions.

Recommendation 2 addresses an area that has been a focus this current school year and will continue into 2013-2014. Our school-wide goal and work around the Danielson Indicator (3D) Assessment in Instruction, has helped us to create pockets where this work is being done more successfully. For 2013-2014, we will focus on making this practice more consistent across all grade levels and cluster classes.

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 first major design element of this proposal includes increasing administrative staff to better implement the teacher effectiveness work. The addition of an Assistant Principal would provide targeted support for specified teachers who need greater teaching support and professional development. The additional A.P. would increase the frequency of observation cycles and allow us to provide teachers with more opportunities to receive timely, honest and data driven feedback. We currently have one Assistant Principal, who in addition to her existing administrative and organizational responsibilities would oversee the coordination, implementation and monitoring of the School Improvement Grant. The second Assistant Principal would serve as an Instructional Lead. As an Instructional Lead, the Assistant Principal would support the principal, supervise and monitor instruction, and be a key figure with the transition of 3012c Teacher Effectiveness.

Our second key design element is to improve curriculum resources; secure the services of network and outside consultants, with relevant expertise, to improve teacher content knowledge and instructional practice; add an AIS teacher; provide personalized learning opportunities; and offer an after school program to support and increase students' academic improvement. According to the NYCDOE Progress Report (2012), 26.8% of our students in testing grades scored a level 3 or 4 in ELA and 41% of our students scored a level 3 or 4 in Math. With a large percentage of second language learners and a strong need to focus on language development, we recognize the need to provide targeted professional development in key areas for our staff.

Our final key design element is to hire a guidance counselor for our K-2 cohort and using our current guidance counselor to support our 3rd-5th graders. We would be able to provide greater at-risk counseling for students who transition to our school in the middle of the year, to students that are new to the country, and /or to students who exhibit behavioral challenges. This would provide immediate supports and service to children who are often wait-listed by our local health and mental health agencies. This proactive stance will undoubtedly impact and result in a

downward trend in initial referrals to Special Education and would provide opportunities for our students to grow socially and emotionally.

The hiring of additional staff members can be sustained through the recent upward trend in student applications and the opening of new seats. This year, we had an estimated 120 students apply to our school with only 60 slots open for the next school year.

We recognize the need to provide our early childhood grades with a research based foundational phonemic /phonological skills based program. Based on our diagnostic early childhood assessment and school-wide analysis of data over time, we found that many of our students were entering 3rd grade lacking phonemic and phonological development to be successful readers. The SIG grant would also allow us to provide our k-2 staff and Support Team (ESL teacher, Speech, AIS, SETTTS teacher) with the skill set to comprehensively and systematically teach phonemic awareness to our students in the early and upper grades. Through the hiring of an AIS teacher we can provide at-risk-intervention Foundations/Wilson for struggling incoming third graders. Fountas and Pinnell will also train the AIS teacher and Support Team in the Leveled Literacy Intervention (LLI). This curricular program will be implemented as an intervention for our ELLS, SWDs and students in our lowest third, beginning in the fall of 2013. The AIS teacher and support team will use a push-in model to provide small group instruction using Foundations, Wilson and LLI. In prior years, there was not a set curricular approach to teaching our most struggling students. This year, we have integrated cycles of Response to Intervention with guided reading and Foundations. This work will be expanded through the research-based support of LLI through intensive small group support to achieve grade level competency. Additionally, through the professional development supports that we have received from Metamorphosis this year, we have documented the growth in students thinking deeper about math concepts, their deconstructing of multi-step word problems, and talking longer using mathematical language. Through Teacher's College supports, we have also been able to focus on the Danielson Framework area of assessment in instruction, which aligns to our work in Goal 1, where students are self-assessing through use of checklists, student-facing rubrics and providing feedback to their peers. All professional development days are inclusive of lab-sites, where the teachers are coached or co-teach with teachers a model lesson, with other staff members observing. Debriefs and planning of follow-up sessions with the staff developers are also embedded in these cycles.

Our defined structures for teacher team planning time support the work that is accomplished with the staff developers. Our team meetings include agendas, specific role assignments, and a protocol for looking at student work. This meeting not only is a way to systematize our practice, but also to develop our teacher teams process of looking at student work to identify gaps in our instruction and provide laser like feedback to students.

Additionally, through Ramapo professional development, as well as our continued development of PBIS, we will creatively use our school-wide schedule to provide coaching for staff around social and emotional skill development, building healthy relationships that reduce disruptive behaviors, structuring a learning environment with specified routines that proactively prevent problems and support student learning. Ramapo would also be utilized to provide parent workshops to streamline and mirror a similar message for the home environment. Parents will

also have the opportunity to participate in other parent training workshops led by onsite staff members. Topics for the workshops will be developed based on school wide initiatives and parent surveys.

Much of this work will be accomplished through structures that we have established this academic year (2012-2013) and through the continuation of our current goals identified in our SCEP. This will be strengthened through the Danielson Inquiry Team vertical and horizontal cycles of inter-visitations, through our systematic form of providing professional development for our staff, our continued work with parents, and support for our students' academic and emotional well-being.

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.

All stakeholders in our school community were invited to share their ideas for this grant proposal and key personnel took their feedback and worked together to identify the needs of our building, our teachers, our students, our parents, and our community. As our proposal developed we sought feedback from teachers during our faculty conferences. The Parent Coordinator gave voice to parent concerns and interests. All recognized that through our current program, we have actively and creatively strived to put structures into place to improve the quality of our instruction and support systems for our children, yet our students' needs and demands are greater than the current budgetary allocation and the staffing at our school can accommodate.

D. School Leadership

i. Characteristics and core competencies sought for school principal

P.S. 277 is a school that has been making slow but steady gains over the last couple of years. The previous principal began making needed changes in the literacy and math curriculums, and providing more regular professional development. One of the biggest obstacles facing the school has been the lack of an organized approach to meeting the needs of its high percentage of ELL

students. An effective principal for this school would have ELL expertise, and would need to prioritize academic vocabulary and nonfiction comprehension in its approach to curriculum.

ii. Principal's biography

Sagrario Jorge has been the principal at the Dr. Evalina Lopez Antonetty Children's Literacy Center (PS 277) for 8 months. Prior to being a principal at PS 277, she was an assistant principal at M037, River East School in East Harlem. Ms. Jorge also worked as a Middle School Director and Literacy Coach for several years in East Harlem. In addition, she has done broad scale instructional work as an English Language Coordinator for the second largest public school district in California. She is a graduate of the NYC Leadership Academy.

Ms. Jorge came to P.S. 277 shortly after it was designated a priority school. In addition to having exceptional organizational skills, her expertise is in ELL instruction – and 277 is a school with a large population of second language students. Already in her relatively short tenure she has made decisive moves in revamping the school's approach to content area literacy and academic vocabulary, two of the primary areas where they lag behind. 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

The job description for the Assistant Principal will read as follows:

1. Serve as an instructional leader and role model for teachers, parents and students emulating best practices and the core values of the school.
2. Analyze and examine data to set SMART goals with teachers and develop structures to monitor progress towards achieving those goals. Support teacher analysis and use of assessment data to reflect on teaching practices, make instructional decisions, inform lesson plans, and meet the needs of diverse learners.
3. Regularly analyze data with other teachers groups, such as the instructional cabinet /inquiry leaders, to maximize student performance.
4. Possess a deep understanding of content knowledge, curriculum, assessment, and instruction to support teachers' development and professional growth.
5. Effectively support and build teacher leaders through feedback cycles and monitoring of professional development and collaborative development of next steps.
6. Plan and/or lead appropriate professional development opportunities for all teachers.
7. Possess strong classroom management and discipline skills.
8. Demonstrate excellent communication and interpersonal skills, especially with students and parents.
9. Demonstrate extremely high standards for student achievement and school wide professionalism.
10. Maturity, humility, strong work ethic, sense of humor, and relentless attitude toward success.
11. Possess a strong sense of resourcefulness; flexibility, team player and an entrepreneurial spirit are key qualities.
12. Fluency in a second language a plus, preferably Spanish.

13. Be a reflective practitioner that is proactive in his/her learning and involvement in school-wide initiatives.

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

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

The current leadership profile of the school includes the principal, assistant principal, math and literacy coaches and five teacher leaders who serve as core members of the Instructional Cabinet and leaders of the Inquiry Team Leaders. The members of this team include experienced to newly hired teachers that have demonstrated a strong commitment to the school and students. We meet weekly as a team to discuss our Inquiry Team /Grade Team/ School-wide Plans as well as to discuss the implementation of major initiatives and next steps. Collaboratively, we problem-solve and engage in reflective practices/activities to strengthen our work as a team. The members of this team have been instrumental in helping the administration craft school-wide goals, develop plans of action for school goals and in helping us effectively communicate the vision of new initiatives. The teacher leaders on this team serve as the thread of coherence that sustain the school-wide message and vision of our work in different pockets of the school. Distributive leadership is also demonstrated through other venues and systematized structures. For example, we have the Danielson Inquiry Team, which has a representative leader from each grade that participates in school-wide and grade level inter-visitations. During these inter-visitations, the grade level leaders norm, calibrate and provide feedback and next steps to teachers observed.

We reach out to staff members regularly to discuss important issues and request feedback via email, principal communication and/or staff meetings. We develop buy-in or support through our question and answer opportunities during staff meetings, one-on-one conversations and team meetings, as well as through the multi-layered structures of school-wide leadership groups. Staff and families serve on the school leadership team and collaborate on the development of the goals established in our CEP and in ensuring that we meet our objectives.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Our staff consists of general education and special education teachers who range in experience from 1-20 years. Many of the staff onsite have received significant professional development from Teacher's College Reading and Writing Project from prior leadership, which has continued throughout this year. This year, under new leadership, the staff has received professional development around Math Content and Pedagogy through Metamorphosis, teacher effectiveness and best practices aligned to the Danielson framework, Foundations training to develop greater phonemic awareness in the early childhood grades, PBIS, Tribes and Goldmansour and

Rutherford to support our students development socially and emotionally, as well as workshops on student led discussions and on providing feedback to students.

Organizationally, the grade level teams will be reconfigured to include a strong teacher lead from either the Inquiry Team or Danielson Team, that will support and guide teachers on the grade level. This year, all grade levels have gone through two cycles of inter-visitations and provided feedback to each other. The cycles will continue with greater frequency and targeted partnerships. The school-wide schedule will include structured time for inter-visitations with the support of the teacher leader, coaches or an administrator.

Classes will be reconfigured so that a push in model will be implemented to support our ELLs, students with IEPs, and students with other support services. The push-in model will provide greater opportunities for small group instruction and ensure that students are not being pulled during content instruction. The school-wide schedule will be switched to a block schedule that follows a six day cycle with prescribed times and structures for content to be taught for each grade level. We are also closely examining our school-wide schedule to provide teacher common planning time for classroom teachers, AIS staff, related service staff, ESL staff to meet, create and articulate a coherent educational plan for students they have in common.

Extended day has also moved to the mornings in order to maximize the amount of time for small group instruction. This will ensure that grade levels can provide cycles of intervention based on student level and needs. For example, Foundations will always be taught at a prescribed time in the day and, during this time, students can travel to the teacher that is teaching according to the level of the student grouping and need.

Currently, there are three identified ineffective teachers who have received cycles of support from coaches, administration and/or the network support providers. The identified ineffective teachers through the support structure and evaluation process will either improve their practice or be removed.

Under the proposed plan of SIG, we are increasing our administrative team and intervention support structures to include: a math coach for instructional support, a guidance counselor and AIS teacher for instructional intervention, and an assistant principal to provide instructional supervision, evaluation, and grant implementation. Additionally, the administration has requested and applied for Lead Teachers from the NYCDOE Teacher Development Program. Teachers that have had a preponderance of evidence in the “effective” and “well developed” domain have been encouraged to apply to the Lead Teacher Program.

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

All instructional members are expected to:

1. Maintain current knowledge to teach one’s current subjects and proactively work to improve upon their instructional practices.
2. Nurture and foster a learning environment with a student-centered focus.
3. Adapt and modify their teaching approach to meet the needs of students’ varying learning styles.
4. Provide students with timely, honest and immediate feedback.
5. Apply assessment results to the development and revision of lesson and unit plans.

6. Create a culture of high expectations where data guides the teacher and students' next steps.
7. Be reflective practitioners and use feedback from the administration and peers as an entry point to growing professionally.
8. Be an active participant in the teacher teams where they understand self and team as part of a system.

All Grade Leaders and Coaches are expected to (in addition to the items listed above):

1. Set clear, specific goals and next steps for their grade team.
2. Assess what knowledge and skills teachers need to meet those goals.
3. Foster and collaborate in the development and sustainability of a professional learning community
4. Use school-wide, grade and individual student data to develop monitor units of studies, revisions of units and daily lesson plans.
5. Implement the policies, protocols and structures for supporting our common planning meetings and /or other school-wide meetings.

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

The Instructional Cabinet was informed of the School Improvement Grant on May 1st and the members were asked to share feedback on how to improve the quality of instruction at our school. The entire school staff was informed via the weekly Staff Notes as well as in more in depth faculty meeting on May 6th. Parents were informed during the latest *Café con Libros* meeting about the possibilities and potential to enhance our school community while the SLT was informed on May 6th of SIG.

If our school is awarded the grant, we will inform the school community via written communication. I would also invite members of our Instructional Cabinet over the summer to discuss a system for messaging and sharing our next steps with the staff and parent community. The first SLT, PTA, and faculty meetings will be utilized as a venue to discuss the structures for implementation and the school-wide plan.

There are also several venues through which the staff will be informed of the instructional model being implemented throughout the year. We publish weekly communications where the administration writes and shares information with the staff. The grade leaders and coaches will meet three times a month with the administration to discuss the structures and model of implementation. At these meetings we will benchmark the progress and assess coherence of our plan and adjust it as needed. Additionally, there are monthly staff meetings, as well as common planning periods, where the administration and grade leaders ensure coherence and use a common language throughout this process. With respect to parents, we use phone messenger, written communication as well as school wide meetings (such as *Café con Libros* / bi weekly workshops).

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.

We use the open market system as well as proactively engage in discussion with our Teacher Recruitment Manager to support us in this process. Additionally, through our partnership with Teacher's College we are able to evaluate student interns and substitutes as viable candidates for hiring. We have a hiring committee that conducts interviews and evaluates the potential candidates demo lessons to identify if the candidate will be a good match for our school and whether or not their philosophy aligns to our school's vision and mission. There is a rigorous process all potential candidates must undergo to be a teacher at our school. All candidates must submit a written sample, deconstruct a student's writing sample and demo how they would communicate to the child their strengths, explicit teaching point and next steps. The candidate must also complete a multi-step math word problem and talk to the math strategies explicitly used. Depending on the candidate's performance, they will be invited to do a demo lesson in a classroom. With respect to retention of quality teachers, through our cycle of professional development, onsite mentorship and leadership opportunities for all teachers regardless of experience level, teachers are given several entry points to be successful.

F. Partnerships

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

Wilson Language System/Fundations – a professional learning and research-based reading and spelling curricula for all ages that we have begun to work with this year. Fundations is a multisensory, structured curriculum that will be used in a whole group setting for Kindergarten through 2nd grade as well as to provide double dose for students that continue to struggle in RTI groupings. Fundations and Wilson staff developers will come to our school to provide onsite coaching and co-teaching opportunities with our K-2 and AIS /Support Team teachers. For grades 3 through 5, Wilson will be used as intervention for our struggling 2-4th grade readers. Fundations and Wilson have been selected because there has been no systematic structure for teaching phonological awareness and development. Our current data demonstrates a keen need to provide our early childhood grades and intervention for our upper grade students with a research based foundational phonemic /phonological skills based program.

Metamorphosis Math- a current school partner, aims to deepen mathematical content knowledge and expand pedagogical know-how, and differentiate teaching to meet the needs of all learners including special needs students and English language learners. Teachers will explore mathematical big ideas, strategies, and models). Based on teachers' need assessment, data from the student performance on Math State Tests (where the students' progress falls substantially behind their ELA performance) and school wide assessments, there is a clear need to provide

targeted professional development in math. Metamorphosis will provide teacher's with guided supports and coaching to further develop the teachers' math content and conceptual understandings and pedagogical practices.

Pearson Success Maker- SuccessMaker, a new partner, is a digitally driven reading and math learning program that is focused on the needs of each individual student for instruction that is automatically differentiated. It aims to help schools with high percentages of students from low socioeconomic backgrounds meet proficient and advanced levels of academic achievement. We have selected Success Maker for several reasons – more specifically because of the benefits and features of this online program and its potential support to bridge our afterschool program with our day-to-day instruction and school home connection. Additionally, Success Maker provides a data management platform to monitor daily student progress, customize learning plans for individual students, with scaffolded feedback, integration of social studies and science.

Dr. Heidi Hayes Jacobs- Dr. Jacobs is president of Curriculum Designers, Inc. and Executive Director of the Curriculum Mapping Institute. She will be a new partner who will be working with our school community on practices pertaining to curriculum reform, instructional strategies to encourage critical thinking, and strategic planning. We have selected to work with her to support us in our new initiative of aligning our English Language Arts Curriculum to the Social Studies and Science Scope and Sequence and in developing and planning lessons of close reading of texts within the band of complexity.

Junior Great Books- This will be a new PS 277 partner. The Great Books Foundation is a nonprofit educational organization whose mission is to advance the critical, reflective thinking of readers of all grades through a shared inquiry model. Our school has begun using this model as a means to move deeper into Webb's DOK continuum and to support our students in becoming critical readers and thinkers. Our data demonstrates that our students need greater instructional scaffolds to delve deeper into complex texts. Junior Great Books provides the template and resources for our school community to engage in this work with the close reading of complex texts.

Studio in a School- Studio in a School is a current partner providing a community of professional artists who teach visual arts to students in under-served public schools in all grades. Research has shown that the program is correlated with improvement among students in state literacy and math tests, and awareness about art's capacity to engage parents in their children's academic development. We have selected Studio in a School to continue their partnership with PS 277 because of the current successes we are seeing with our students and because they will align the art program to match our Social Studies and Science Curriculum and particular focus on vocabulary development.

Leveled Literacy Intervention- small-group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level. We have selected this curriculum because it is research based and will provide our support staff with the skill set to provide a systematic intervention plan with targeted support for ELLs, SWDs, and students performing at the lowest third.

Teachers College Reading and Writing Project (TCRWP)- Our affiliation with Teachers College consists of curriculum implementation, staff development, principal's study group and coach's study group. This organization has developed state-of-the-art tools and methods for teaching of reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction, which is CCLS aligned. TCRWP provides ongoing, job-embedded professional learning that increases the teachers'

capacity to meet students' needs.

American Reading Company- Teacher observations this past year have surfaced the need to provide teachers with professional development on small group reading instruction. American Reading Company has proven to close the achievement gap by 71 percent in a scientifically based research study. It builds capacity for teachers and administrators with on-site Professional Development; utilizes standards-based assessments culled from a comprehensive review of state standards across the nation; captures data to inform and improve instruction on a daily basis at the student, classroom, and school level; customizes instruction for NCLB subgroups; incorporates parent involvement into daily reading routines. As a school community that needs to tailor its small group instruction, American Reading Company will provide our staff with the tools to customize and target explicit instruction for our students.

Expeditionary Learning-This approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. This curriculum will be used as a supplemental support that will help in us our process of aligning our Literacy curriculum to the Social Studies and Science Scope and Sequence.

Editure/AUSSIE (Australian United States Services in Education) will be working exclusively with early childhood classrooms to help raise student achievement through effective teaching practice. The staff developers will support our early childhood program by coaching our teachers on the implementation of our new curricula, focusing on instruction that clearly targets vocabulary development, and in integrating our current work with the Danielson Framework into best practices.

Making Books Sing- Making Books Sing is an organization that promotes literacy and social development through theater and arts-in-education programming. We have selected to work with this organization so that we can provide our students with an alternative medium to literacy development for our after-school program. Through Making Books Sing, our ELLS, SWDs (students with disabilities) and students performing in the lowest third will have the opportunity to engage in writing and producing theater productions enabling them the opportunity to have greater ownership of their learning and development.

Arts Connection, another new partner, will provide resident artists who expose our students to self-expression through dance, while fostering self-discipline and persistence.

PBIS-Positive Behavioral Interventions and Supports has been a part of our school behavior management system for the first time this year. PBIS works on a continuum of scientifically based behavior and academic interventions and supports. The program teaches and encourages pro-social behavior, arranges the environment to prevent the development and occurrence of problem. Although, we are at the infancy stage of our PBIS plan, we have seen a clear impact on student behavior and a decrease in student behavioral challenges during lunch.

Ramapo for Children will be a new partner. Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life. The services of Ramapo will be used to supplement and support our PBIS initiative as well as provide our teachers with a skill set to de-escalate potential behavioral disruptions and/or crisis, and to create routines and structures to support the social-emotional and cognitive development of all of our children.

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

iii. Partner Accountability

All external partners will meet with administration during the initial school visit and set the expectations for the work as well as goals that will be benchmarked. At this time benchmarks, formative and summative assessments as well as teacher's self-assessment on the Danielson Framework will be used as baseline from which we will create SMART goals and action plans. All programs and providers must set goals and objectives, and provide plans as to how these goals will be achieved, including an explanation of lesson organization and their planning process. Ongoing services will be monitored by the administration, instructional leads, and/or coaches through informal checkups, debriefs and evaluation of progress. After each incidence, written documentation of their audience, treatment, suggestions for next steps, and observable behaviors will be requested. Grant binders will include documentation of all onsite and offsite PD and support and evidence of teacher change of practice that can be observed on informal and formal observations. Teachers will understand that there is an expectation to practice and implement strategies presented during PD.

G. Organizational Plan

i. Organizational chart: See Attachment G

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

At PS 277, there is a core belief that all members of our community should have a space and place to be heard. There are several structures to ensure that all stakeholders have the opportunity to voice their concerns, wishes and dreams. We understand that the quality of life in our school can only be impacted if as a school we nourish a collaborative process with all school members. This entails garnering buy in and enhancing our messaging and communication process. There are several formats for communicating with parents and staff as mentioned in section Eiii. Information is gathered through many venues (monthly faculty meetings, surveys, face to face conversations, online Google community, *Café con Libros* etc.) There are also sub-committees (PBIS, Attendance, Danielson, Safety, SLT, and Child Study Teams) that support and inform the larger administrative team's development of the SCEP and major decisions.

Below are some system and structures that currently guide our work:

- There is a school-wide instructional cabinet team, which is comprised of the administrative team, math and literacy coaches, data coordinator/SPED teacher, and teacher leaders that meet weekly. At these meetings, most current assessments in literacy and math are reviewed with the establishment of school wide goals and next steps. Any major decision, next steps, or revision of major goals is brought to all grade teams by math, literacy coaches and/or inquiry leads during common planning periods.
- Common Planning Time is built into the schedule for all grades. One double period a week is provided, where one period is dedicated to professional development and the other is committed to planning. During the planning periods the teachers examine student work, review and revise curriculum units according to the CCLS. All double common planning meetings have the support of the Math and ELA coach (weeks are alternated between them).
- All common planning meetings use a prescribed protocol for looking at student work, identifying learning gaps and next steps for planning units and small group instruction. All

grade teams use a specified unit template and lesson planning template both of which are aligned to the Common Core. These templates require purposeful planning around specified Tier 2 and Tier 3 vocabulary and DOK questions (see attachment I and J). All unit plans are uploaded and shared with the entire community or feedback on our Google website and final versions are uploaded to Rubicon Atlas. The schedule also provides for single common planning periods across the week.

- The assistant principal meets bi-monthly with RTI and SETTS teacher(s), looks at student work, evaluates student progress and makes any necessary revisions. The teachers work in cycles and re-evaluate student groupings, based on progress and needs assessment of the grade level.

iii. Annual professional performance review (APPR) process

PS 277 has selected the Danielson framework as the tool to improve teacher effectiveness.

- In the 2013-2013 school year, all staff members were asked to select and create two individual SMART goals that were related to Danielson Framework. The goals had to focus on a specific feature within the indicator, for example, in designing coherent instruction, a teacher might chose to focus on either the instructional model/structure, learning outcomes, or wait time etc. and develop a goal specific to that item. The goals are benchmarked and teachers had to check in with the administration several times throughout the year through one on one meetings and self-reflections with documented evidence.
- All staff members will participate in horizontal and vertical observations using the Danielson Framework. This year, we had teacher leads (from k-5) begin the observation process of norming and calibrating using the framework by watching videos from ARIS with the administration and literacy coach. The next steps were for the group to observe each other and use the same process to norm and calibrate. After several sessions, the group then began to provide feedback that was timely (on the spot) honest, and useful to each other about next steps in their practice to move across the rubric. This process continued for several cycles.
- The grade leaders would then also replicate this structure with their grade level. We have been able to complete two cycles.
- Teachers will receive feedback to ensure follow through as well as understanding of features within the indicators.
- The administration and coaches conduct regular walkthroughs and informal observations to evaluate teacher effectiveness, to document patterns and trends as well as progress towards meeting school-wide goals.
- During the informal observation cycles, the administration ensures that teaches are given feedback that is useful, timely, and honest that is developed from documented low inference data that is shared with the teacher. Feedback is either written and/or oral.
- All teachers are encouraged to work with a teacher partner to informally visit and support them with their individual goals. The administration has created structures for teachers to observe and support each other through the inter-visitation cycle.

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

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

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

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

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

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

	PROFESSIONAL GOAL SETTING	APPR	DANIELSON FRAMEWORK	DATA COLLECTION	CLASSROOM ENVIRONMENT ASSESSMENT
September	Initial teacher goal setting	Initial Observations: Formal/informal observation with feedback and goal assessment	Norm and calibrate Danielson with administration and Danielson team leaders.		Initial walk through and feedback
October	Initial teacher goal setting	↓	Initial round of Danielson leaders inquiry observations		
November	<i>Progress monitoring</i>	↓	↓	<i>Collection and Feedback</i>	
December	<i>Progress monitoring</i>	Second Round observation: formal/informal observation with feedback and goal assessment	Teacher team and Danielson leader inquiry observations		
January	Midyear progress evaluation	↓	↓		Second through and feedback
February	<i>Progress monitoring</i>	↓	Second round of Danielson leaders inquiry observations	<i>Collection and feedback</i>	
March	<i>Progress monitoring</i>	Final Round observation: formal/informal observation with feedback and goal assessment	↓		
April	<i>Progress monitoring</i>	↓	Vertical teacher team and Danielson leader inquiry observations		

May	Exit reflection goal	↓	↓	Collection and feedback	Final walk through and feedback
June	Exit reflection goal	↓	↓		

H. Educational Plan

i. Curriculum

We are currently in the midst of revising our ELA and math curriculum. This year, we will align ELA to Social Studies and Science Scope and Sequence. We recognize that much of our work needs to focus on building knowledge through content and academic language through rich non-fiction and informational text, which we will do through this alignment. We have taken the charge to align our Close Careful Readings/Class Sets to the units of Social Studies and Science around central, grade text appropriate text. The SIG grant would allow us to hire Dr. Heidi Hayes Jacobs, who is renowned for her work in curriculum mapping, curriculum integration, and developing 21st century approaches to teaching and learning. Through her guidance and support, our staff and administrative team would be able to effectively learn how develop unit and lesson plans and revise (as needed) based on formal and informal data. American Reading and Junior Great Books would be curricular supports that would help our teachers develop their skill set and understanding around instruction within the texts complexity band.

The SIG would give us the opportunity to provide our students (ELLs, IEPs and lowest third) with an effective afterschool program to meet our students’ social, emotional and cognitive development through alternative methods. Through Making Books, Success Maker, Arts Connected, JDL Technologies, and Context for Learning, students would have an opportunity to access the Common Core Learning Standards through different mediums such as the arts, real life world problems and technology. The after-school program is designed to provide alternative mediums to the meeting the same core objectives. For example, Success Maker, provides customized learning path built around the program's ongoing, real-time analysis of each learner's actual performance. The on-demand intervention plan includes scaffolded feedback, step-by-step tutorials and prerequisite instruction triggered when a learner encounters challenges. Success Maker also provides a data management system to monitor student progress, and customize. Through Successmaker parents will receive trainings to support their children at home with the online access.

The underpinning of our literacy curriculum is Teachers College Reading and Writing Project. Partnership with Teachers College to include: 20 days in-school coaching support, Principal study group, coach study group, and attendance at site-based professional development. TC units of study are aligned to CCLS. This year, we are modifying the T.C. units both reading and writing to align to the Social Studies and Science Scope school-wide.

As noted in section F, Expeditionary Learning (EL) and Junior Great Books (JGB) will be a supplemental support to aligning our curriculum to the CCLS, Science and Social Studies Scope and Sequence. EL and JGB will also support our close reading of nonfiction-fiction for each unit

of study. Fountas and Pinnell's small-group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level. Support providers, AIS and ESL teacher will be trained and push in, when appropriate, to support small group model instruction. Wilson Language System/Foundations will be implemented school-wide for multisensory targeted, explicit teaching for phonic/ phonemic awareness to support decoding skills development. Foundations will be used in K-2nd for whole class phonemic and phonological instruction and as an intervention for students in grades 3-5, who are reading below grade level. Pearson SuccessMaker is a digitally data driven reading and math learning program that is focused on the needs of each individual student providing instruction that is automatically differentiated. It aims to help schools with high percentages of students from low socio-economic backgrounds meet proficient and advanced levels of academic achievement. Our school will be using this program in small groups as an intervention and enrichment instructional support for our Extended Day and Afterschool Program. American Reading Company will provide books for each classroom to support and enhance classroom nonfiction libraries to support and supplement the alignment of the NYC citywide expectations. Each classroom will be receiving 10 baskets of 30-leveled books, an assessment packet, class set of conferencing books, and conferencing tablet. Junior Great Books supports students in higher-level work. This organization will be critical in the development of teachers' use of the shared inquiry method of instruction, which utilizes complex text with higher-order questioning. Junior Great Books will be used for shared reading on science and social studies units of study. Atlas Rubicon templates (Attachment J) and CCLS aligned lesson plan templates (see Attachment I) will be used to plan Math and ELA units.

All components will be monitored and adjustments will be made based on the results of our assessment cycle (calendar)/benchmarks and analysis of student performance of NYCDOE's bundles. All work is scored using the NYCDOE's rubrics. The curriculum that is being implemented will provide our students with CCLS aligned units that build knowledge through content rich nonfiction and informational texts (for our literacy program) as well as provide them with the necessary foundational skills to read. As for the math curriculum, by providing our students with different mathematical experiences through Context for Learning and Success Maker in conjunction with Go Math, we are allowing our students to experience math through a variety of mediums and experiences. Finally, the intervention programs are critical to bring our students up to grade level.

1. Instruction

ELA Shifts

In ELA, we will modify the Teachers College units of study to align to CCLS and to the NY State Social Studies and Science Scope and Sequence. In order to support our work with this, staff is using a Common Core Aligned Unit and Lesson Plan Template, which are being used across all grades, as well as with cluster teachers, to ensure greater coherence across content area and subject matter across a day and across all disciplines. The units of study will also be supplemented in grades 3-5 with Expeditionary Learning and Junior Great Books, providing our students with greater opportunities to close read texts within the band of complexity within an equal balance of nonfiction and fiction texts. In this way, we provide access for all learners to hear more sophisticated text, Tier 2, possibly Tier 3 vocabulary, and have the opportunity to

develop higher order thinking skills through questioning and discussion techniques. All classes will continue to read independently from leveled texts and supplementary books will be provided through the partnership with the American Reading Company. Fountas and Pinnell's Leveled Literacy Intervention, is designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level. To address decoding and fluency skills, we will use Wilson Language professional learning and research-based reading and spelling curriculum, in whole group settings for Kindergarten through 2nd grade, as well as in RTI groupings. In grades 3 through 5, it will be used for RTI groupings. We will also work with AUSSIE consultants (Australian United States Services in Education) in our early childhood classrooms to help raise student achievement through effective teaching practice. Staff developers support schools in aligning existing curricula and instruction with common core standards for teachers, administrators and parents.

Math shifts

In Math we will be transitioning into the GO Math program next year 1. Each week, all students will be completing math exemplars of real world math problems, which are structured to consist of 3 to 5 multi-step word problems. We will be supplementing this curriculum with Contexts for Learning units, which develop problem-solving skills and provide students opportunities for developing critical thinking skills and application of learned content. In response to administration noticing of math lessons being too teacher centered, we will be working with Metamorphosis math to help move us towards the identified NYCDOE's instructional shifts in Math. The shifts are: focusing on the CCLS Standards and Practices, fluency in speed and accuracy, greater coherence across grade levels, support of students' ability to access concepts from a deep conceptual understanding rather than just from a set of discrete skills and application in real world context. Through the support of Metamorphosis, we will focus on cultivating pedagogical content knowledge to inform our teachers. We have also revised the instructional model in math instruction, which is more child-centered. The instructional model presents students with an inquiry-based question while the teacher assesses students, which informs teaching and culminates with greater student practice. This approach to instruction allows for advance planning of multiple access points for all students, as well as affording every learner the opportunity to demonstrate mastery.

iii. Use of Time

Our schedule will increase instructional time through Extended Learning Time and Academic Intervention services offered at the beginning and end of the day. Extended Learning will be academic focused through different mediums. For example, Context for Learning and Making Books (written stories that become theater performances) provide different experiential opportunities that align to CCLS.

Sample Class Schedule Chart: See Attachment E

iv. Data-Driven Instruction/Inquiry (DDI)

- Common Planning Time will be built into the schedule for all grades and professional development around planning and Common Core Learning Standards will be provided by the Math and Literacy Coach and Instructional Leads. Templates for planning and all units are available on the school website for support. Two planning periods a week will

be provided, where one period is dedicated to professional development and the other to planning. The planning periods will be dedicated to reviewing and revising curriculum units and maps as aligned to the Common Core Learning Standards and student data. Bi-monthly, the common planning meetings will be used to examine student work using the protocol for looking to student work. During this meeting, teachers will examine and assess the quality of student work and identify gaps of students' skills and knowledge and revise accordingly, with the support from the coaches.

- The administrative team will meet weekly with the Instructional Leads /Coach as well as join team meetings on a regular basis to examine school-wide and grade data, from monthly summative/formative assessments and walkthroughs. The item analysis of ACUITY and prior State tests is examined and categorized into three areas: Emergency, Challenging and Strengths. This data is then used when planning, to create small group instruction, as well as to inform school-wide plans. The administrative team's informal and formal debriefs with individual teachers and the Instructional Cabinet will include discussions around the alignment of the CCLS in lessons observed and students' progress.
- Professional development will be provided through lab-sites led by Teacher's College, Network Achievement Coach, PS 277 Math and Literacy Coach, Math Consultants and Principal. In order to cognitively and intellectually challenge our students, PS 277 will create common core-aligned units of study in ELA and Math that provide points of access for all students and culminate in a performance task.
- 2 ELA and 2 Math performance task will be given in the fall and in the spring.

v. Student Support

The Child Study Team (CST) meets weekly to discuss academic and social-emotional student support. The CST team consists of the classroom teacher, an administrator, data coordinator, guidance counselor, social worker, math and ELA coach, SETTS teachers and speech provider. Teachers monitor their classes closely and submit a CST form for individual students who need more support. Referring a student to CST does not mean they are automatically receiving an evaluation for special education services. (See attachment F) There is a lengthy process that must be followed before this happens. There are four TIERS in the process. TIER I of the CST process consists of classroom strategies that the teacher has put into place for the child in question. The classroom teacher is to record these strategies and interventions for at least three weeks or fifteen school days.

Tier I Steps:

- Instructional planning which provides access points for all students, including, ELLs and SWD
- Consistent monitoring and documentation of student progress
- Consistent clear feedback to all students (included in the PBIS school-wide matrix).
- Addition /Modification of available space / behavior modifications
- Classroom rules designed to promote effective social skills
- Classroom meeting times on special topics like respecting each other
- Consistent communication and intervention
- Guidance counselor push in into the classroom

TIER II will involve instruction other than whole class. A teacher may also set up a meeting at this time to discuss the child and strategies already attempted. At this meeting, our out of classroom support personnel will brainstorm with the teacher for additional strategies and interventions with the monitoring of 6-week cycles. This is also a time where parents would be involved in the process. The classroom teacher must come to the meeting with their recorded interventions and the log of contacts that were collaboratively created with the parents, classroom teachers and other members of CST. As a result of the CST Meeting, additional strategies will be brainstormed and the team will agree upon new interventions. The classroom teacher will implement these strategies and interventions. We stay in this tier for an additional four to six weeks.

Tier 2 Steps:

- Small group instruction in classroom
- Extended day instruction
- Afterschool instruction
- Work with RTI instructor
- Behavior modification strategies/ behavior contracts

TIER III involves a meeting with the CST and the classroom teacher to discuss any success and further assistance. At this CST review, you may be asked to continue on the current path or we may all agree that the child needs additional support in the form of at-risk services. TIER III takes an additional six to eight weeks.

Tier 3 Steps:

- An FBA and a BIP may be created
- At risk services may be assigned
- If an intervention plan is developed, teachers will collect data on the interventions and document on SWIS
- Individual goals for students will be created
- Tier I and Tier II strategies that were successful will be continued
- Students may be included in a social skills group
- After going through all three tiers without progress, the team may decide to open an initial evaluation for the student.
- If some progress or significant progress has been made with the interventions or at-risk services, another cycle of at-risk may be recommended.

Each child presents a different case. Beginning this process for a student may not necessarily end with a referral for special education services. CST is also a place where you can come to talk about de-certifying a child from setting or from individual services. Also, CST can also be a place where you can talk about any change in the frequency of a mandate that a student is receiving.

- **Guidance Counselor** to be assigned to grades 3-5 and will provide in-class support, individual counseling, small group support, in addition to supporting students and families in distress. Salary- \$82,219

- **Studio in a School-** Studio in a School is a current partner providing a community of professional artists who teach visual arts to students in under-served public schools in all grades. Research has shown that the program is correlated with improvement among students in state literacy and math tests, and awareness about art's capacity to engage parents in their children's academic and social-emotional development
- **Making Books Sing-** Making Books Sing is an organization that promotes literacy and social development through theater and arts-in-education programming.

vii. Parent and Community Engagement

This year we have had several community-sponsored school events where we have invited community agencies and businesses to our school to share with our families the resources and supports available in our neighborhood. We've partnered with local businesses to support our literacy program. We've also had several math and literacy celebrations for our school wide community that garnered a great deal of parent support. We've hosted parent workshops bi-weekly to support families in home literacy, mathematics, and other elements essential to education. We feel that one of the most critical components are the family nights in which both the student and the caregiver can have a shared learning experience. Through this work, we have been inspired to create a parent room with resources such as bilingual books, computers and printers to foster their own professional and literacy development. As a result of work, our parents now look to us as a resource and a source of support for their own learning. Through surveys and meetings, they have requested that we teach them how to do math the new way their children are being taught and computer classes. These requests will guide our parent plan for the upcoming year. These workshops are one layer to the foundation we hope to build for our students and families. We look forward to expanding and continuing this work to empower not only our students, but our families as well.

Our Parent Teacher Association is very involved in coordinating and supporting workshops with the school staff to engage parent involvement. Biweekly, our parents are invited to workshops facilitated by experienced school staff and supported by the PTA. Such topics include: science, literacy, mathematics, promotion in doubt, English Language Learners, state exams, Common Core State Standards, core curriculum, the middle school application process, speech/language development and school attendances/tardiness and/or reading to their children. In particular there are workshops to discuss other pressing issues such as bullying and safety in the local community. The Community Affairs Division representative Officer Espada was invited to help co-lead the workshop. Ms. Lizardi, our PTA President, worked in conjunction with the Mercy Center, Betances Community Center and Segundo Ruiz Belvis Diagnostic and Treatment Center to present a health fair with information on local healthcare resources available to our students and their families. To further, promote academic knowledge and understanding for parents, hosted a Literacy Family Night and Math Family Night, in which students and their entire families were invited to play games, learn strategies and develop at-home teaching tools for academic success. In addition, the PTA helps to promote and facilitate school-wide events such as First Friday's, movie night, community events, and other activities.

Other Venues to Involve the Families at School:

- Provide a multiplicity of ways to communicate with the parents via fliers, letters, newsletters, phone messenger, school wide and one to one meetings.
- Family Fridays in which families engage in learning an activity in the classroom.
- Onsite CBO partnership with Unitas and Acacias to provide parents and their families with health and mental health services.
- Ramapo and PBIS parent workshop that mirror the structures and routines that can be adopted and accomplished at home.
- Award assemblies, theater productions and concerts provide parents with an opportunity to celebrate and learn about their children's successes.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

The Instructional cabinet was informed of the School Improvement Grant on May 1st and the members were asked to share feedback on how to improve the quality of instruction at our school. Parents were informed during the latest Café con Libros meeting about the possibilities and potential to enhance our school community while the SLT and Faculty was informed on May 6th of SIG. During all of these meetings, we asked all stakeholders to share their greatest dreams and aspirations for our school. Together we discussed the current goals and viable next steps for our school based on the current state of affairs. This grant comes at the heels of our Quality Review, where as a community we had already identified strengths, did a needs assessment and preliminary next steps for our school. This prior work easily crossed over to the writing of this grant and the identification of goals and action plan. We gathered all the feedback from all constituents to guide in the development of this plan.

The PS 277 professional development plan was a collaborative effort that consisted of several stages. The initial stage occurred when staff members developed short term and long-term professional goals based upon the Danielson's Framework. Each of these professional goals had measureable outcomes. These goals were analyzed and guided by leadership teams to build capacity and to provide professional development that addresses areas essential to effective implementation. In addition, teacher teams have engaged in data analysis to determine what further instructional needs are necessary to guide student progression. During this analysis teacher teams also engaged in a reflective process in which they determined alternative methods to enhance training for dissemination amongst the PS 277 learning community. The results of this gap analysis are escalated to the leadership cabinet for further professional development decisions.

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

PS 277 Professional Development Calendar 2013-2014. See Attachment K.

iii. Plan for training, support and professional development

The schedule and plan to be implemented for evaluating effects of training, support, and professional development is as follows:

The goal for Metamorphosis is to develop teachers' content knowledge and pedagogical practices. The impact of this work will be measured by the students' performance on exemplars

(students do 2-3 a week) performance tasks (2 per semester) and interim assessments (Acuity). Other additional information used to measure student progress is the data yielded by Success Maker. Teacher effectiveness will be evidenced through the data collected (from informal and formal observation) from the Danielson framework, development and progress of the teacher's SMART goals, and feedback/reflection from professional development workshops and onsite coaching. Adjustments and modifications to the plan will be effected as follows: (1) student assessment data will be checked regularly against benchmarks with action plans developed through the support of Metamorphosis. (2) Student data, patterns and trends from walkthroughs/observation and Danielson scores, units of study and professional development cycles will be triangulated by the administration to identify gaps, progress and if adjustments must be made in one of these areas. Administration and coaches will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

The goals for Leveled Literacy Intervention, Wilson/Fundations, Teacher's College, Great Books Professional development, and Read America is to develop teachers' content knowledge and best pedagogical practices for literacy. The impact of this work will be measured by the students' performance on running records (weekly) whole book assessment (bi monthly) performance tasks (2 per semester) and interim assessments (Acuity) as well as teacher's conferring notes. Other additional information used to measure student progress is the data yielded by Success Maker. Teacher effectiveness will be evidenced through the data collected (from informal and formal observation) from the Danielson framework, development and progress of the teacher's SMART goals, and feedback/reflection from professional development workshops and onsite coaching. Adjustments and modifications to the plan will be effected as follows: (1) student assessment data will be checked regularly against benchmarks with action plans developed through the support of the consultants listed above. (2) Student data, patterns and trends from walkthroughs/observation and Danielson scores, units of study and professional development cycles will be triangulated by the administration to identify gaps, progress and if adjustments must be made in one of these areas. Administration and coaches will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

The goals of Ramapo, Making Books Sing is to enhance the social-emotional strategies and develop structures for school-wide and classroom behavior management. Impact will be measured by (1) data collected on SWIS to monitor student infractions, (2) low inference data from classroom and school wide behaviors, (3) Danielson Framework Indicator on Building Community and Culture for Learning and (4) Teacher's feedback on the relevance and usefulness of professional development workshops. Adjustments and modifications to the plan will be effected as follows: administration debriefs with consultants and development of next steps, evaluation of teacher growth plans in relation to student progress and revising (if needed), surveys of staff, parents and students to identify current state of affairs and make modifications based on the data. Administration and coaches will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

The goals for working with Heidi Hayes Jacobs is to ensure that teachers are trained and are fluent in aligning all elements of curriculum maps and lesson plans to Common Core Learning Standards. The impact of this work will be measured quality of the curriculum maps and lesson plans and alignment to CCLS. Adjustments and modifications to the plan will be effected as

follows: (1) needs assessment of curriculum maps when triangulated against student performance task, (2) unit will be revised to address gaps and deficit of instructional plan, (3) horizontal and vertical planning days (end of year and beginning of year) and itemized analysis across grades will be used to identify gaps and next steps school-wide. Administration and coaches will attend all professional development workshops and debrief with consultants at the end of visit to ensure quality control.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

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

The Priority School will continue to regularly update stakeholders on the implementation of the SIG plan. The SIG plan will be an agenda item for discussion in the monthly School Leadership Team meetings, the shared decision-making body of the school, along with typically monthly Parent Teacher Association or other parent group meetings. In addition, the school will provide

a letter to families and other stakeholders about the status of the school's SIG plan upon the start of the 2013-14 school year and annually thereafter. The NYCDOE will provide the Priority School with a letter template to utilize, similar to the school's designation as a Priority School.

PS 277 will continue to communicate the families and community members as noted in section Eiii. The SLT, PTA and Café con Libros meetings will continue to be the hub for instant messaging. Other measures will include newsletters and calendar of events, phone messenger, and updates on the school website. The Weekly Staff Notes written by the principal as well as the Daily News in the Main Office Screen will inform teachers. The Coaches and Inquiry Leads will always convey the big ideas and essential ideas at their grade level or inquiry meetings. Messages are also communicated through posters that are strategically placed inside and outside of the school.

K. Project Plan and Timeline

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

1. In order to improve and deepen teachers' understanding around effective pedagogical practices and increase student achievement, school leaders and all teachers will create individual professional development plans related to the Danielson framework (to increase student's critical thinking skills and independence) and engage in cycles of inter-visitations (both horizontal and vertical) where reflection, feedback and next steps are provided. In September, January, March and June, the administration will meet to follow up on the progress of the goals and make adjustments where necessary.
2. Use school-wide data as well as patterns and trends from administrative informal and formal observations to develop school-wide goals and professional development plans for the school, specific grade levels and to support in the development of individual teachers (Beginning in September – June with every cycle of 6 weeks, the administration coming together to analyze the data, monitor progress and make adjustments as necessary.)
3. Administrators will use formal and informal data consistently to inform next steps in the growth of individual students and teachers. (Based on the data compiled from bullets 1 and 2, administration will create professional development plans/cycles for grade levels and individual teachers by the coaches, and staff developers.)
4. Create an Inquiry group that is comprised of grade leaders that perform school-wide inter-visitations using the Danielson Framework to provide actionable feedback and next steps and to inform the school-wide and individual professional development plans. The grade leaders (k-5) will participate in three inter-visitations (vertical) of each other on a monthly basis and then lead a horizontal inter-visitation cycle within their grade.
5. Grade leaders will also hold cycles of inter-visitations within their grade level provide actionable feedback and next steps and support grade and individual teachers with individual and grade level goals. All grade leaders will have the support of an instructional lead or administrator.

6. Provide professional development supports from the Network and Professional Development Consultants to guide the school and individual teachers to increase the effectiveness of instruction in all classrooms. The professional development supports will come from Teacher's College, Metamorphosis, and Aussie. America Reads, Positive Behavior Intervention, Junior Great Books, Heidi Hayes Jacobs, Ramapo, and Supports (PBIS) School Committee, and other partnerships as listed in the budget template.
7. To create professional development workshops and scaffolds around the use of Danielson Framework for individual teachers as well as schoolwide, which are all included in the professional development calendar (Monthly Faculty Meetings September 2013 through June 2014)
8. The addition of a supplemental Assistant Principal (pending DOE budget allocation), as an instructional leader to intensify and support the continued implementation and refinement of inter-visitations and feedback cycles (6 week cycles September through June of Administrative Walkthroughs, Feedback and Debriefs).
9. To create structures and maximize the time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs (Prep Schedule with a monthly double common planning time to analyze student work –September through June).
10. In order to cognitively challenge our students, PS 277 will create common core aligned units of study that provide points of access for all students that culminate in a performance task in different content areas. We will continue to systematically align the ELA and Math curricula to the Common Core Standards through monthly common and weekly inquiry planning meetings (Monthly Grade Planning and Weekly Inquiry time will be used to provide grade level and cluster planning time September through June).
11. We will create four performance tasks for each semester in both ELA and Math (two in the Fall and two in the Spring). The students' performance tasks will be collected and systematically analyzed using a school selected protocol to look at the gaps, areas of need in our instruction and next steps. One monthly common planning will be scheduled to perform the analysis of this work.
12. The literacy curriculum will be aligned to the Social Studies and Science Scope and Sequence to increase and systematize our approach to teaching Tier 2 and Tier 3 words and in making the school wide curricula more inter-disciplinary. For example, cluster teachers' curriculum and activities will also line up to the classroom content focus (June 2012-June 2013). Each literacy unit will have a class text set in fiction and nonfiction related to the scope and sequence unit that reflects band of complexity (September 2013 –June 2014).
13. To provide parent workshops on CCLS and ways to integrate CCLS to practical strategies to best support their children at home. Specific workshops that focus on subgroups such as ELLS or supports for boys will also be part of the parent workshop yearlong calendar (Monthly parent workshops from September 2013 through June 2014).
14. To create structures and maximize the time for teachers and coaches to collaborate in evaluating, planning, and aligning curricula to meet students' needs. Dr. Heidi Hayes Jacobs will work with teachers on creating strategies and tools for curriculum mapping. We will

provide planning time over the summer for grade cohorts to plan using specific CCLS curriculum maps, as well as unit/ lesson plan templates will be provided. Atlas Rubicon will be used to analyze unit and lesson plan templates (June 2012-June 2013).

15. The addition of a supplemental AIS teacher, to provide academic intervention to intensify and support our struggling readers and mathematicians in the early childhood grades. Continued support around actionable feedback given to students based on rubrics and checklists as well as laser like feedback and next steps for small group instruction (September 2013 –June 2014).
16. In order to create a safe, nurturing, and inclusive learning community, PS 277 will continue to promote our PBIS philosophy, through lesson plans launched in the classroom and school-wide assemblies that promote the school’s mission to Be Safe, Be Responsible and Be Respectful and through the development of tiered levels of support for specific students (September 2013 –June 2014).
17. The refinement of our communication systems and structures to inform parents about the CCLS as well as path for developing for college and career students.
18. Continued professional development provided by the network to the PBIS core committee to continue their work and mission of school philosophy to Be Safe, Be Responsible and Be Respectful (monthly Assemblies September 2013 through June 2014).
19. Continued support for the PBIS committee that develops and monitors the development of lesson plans and assemblies that embed the school wide beliefs and mission of PBIS (Committee will meet twice a week September 2013-June 2014).
20. Incorporate the use of SWIS as a data tracking learning platform to help us address school-wide patterns and trends and the yearlong plan school-wide and for specific students that fall into Tier 2 and Tier 3 behaviors (Weekly data entering and bimonthly analysis of data September 2013-June 2014).
21. Continued support for parents during our *Café con Libros* meeting, where they meet with the principal to discuss pressing needs, policy and major initiatives and /offer parent training (September 2013 through June 2014).

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

Goal 1: Teacher Effectiveness

- This year structures were put in place for inter-visitations/ walkthroughs using the Danielson framework. We will strengthen our work within these structures to further develop teachers’ understanding of the framework, taking of low inference notes, norming and calibrating. Utilize the expertise of coaches and consultants to provide teachers with a deeper understanding of concepts and content knowledge. Early indicators of successful implementation include established consultant and coach schedules. The opportunities for “labsites” where teachers observe “Master teaching” or are/coached on effective instructional practices by the coaches and/or the staff developers. Informal observations schedule and feedback cycle will show evidence of teacher effectiveness in areas of new learning as well

as teachers providing feedback to their colleagues. Teachers will have a minimum of one-two observations from administration and one from a colleague per quarter to assess effectiveness of professional development.

- Utilize the expertise of coaches and consultants to provide teachers with a deeper understanding of concepts and content knowledge and ways to move on the rubric. The benchmarks will be the checkpoints of the SMART goals developed by the teachers.

Goal 2: Common Core Aligned Curriculum Units and Multiple Entry Performance Tasks

- Develop further a rigorous CCLS-aligned curricula and embed multistep tasks that are that challenge students to think, question, write and problem-solve at higher levels so that they are prepared for a college and career readiness track. Early indicator of success would be the initial implementation of professional development with Heidi Hayes Jacobs and the coaches who will facilitate curriculum and lesson planning, curriculum calendars the development of two core units in content area that aligns to our literacy program and demonstrates evidence of instruction that will challenge students at cognitively high levels. As a quarterly benchmark, planned CCLS-aligned units of study will be submitted for each unit developed during the benchmark periods. At this time, during common planning teachers will examine student work and identify the gap analysis across the unit. Student CCSS-aligned performance tasks will be collected and analyzed each quarter for growth along grade level rubrics. Students will average a 0.5 point increase per quarter.
- Provide teachers with appropriate resources to support each unit. The grade teams will meet with coaches to determine needs with consideration to specific student learning needs and integration of technology as it relates to each unit. The classroom libraries and student materials will be selected to ensure to that fall within the range of the complexity band, core content. The close reading of texts will be accomplished in content specific books. Benchmarks will be the student vocabulary inventory and assessment of writing, informal observations where

Goal 3: Social Emotional Growth of Student

- We will use the School-wide -Information Systems (SWIS) , data tracking learning platform, to help us address school-wide patterns and trends for specific students that fall into Tier 2 and Tier 3 behaviors. We would use the SWIS data to set goals and behavior supports for the students who fall in Tier 1 and Tier 2. We would monitor the children's progress through our Child Study Team bi weekly meetings and by the mentor assigned to the child.
- Counselors will collaborate with administration, teachers, support staff, and parents in reviewing surveys, attendance records, and SWIS reports to create and implement action plans that help shape a comprehensive counseling program that addresses the needs of our school's population and targets the academic, personal/ social, and college/career readiness domains.
- The support of the Ramapo coaches and PBIS committee members will help us strengthened the social-emotional supports school and grade wide. Staff will have the support of on-site coaching to help teachers set routines and structures to de-escalate a crisis as well as promote positive language responses. This will be tracked through the administrative walkthrough as well as by the document the SWIS data.

- School wide assemblies that promote students' attendance and positive behavior will continue to promote the school wide philosophy of PBIS. Parent and community members will be acknowledged. Parent attendance will be taken at monthly assemblies and family Fridays as a way to gauge our parent outreach with the program.

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

Goal 1: Teacher Effectiveness

- The horizontal and vertical inter-visitations led by administration, coaches and lead teachers will build teacher capacity school wide as well as empower key stakeholders. The structure for school wide inter-visitations will also create a common language around what we identify as best practices and critical attributes that fall within each rubric level.
- The administration, coaches, and grade /inquiry leaders will follow a defined structure and protocol to ensure a systematic and coherent process when engaging in walkthroughs, norming and calibrating, as well as the process for providing feedback and debriefs.
- Teacher's will work with a think partner on their self-selected SMART goals and have the opportunity to visit and observe each as a formative practice. Teachers will be provided with per session and/or per diem to allow for greater inter-visitations.
- Teachers will engage in observations during lab-sites and peers where best practices will be modeled and debriefed. The Danielson framework will be used as an anchor in all of these observations.
- As noted in the professional development calendar, this data will be collected by the administration from walkthroughs and one on one meetings with individual teachers. Coaches and grade leaders will engage in walkthroughs (vertical and horizontal). The data collected would be analyzed on several levels by the administrative team, by the Inquiry teams, grade level and by the instructional cabinet. The findings and next steps would be shared with the school wide community. Key indicators to be examined are the components of Danielson (school selected and teacher selected) and teacher's movement across the continuum during the checkpoints September, January, March and June school wide and every 6 weeks for administrative walkthroughs of identified teachers.

Goal 2: Common Core Aligned Curriculum Units and Multiple Entry Performance Tasks

- Ensure that appropriate and adequate resources for the staff to reach its full potential. iPads, laptops and SmartBoards will provide teachers with the opportunity to integrate technology to our CCLS aligned units and provide students with greater opportunities to work towards college and career readiness.
- Through the support of the multiple layers of professional development, teachers will further develop their content knowledge and pedagogical practices.
- Students will have greater opportunities to engage in rigorous open-ended performance tasks that challenge students to think, write and problem-solve at higher levels so that they are better prepared college and beyond.
- Teachers are provided with structured planning time where they must use the Atlas Rubicon and lesson plan templates (that are common core aligned) and use a protocol for studying student work to identify strengths.

Goal 3: Social and Emotional Growth of Students

- Provide parents with a variety of workshops on positive behaviors that mirror the school philosophy that make connections between home and school. Participation of parents in school-wide PBIS assemblies and acknowledgement ceremonies.
- Continued implementation of PBIS. Early wins would be classroom charters visible in all classes, and PBIS expectations for personal behavior matrices will be visible in all areas of the school. Common language by staff and students of the schoolwide matrix
- As quarterly benchmarks, evidence of continued implementation will be observed a minimum of 2 times each quarter. Our data collection will consist of checklists indicating environmental evidence of PBIS, observation checklist of observed implementations, class participation in PBIS rallies and data from SWIS. Guidance counselors will analyze the data to determine the effectiveness of implementation and effect on student character, social, and emotional development. Results of this work will be shared with the SLT and PTA quarterly.

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

Goal One: Teacher Effectiveness Strategies

- Strengthen teaching practices with questioning, discussions and routines that extend students' critical thinking and independence to promote rigor, as evidenced by informal observations and formal evaluations as supported through the Danielson framework.
- Utilize the expertise of coaches and consultants to provide teachers with a deeper understanding of concepts and content knowledge, as evidenced by informal observations and formal evaluations.
- Continued vertical and horizontal inter-visitations through the support of the Inquiry/Grade Leaders, Coaches and Administration and feedback peer cycle.

Goal Two: Common Core Aligned Curriculum Units and Multiple Entry Performance Tasks Strategies:

- Develop further and implement rigorous CCSS-aligned curricula and tasks that challenge students to think, write and problem-solve at higher levels so that they are better prepared for middle school and beyond as evidenced by well-planned CCSS-aligned units of study and growth in student CCSS-aligned performance tasks determined by rubric.
- Ensure adequate resources to enable teachers and students to reach full potential in teaching and learning. Appropriate classroom libraries and student materials will continue to be present in all classrooms.
- Provide teachers with per session opportunities to collaboratively plan units of study with content coaches and administration, evidenced by well-planned CCSS-aligned units of study.
- Established structures and protocols for analyzing student work and gap analysis for all grade teams meetings. The data from these meetings is then triangulated with schoolwide assessment and observations by instructional cabinet.

Goal Three: Social-emotional growth of students Strategies:

- Provide parents with workshops on a variety of topics that will enhance their ability to make informed parenting choices, evidenced by participation and satisfaction data. Continued implementation of PBIS and the Tiered approach to managing student behaviors. Tier 2 interventions are specially designed group interventions that target students at-risk of

displaying challenging academic and behavior problems. These interventions are designed to be quickly accessed, highly efficient, flexible, and to bring about rapid improvement (Hawken & Horner, 2003). PBIS estimates that 10–15% of students will need Tier 2 interventions to be successful in school.

- Tier 3 focuses on the individual behavior of the remaining 5-10% of students. At this tier, students display higher needs and have been unresponsive to Tier 1 and Tier 2. Educators will learn strategies to help students either meet social and behavioral expectations or to cope with their challenges.

- Celebration and acknowledgement of positive behaviors during school-wide ceremonies and continued professional development for staff.

Attachment B

School-level Baseline Data and Target-Setting Chart

**NYCDOE will provide a pre-filled version showing District Averages, Baseline Data and suggested targets*

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013- 2014	Target for 2014- 2015	Target for 2015- 2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	54600	54600	54600	54600
b. Student participation in State ELA assessment	%		99.2%	100%	100%	100%	100%
c. Student participation in State Math assessment	%		99.2%	100%	100%	100%	100%
d. Drop-out rate	%	n/a	n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93%	91%	92%	93%	94%
f. Student completion of advanced coursework		n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	.9%	.8%	.7%	.6%
h. Number of discipline referrals	num		66	26	23	20	17
i. Truancy rate	%		1.0%	2.2%	2%	1.8%	1.6%
j. Teacher attendance rate	%		95.2%	95.5%	95.6%	95.7%	95.8%
k. Teachers rated as “effective” and “highly effective”	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num			100 hrs a year	320 hrs	320 hrs	300
m. Hours of professional development to improve leadership and governance	num			640 hrs a year	680	680	660
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			120 year	280 hrs	280	269
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	94	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	105	Please see memo	Please see memo	Please see memo
q. Student scoring “proficient” or higher on ELA assessment	%		44%	21.9%	Please see memo	Please see memo	Please see memo
r. Students scoring “proficient” or higher on Math assessment	%		57%	25.5%	Please see memo	Please see memo	Please see memo

s. Average SAT score	score	n/a	n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num						
u. Students receiving Regents diploma with advanced designation	%	n/a	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	n/a
w. Ninth graders being retained	%	n/a	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	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: $1 - (\text{total absent days} / \text{total active days})$

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

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

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

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

<ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson’s <i>Framework for Teaching</i> and develop a shared 	<ul style="list-style-type: none"> • PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved
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<ul style="list-style-type: none"> picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students' achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

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

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

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

- s. **Average SAT score**
- t. **Students taking PSAT:** The grade in which students take the PSATs varies from school to school; total takers from 2010-2011 is provided.
- u. **Students receiving Regents diploma with advanced designation**
- v. **High school graduation rate**
- w. **Ninth graders being retained:** This was determined based on audited registers of students who were coded as being in ninth grade in both 2009-10 *and* 2010-11.
- x. **High school graduates accepted into two or four year colleges**

PS 277X 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)
Ramapo for Children contract # RAM021000	1. PS 65X	1. Jasmine Gonzalez, Principal 718-292-4628
	2. PS 369X	2. KAREN COLLINS, PRINCIPAL 718-292-7391
	3. PS001X	3. JORGE PERDOMO, PRINCIPAL 718-292-9191
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
American Reading Company Contract #ONE028000	1. PS 166K	1. MARIA ORTEGA, PRINCIPAL - 718-649-0765
	2. PS 194X	2. ROSA SIFUENTES-ROSADO, PRINCIPAL - 718-892-5270
	3. PS 21X	3. JOYCE COLEMAN, PRINCIPAL - 718-652-3903
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Metamorphosis Contract # MET713795	1. PS 230K	1. SHARON FIDEN, PRINCIPAL – 718-437-9191
	2. PS 503K	2. BERNADETTE FITZGERALD, PRINCIPAL – 718-439-5962
	3. PS 24K	3. CHRISTINA FUENTES, PRINCIPAL – 718-832-9366

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)
Junior Great Books Contract # QR688OT	1. PS 169Q	1) VANESSA CHAMBERS, PRINCIPAL - 718-428-6160
	2. PS 168K	2) JOSEPHINE SANTIAGO, PRINCIPAL - 718-853-3224
	3. PS189K	3) MS. BERTHE G. FAUSTIN, PRINCIPAL -
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)
Wilson (Foundations for K-2 and Wilson for intervention) Contract # 7000610	1. PS 123M	1)MELITINA HERNANDEZ, PRINCIPAL - 212-690-5925
	2. PS 59M	2)ADELE SCHROETER, PRINCIPAL - 212-888-7870
	3. PS 41M	3)KELLY SHANNON, PRINCIPAL - 212-675-2756
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)
Making Books Sing Contract # QR164EA	PS 199Q	Anthony Inzerillo, Principal 718-784-3431
	PS 144Q	Reva Gluck Schneider, Principal 718-268-2775
	PS 86X	Fiona Tyson, Principal 718-584-5585

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 Contract # QR8910Z	PS134M	LORETTA CAPUTO, PRINCIPAL
	PS106X	EUGENIA MONTALVO, PRINCIPAL
	PS204X	MARCY GLATTSTEIN, PRINCIPAL
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)
JDL Horizons	PS 116K	Siew Kong, Principal
Contract # QR812AL	IS 204Q	Thomas Dick, Asst .Prin.
	PS 299K	Wilma Kirk, Principal
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)
Teachers College Reading and Writing Project	PS059M	ADELE SCHROETER, PRINCIPAL
Contract # QR6880K	PS109X	Josette Claudio, Principal 718-583-8878
	PS158M	DARRYL ALHADEFF, PRINCIPAL
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)
Pearson	03M076	Charles deBerry, Principal
	03M154	Elizabeth Jarrett, Principal

Partner Organization Name and Contact Information and description of type of service provided.	31R030 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.	Denise Spina, PRINCIPAL 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)
Dr. Heidi Hayes Jacobs, CURRICULUM ASSOCIATES LLC	PS6R	Denis Forde, AP 718 6973760 x 4301
Contract #	Network CFN 531	Anthony Vellon, Network Leader
7000704	PS 65Q	Rafael Morales, Principal 718 323 1685

*Attachment E
Sample Class Schedule Chart*

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Extended Day</i> 8:00-8:50		Academic Intervention Services	Inquiry Teacher Team Meeting	Academic Intervention Services	
8:50-9:40	Fundations/Close Reading (SS or Science aligned)	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>
9:45-10:35	<i>ELA</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>
10:40-11:30	<i>ELA</i>	<i>Math</i>			
11:35-12:25	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:30-1:20	<i>Art</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>	<i>PBIS</i>
1:25-2:15	<i>Math</i>	<i>Music (aligned to Science or SS)</i>	<i>P.E</i>	<i>Computer (aligned to Science or SS)</i>	<i>Science</i>
2:20-3:10	<i>Social Studies</i>	<i>Social Studies</i>	Fundations/Close Reading (SS or Science aligned)	<i>Math</i>	Fundations/Close Reading (SS or Science aligned)
3:10-5:10	<i>Teacher PD</i>	<i>Extended Learning Time</i>	<i>Extending Learning Times</i>	<i>Extended Learning Time</i>	

Attachment F Child Study Team

CST PRESENTATION FORM

As you fill out this form, please be objective and descriptive. See an intervention teacher if you need any help with this form.

You may not need to fill in the "Explanation of Strengths and Concerns" section for each area. Give more focus to explaining areas of great strengths or concerns.

Be sure to bring artifacts for the CST meeting:

- Samples of student work
- Student Reading Goal Sheet

CST PRESENTATION FORM

Child's Name:			Teacher's Name:		
Child's Age:	Grade:	Presenters' Names			
Home Language:	Date of Presentation:		IEP? Y N		
Held Over Previously? Y N	Grade held over:	Years at P.S. 277			
Attendance/Lateness: _____ out of _____	Have there been family concerns/traumatic events that may affect the child and/or learning <input type="checkbox"/> Yes <input type="checkbox"/> No				
Health/Vision/Hearing:					

Part 1: To be filled out by presenter.

Focus Question: _____

Strengths: _____

Interests: _____

Area	Concern-> Strengths Enter 1 -5	Explanation of strengths and concerns	Example (Anecdote or Artifact to illustrate strength or concerns). Fill in key words to help you present.
ATTENTION			
Ability to sustain energy and stay alert			
Ability to concentrate for the expected period of time on one given task.			
Ability to completes work in an appropriate timeframe			
TEMPORAL SEQUENTIAL ORDERING (Ability to Sequence)			
Ability to recite the alphabet			
Ability to understand number concepts			
Ability to follow multi-step directions out of order			
Ability to tell a story or events in sequence			
NEUROMOTOR FUNCTION			
Hand-eye coordination			
Handwriting			

Ability to throw or catch a ball, walk up and down the stairs, or run.			
Ability to hold a pencil, type, cut, put together and take things apart.			

Area	Concern ...-> Strengths					Explanation	Evidence (Anecdote/ Artifact Included)
	1	2	3	4	5		
SPATIAL ORDERING							
Ability to differentiate between shapes, letters or numbers.							
Letter/ Number formation							
Ability to organize personal space							
EXPRESSIVE LANGUAGE							
Ability to articulate ideas and questions							
Ability to construct focused, developmentally appropriate phrases and sentences							
Willingness to speak							
Writing: Ability to express him/herself through writing							
Encoding: Ability to match a letter to a sound.							
Encoding: Ability to spell							
RECEPTIVE LANGUAGE							
Ability to make connection between letters/sounds & distinguish between sounds.							
Ability to understand lessons that are presented orally							
Ability to follow read alouds							
Decoding: Ability to connect a sound to a letter name							
Decoding: Ability to decode unknown words.							

Reading comprehension: Ability to retell after reading a book alone		
Reading comprehension: Ability to answer literal comprehension questions		

Area	Concern ...-> Strengths					Explanation	Evidence (Anecdote/ Artifact Included)
	1	2	3	4	5		
SOCIAL COGNITION (Social/Emotional Development: Behavior)							
Ability to make friends and work in groups							
Ability to abstain from physically aggressive behavior							
Ability to respond to teacher directions or requests							
Ability to control what s/he says or does							
Ability to follow task-related instructions							
PRAGMATICS (Social Language Use)							
Ability to sustain from verbally aggressive behavior							
Ability to converse with friends informally							
Ability to be engaged in classroom conversation							
MEMORY							
Ability to remember and recall events and instruction							
Ability to follow multi-step instructions							
Ability to learn/remember sight words							
Ability to learn/ remember math facts							
Ability to store and retrieve words							
Ability to remember what s/he wanted to say when called on							

Attempted Strategies	
Strategies that worked	Strategies that did not work

Parent Contact Dates: _____

Most Recent Assessment Data:

Area	Assessment	Date	Result	Estimated Grade Level
Literacy	TC Assessment			
	Overall DRA			
	Reading Fluency			
	Reading Comprehension			
	Citywide ELA (if applicable)			
Math	Writing Fluency			
	Writing Content			
	Citywide Math Test (if applicable)			
	Math Computation			
	Math Problem Solving			

Part II To be filled out by CST team and presenter PRIOR to presentation

Pre-Presentation Questions	Pre-Presentation Recommendations

Part III To be filled out by CST team/recorder DURING the presentation

Post-Presentation Questions	Post-Presentation Recommendations

Part IV: CST follow Up Form

Recommendation	Date & provider of Implementation	How recommendation was implemented	Evidence-based outcomes (anecdote or artifact included)

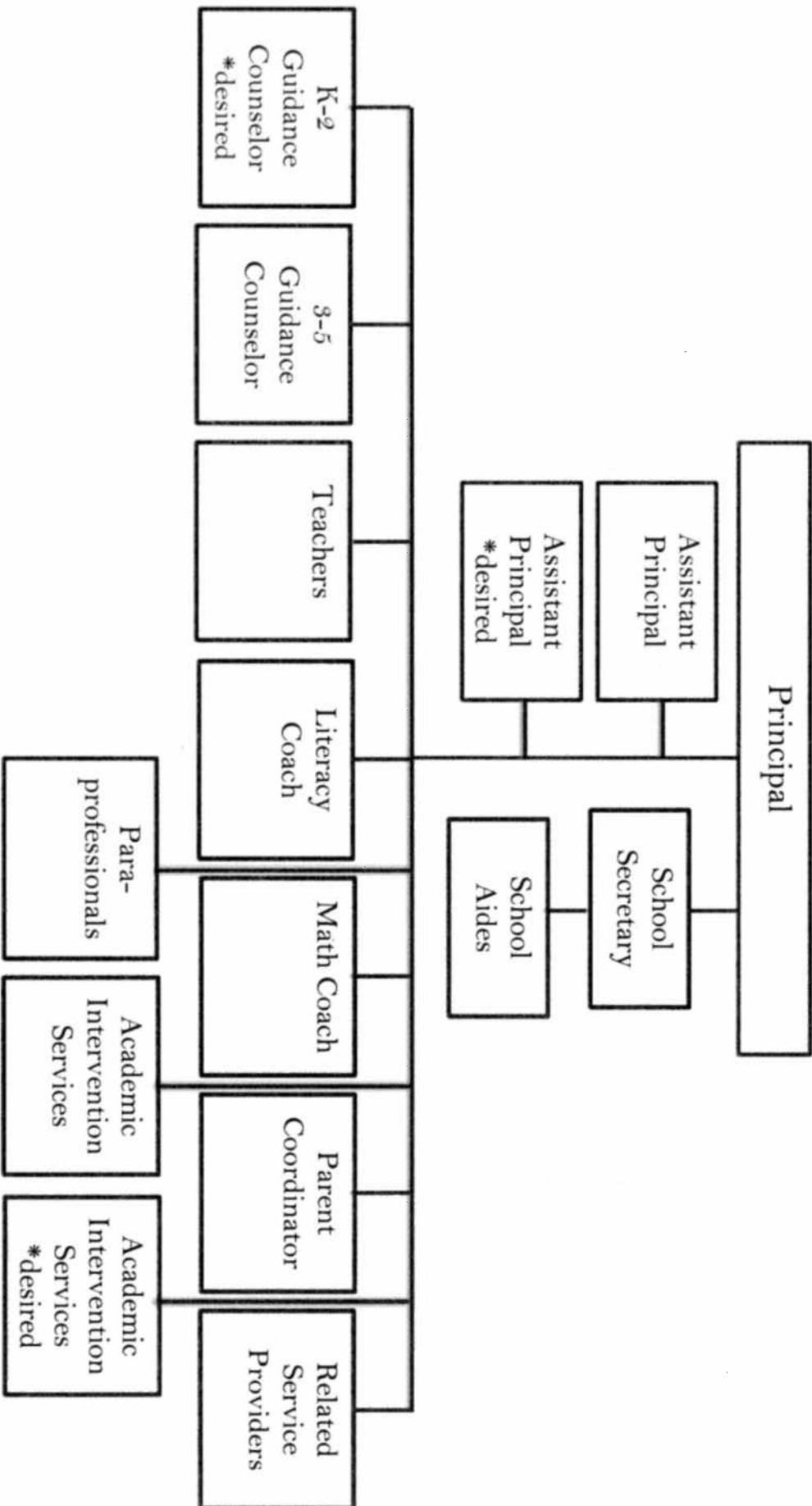
Follow-Up Date: _____

P.S. 277

519 ST. ANN'S AVENUE
BRONX, NY 10455
PHONE: (718) 292-3594
FAX: (718) 292-3630

DR. EVELINA LOPEZ ANTONETTI CHILDREN'S LITERACY CENTER

Organizational Structure Attachment G



Common Core Aligned Lesson Plan Template

Subject(s): _____ Grade: _____

Teacher(s): _____ School: _____

LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION (# 2,3,4 only)
1. Common Core Learning Standard(s) Addressed:	
2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)	
3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)	
4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)	
5. Vocabulary and Higher Order Questions Introduced:	
6. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Step by Step)	
7. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)	
8. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)	
9. Modifications/Accommodations: (What curriculum modifications and/or classroom	

accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)

Common Core Aligned Lesson: Reflection

Does this lesson reflect one of the “shifts” in instruction (see Common Core “Shifts” documents on EngageNY.org)? If so, please describe which shift is addressed and how?

In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21st Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

You are also encouraged to use a facilitated “Learning from Student Work” protocol to review and reflect on student work related to this lesson.

Unit (Week , Weeks)	
Unit Rationale/Why Teach This Unit?	
Goals to be Reached	
Assessment Questions Students Can be Asked ?	Essential/Guiding Questions/Bends for Teachers
Key Areas of Focus in the CCSS	
CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade	
Additional Standards Particular to Your State	
∅	
Pre-Requisite Skills For This Unit	Rubrics/Continua
Words Of This Unit and Tier Two Words	
Terms Related to the Unit	
Terms related to the specific studies	
Sequenced Learning Plans/Minilessons	Assessments <u>Depth of Knowledge (DOK) Levels</u>
Guiding Questions / Bend One: Guiding Questions / Bend Two: Guiding Questions / Bend Three: Guiding Question/ Bend Four:	Initial Assessment Initial Assessment Formative Assessment Formative Assessment Final Assessment

	Final Assessment
Resources	
<p>Texts Used(fiction, non-fiction, on-line, media, etc...)</p> <p>Texts Used(fiction, non-fiction, on-line, media, etc...)</p>	
Instructional Support for Differentiation	
Alternative Maps for this Unit	
Connections to Teacher Effectiveness	

Attachment K

PS 277 Professional Development 2013-2014

Planned Event/Schedule	Project Narrative	Delivery Agent	Desired Measurable Outcomes	Analysis / Reporting Method
<p>Wilson/ Foundations <i>September 2013- June 2014</i></p> <p>Each K-2 teacher will receive 4 half days of pd designed for their respective grade from Foundations in mid-Sept/early Oct, late Oct/early Nov, mid January/early February, & early March/late March</p> <p>The Literacy Coach, AIS teacher, SETTS teacher, ESL teacher, and Speech teacher, in mid-Sept/early Oct, late Oct/early Nov, mid January/early February, & early March/late March</p>	<p><i>Wilson is a professional learning and research-based reading and spelling curriculum for all ages that we have begun to work with this year. It is a multisensory, structured curriculum that will be used in a whole group setting for Kindergarten through 2nd grade, as well as in RTI groupings. In grades 3 through 5, it will be used for RTI groupings.</i></p> <p><i>PS 277 Support Team Providers will also provide intervention using Wilson for grades 3-5.</i></p>	<p>Fundations Staff Developer</p> <p>K-2 teachers</p> <p>AIS teachers and Service Providers</p>	<p>Develop will students phonological and phonemic awareness to promote reading success. At the midyear point of the school, 50% of students were performing below benchmark in letter and sound id assessment. We want to improve that performance level so 75% of students are at benchmark by midyear.</p>	<p>Teachers will report progress using the comprehensive materials for curriculum-based measurement. Teacher teams and the instructional cabinet will identify students whose growth is inadequate and develop an action plan around the areas of need.</p>
<p>Aussie Staff Developer for early childhood education <i>September 2013- June 2014</i> <i>The staff developers will provide on-site coaching/push in model every other week in the early childhood classrooms.</i></p>	<p>(Australian United States Services in Education) will be working exclusively with early childhood classrooms to help raise student achievement through effective teaching practice. The staff developers customize professional development services in more than 2,000 schools throughout the United States for both literacy and math. Staff developers support schools in aligning existing curricula and instruction with common core standards for teachers, administrators and parents.</p>	<p>Aussie Consultants</p> <p>K-5th teachers</p>	<p>Develop knowledge and mathematical and literacy methods within our early childhood classes and build a mathematical foundation. Students to show growth of .5 percentage points on 4 performance tasks.</p>	<p>The analysis of exemplars benchmarks and baseline assessments from NYCDOE. The instructional cabinet and teacher teams will analysis the data quarterly. In addition, the formal and informal observations conducted by the administration team and the Danielson inquiry team bi monthly.</p>

<p>Metamorphosis Institutes <i>5 Days of Institutes during the summer</i></p>	<p><i>Metamorphosis Math, a current school partner, aims to deepen mathematical content knowledge and expand pedagogical know-how, (differentiate teaching to meet the needs of all learners including special needs students and English language learners.) Teachers explore mathematical big ideas, strategies, and models.</i></p>	<p>Learning community consultants K-5 teachers</p>	<p>Build leadership capacity around mathematics within the current learning community and to extend teachers mathematical pedagogy to improve student performance.</p>	<p>The analysis of exemplars benchmarks and baseline assessments from NYC ACUITY. The instructional cabinet and teacher teams will analysis the data quarterly. In addition, the formal and informal observations conducted by the administration team and the Danielson inquiry team bi monthly.</p>
<p>Metamorphosis Learning Communities <i>September 2013- June 2014</i> <i>Four session attended through a semester either Fall or Spring</i></p>	<p><i>This professional development is an extension to the institutes that occurs onsite.</i></p>	<p>Learning community consultants K-5 teachers</p>	<p>....</p>	<p>The analysis of exemplars benchmarks and baseline assessments from NYC ACUITY. The instructional cabinet and teacher teams will analysis the data quarterly. In addition, the formal and informal observations conducted by the administration team and the Danielson inquiry team bi monthly.</p>
<p>Metamorphosis Onsite Coaching <i>September 2013- June 2014</i> <i>20 primary grade sessions</i> <i>20 upper grade sessions</i></p>	<p><i>Each classroom teacher will receive a minimum of six one-to-one coaching around mathematics. Teachers will receive immediate feedback on instruction and next steps.</i></p>	<p>Learning community consultants K-5 Teachers</p>	<p>Extend teachers mathematical content understanding and pedagogy to increase student achievement. Create grade level monthly benchmarks for mathematical concepts.</p>	<p>Observations conducted by the administration team and the Danielson Team monthly. Teachers will turnkey information at common planning to their specific grade and vertically.</p>

<p>TC Reading and Writing Professional Development Services Offsite <i>September 2013- June 2014</i> <i>24 workshop days</i> <i>8-10 leadership session days</i></p>	<p><i>Each year, the TCRWP offers a series of one-day workshops for teachers and administrators. Some of the topics covered include reading, writing, phonics, content area literacy, database assessments and so forth. The days are tailored to specific grade levels, K-8, and are staffed by Project leaders and staff as well as national literacy</i></p>	<p>TCRWP staff developers</p>	<p>Teachers will receive differentiated literacy PD to improve their classroom literacy instruction and methods.</p>	<p>Observations conducted by the administrative team and the Danielson Team monthly. Teachers will turnkey information at common planning to their specific grade and vertically.</p>
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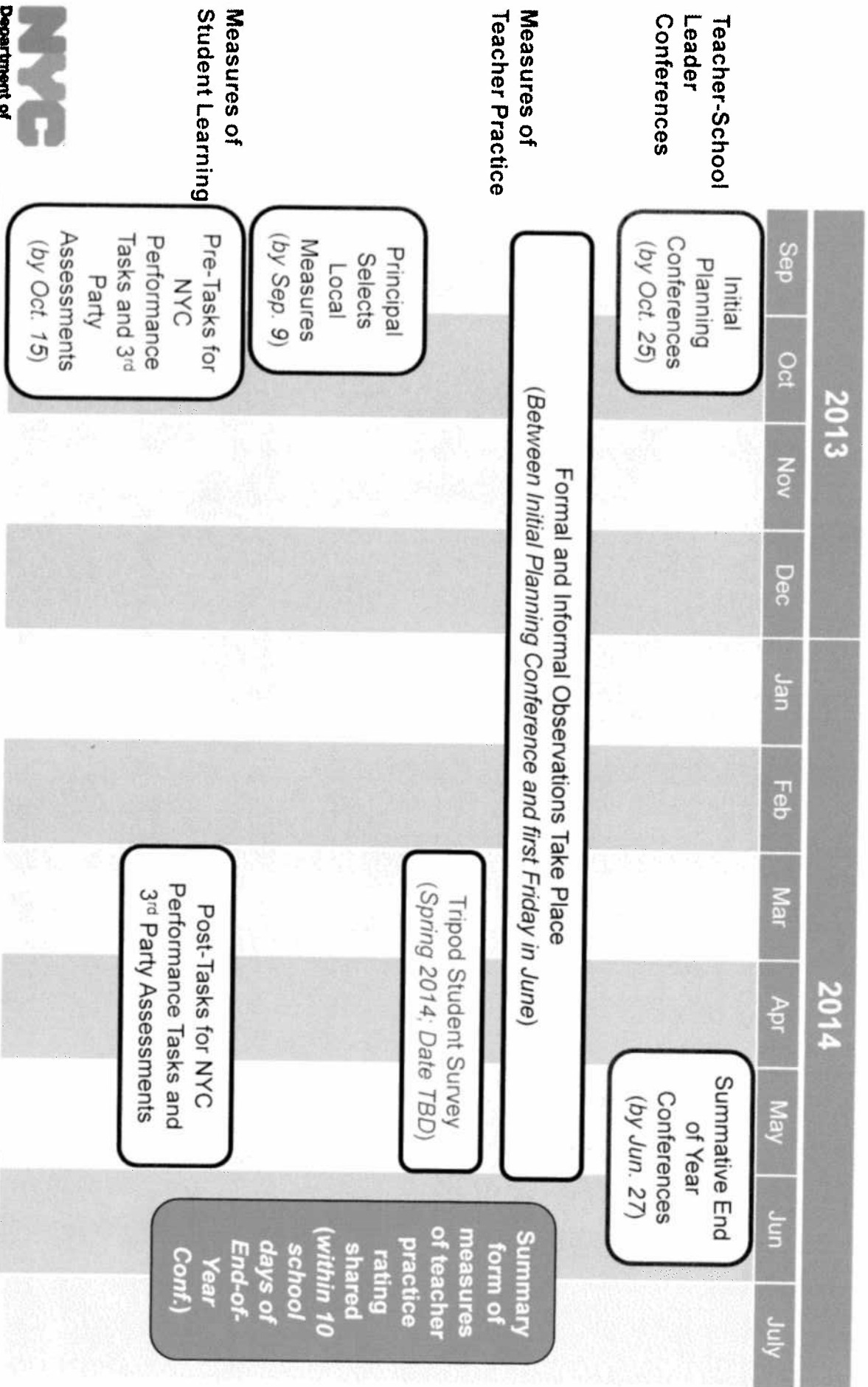
	<i>leaders.</i>			
TC Reading and Writing Professional Development Services Onsite September 2013- June 2014 10 sessions K-2 10 session 3-5	<i>Our affiliation with Teachers College consists of curriculum implementation, staff development, principal's study group and coach's study group. This organization has developed state-of-the-art tools and methods for teaching of reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction, which is CCLS. aligned.</i>	Literacy Staff Developers	This is a support to enhance and build upon teacher's knowledge of the various aspects of literacy. In addition, to coach teachers in coherent development and implementation of the curriculum that fits the needs of the students. Students will improve .5 pts on post performance tasks for each unit with each category.	The analysis of reading levels and other benchmarks collected from Assessment Pro will be analyzed on a quarterly basis. CCLS aligned performance task will analyze monthly to inform instruction. In addition, the formal and informal observations conducted by the administration team and the Danielson inquiry team bi monthly.
Fountas and Pinnell Leveled Literacy Intervention (LLI) September 2013- June 2014 <i>Webinar Series Summer PD through provided materials</i>	<i>This is a leveled literacy small group intervention program to help provide students with targeted instruction that are performing below grade level. The lessons systematically guide student levels books that support their knowledge of reading and writing.</i>	Webinar Series through Heinemann Provide PD DVD's Support Providers and Coaches	63% of our students are reading below grade level. After a semester of implementation the percentage of students performing at grade level will rise 15%.	Data management systems provided by LLI. Monitoring progress of reading levels utilizing Assessment Pro Data Base.
Dr. Heidi Hayes Curriculum Mapping Institute September 2013- June 2014 After school and during teacher teams to watch and plan using the 30webinars Two full day sessions (during the September and November Chancellor Conference professional development days).	<i>Dr. Jacobs is president of Curriculum Designers, Inc. and Executive Director of the Curriculum Mapping Institute. She will be a new partner. She is an educational consultant nationally and internationally. She will be working with our school community on practices pertaining to curriculum reform, instructional strategies to encourage critical thinking, and strategic planning.</i>	Webinars with Heidi Hayes K-5	The curriculum maps will all align to the CCLS standards and be inclusive of rigorous tasks. The maps will also include assessment, higher level DOK, and access points for all learners.	Dr. Heidi Hayes and the instruction cabinet will provide analysis and feedback. Observations of implementation will occur once a month.

<p>Monthly Faculty Meeting to norm and calibrate classroom lesson plans</p>	<p><i>The staff will watch lessons from the ARIS community and use a calibration process in which low inference is aligned to the designated components of the Danielson Framework and rubric</i></p>	<p>Administration, coaches, and /or lead teachers</p>	<p>For teachers and administration to calibrate using the Danielson Framework with 90% or greater accuracy For teachers to understand the high level expectations surrounding the new teacher evaluation system For teachers to discuss resources and strategies to move to next rubric level</p>	<p>Collection of low inference notes and alignment to rubric and group discussion</p>
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<p>Ramapo <i>PBIS Leads will continue support from September-June during faculty conferences.</i></p>	<p><i>Ramapo for Children will be a new partner. Ramapo works on behalf of children who face obstacles to learning, including children with special needs, enabling them to succeed in the classroom, at home, and in life. Ramapo provides job-embedded professional development to enrich teachers' use of social and emotional skills, develop structures to build healthy relationships, and learn practical techniques for de-escalating disturbing or aggressive behavior. All of this is in the interest of helping all students with emotional difficulties to succeed both socially and academically in school.</i></p>	<p>Ramapo consultants and PBIS leaders</p>	<p>PBIS leaders will strategize with teachers to develop action plans around management and individual student behavior action plans. Through SWIS, we will document a 10% decrease of student infraction from September through June.</p>	<p>The consultant and PBIS leaders will discuss and observe with the teacher specific action plans developed through low inference data. In terms of individual behavioral action plans teachers that work with the specific student will help construct an action plans such FBAs and PIPS. SWIS will be the tracking system used to track student behaviors.</p>
<p>American Reading Company Two days: Launch of the school year and election day</p>	<p><i>Teacher observations this past year have surfaced the need to provide teachers with professional development on small group reading instruction. American</i></p>	<p>Consultant K-5 teachers</p>	<p>Leveraging the resources provided to improve on targeted instruction during conferring time in reading workshop.</p>	<p>Data management system provided by the American Reading Company reviewed in six-week cycles with the teacher teams and the instructional cabinet. Observations of</p>

	<p><i>Reading Company has proven to close the achievement gap by 71 percent in a scientifically based research study; builds capacity for teachers and administrators with on-site Professional Development; utilizes standards-based assessments culled from a comprehensive review of state standards across the nation; captures data to inform and improve instruction on a daily basis at the student, classroom, school level; customizes instruction for NCLB subgroups; incorporates parent involvement into daily reading routines.</i></p>			<p>conferring.</p>
<p>Success Maker September 2013- June 2014 Saturday PD for teachers that will provide additional instruction. Parent workshop will occur during school and after school.</p>	<p><i>Success Maker, a new partner, is a digitally data driven reading and math-learning program that is focused on the needs of each individual student for instruction that is automatically differentiated. It aims to help schools with high percentages of students from low socioeconomic backgrounds meet proficient and advanced levels of academic achievement.</i></p>	<p>Success Maker consultant K-5</p>	<p>Target differentiated instruction is based of the ongoing collection and data analysis which will help guide students to improve their scores on formative and summative assessments and support teachers in the planning process.</p>	<p>Teachers providing the instruction will meet with the instructional cabinet to review the data collected from the provided Success Maker data collection tool. This data analysis will occur in six-week cycles.</p>

2013-14 Teacher Evaluation and Development Timeline



Department of Education
 Dennis M. Walcott, Chancellor

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

PROFESSIONAL EXPERIENCES

PRINCIPAL, NYC PS 277, New York, NY.

2012-Present

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Develop, evaluate and supervise effective and clear procedures for the operation and functioning of the school.
- Align the philosophy, values, and goals of the school with the instructional programs, extracurricular activities, discipline systems to ensure a safe and nurturing climate.
- Provide instructional leadership and facilitate the development and implementation of the curricular programs
- Analyze data from multiple sources to identify learning trends, set learning goals, modify instruction and plan of action.
- Coordinate and implement DOE Data initiatives, providing professional development in data using ACUTY and ARIS to integrate into classroom instruction as well as launching the new Common Core Learning Standards.
- Provide oversight of personnel, instruction, curriculum, parent relations, and public information.
- Facilitate and coordinate regular faculty meetings and professional development plans and workshops.

PRINCIPAL INTERN, NYC Leadership Academy PS 11/ PS 314-Muscota, New York, NY.

2011-2012

- Conducted weekly observations and walkthroughs to assess quality of instruction and provide feedback to teachers aligned to the Common Core Standards and Danielson Framework.
- Led professional development workshops as well as the Kindergarten Inquiry Team around writing stamina.
- Served on principal's instructional cabinet and developed system for inter-visitations to support school wide goals around vertical planning, organizational and instructional coherence using the Danielson framework.
- Developed and lead cycle of classroom inter-visitations and instructional rounds with teachers using the Danielson framework to support reflective practice and development of next steps for professional development.
- Collected and analyzed information on student learning outcomes to identify trends, strengths, and areas of need at the class, grade, and school wide level.
- Utilized on-going assessment practices to analyze information on student learning outcomes in order to guide instructional decisions at the team and classroom levels.
- Facilitated and led weekly data chats with individual teachers and grade level teams in order to collectively identify goals, next steps and to develop a plan of action for individual students, classes and grade levels.
- Developed and led parent workshops around the Common Core Standards, Quality Review and instructional practices.

ASSISTANT PRINCIPAL, PS 37-River East, New York, NY.

2010-2011

- Developed teacher and student schedules involving class, content, time allotment and room assignment for pupils.
- Planned and facilitated professional development workshops, courses and study groups for teaching staff and supervisors.
- Developed and supported a culture of reflective practice amongst staff.
- Supervised lesson observations, facilitated and led weekly data chats with individual teachers and grade level teams in order to collectively identify goals, next steps and develop a plan of action for individual students, classes and grade levels.

MIDDLE SCHOOL COORDINATOR and LITERACY COACH, P.S. 171, New York, NY.

2005-2010

- Provided instructional leadership and facilitated the development and implementation of the curricular programs for the school.
- Supervised curriculum development, planning and classroom instruction as well as led regular faculty and grade level meetings.
- Participated in Teachers College Reading Writing Project Institutes/Coach Leadership Groups.
- Coached teachers, modeled lessons, and provided feedback to colleagues in order to effectively implement Teacher's College at Columbia University Reading and Writing Curriculum.

ESL TEACHER, LaSalle School, Plasencia, Spain.

2003-2005

- Taught English as a second language in a primary private school.

SUMMER SCHOOL PRINCIPAL, Moreno School, OMSD, Montclair, CA.

2002

- Planned, organized and coordinated school programs and human resources for summer school programs.
- Designed the academic and extracurricular program for the SPED, ELL, and general education students.
- Launched and monitored enrichment and remedial programs on campus.
- Allocated and managed budget and resources to effectively support students' learning goals.

LANGUAGE COORDINATOR, Moreno School, OMSD, Montclair, CA.

2001-2002

- Structured and designed the English Language Learner Program.
- Organized and implemented local and statewide testing of English language learners.
- Responsible for Strategic Planning Process and Implementation of Second Language Learner Programs.
- Developed and facilitated teacher and parent workshops on ESL/ELL related topics.

- Aggregated and disaggregated student and testing data to identify trends and patterns among our ELL student population.

KINDER, 1st GRADE TEACHER and PEER COACH. Moreno School, Montclair, CA. *1998-2001*

- Implemented the kindergarten and first grade curriculum in an English Sheltered Classroom.
- Provided classroom support and coaching assistance to colleagues classroom teachers to promote dialogue around best instructional practices.

HIGH SCHOOL SPANISH TEACHER and Student of Color Facilitator, Westtown School, PA. *1996-1998*

- Taught middle and high school level Spanish at Quaker boarding school.
- Supervised and facilitated student work program and counseled students on academic and extracurricular responsibilities.

CONCURRENT PROFESSIONAL EXPERIENCES IN ACADEMIA

ADJUNCT PROFESSOR, Hunter College, New York, NY and Queens College Queens, NY. *2005-2006*

- Taught graduate course work to graduate teacher interns in the Elementary and Early Childhood Departments at CUNY.
- Course Titles: "Learning The Art of Teaching", "Learning Content Areas/Multilingual settings: Teaching and Assessment" and "Literacy Practicum".

PROFESSOR OF DIDACTICS, Teachers Resource Centers, Spanish Ministry of Education. *2003-2005*

- Taught postgraduate course work of 3 units accredited by the Spanish Ministry of Education "English Conversation in the classroom, didactics for English Teachers and English as a Second Language" to certified public school teachers.

FACULTY ADVISOR/ASSOCIATE. Claremont Graduate University, Claremont, CA. *2000-2001*

- Supervised and advised student teachers in field experiences and coursework.
- Taught course "Curriculum and Assessment" to graduate teacher interns.

EDUCATION

DOCTORATE OF PHILOSOPHY, Claremont Graduate University, Claremont, CA. *current*

- Coursework completed and in the process of qualitative and proposal defense.

ADVANCED LEADERSHIP CERTIFICATE, Stonybrook University, Stonybrook, NY. *2011*

- Coursework preparation for district and building level administration.

MASTERS OF ARTS, Claremont Graduate University, Claremont, CA. *2000*

- Major in Education.

BACHELOR OF ARTS, Colgate University, Hamilton, NY. *1996*

- Double Major in Education and Spanish.

CERTIFICATION

- California Multiple Subject Credential with Cross-cultural, Language and Academic Development Emphasis (2001).
- California Supplementary Credential in the teaching of Spanish (2001).
- New York State Professional Teaching Certification in Elementary Education (2008).
- Advanced New York Certificate of School Building and District License (2011).

SKILLS and ACCOMPLISHMENTS

- Fluent in Spanish and Portuguese (intermediate level spoken and read).
- Scott Stringer M. Borough President Capital and Borough Grant of \$750,000 Awarded for the development of P.S.171's Science Laboratory. (2007).
- Gates Millennium Scholarship Academic. (2001-2005).
- Who's Who Among Students in American Universities and Colleges. (2002).
- Nancy Whisler Memorial Scholarship, California's Reading Association, (2001).
- Barbara Greenwood Fellowship Award for Teaching Excellence, Claremont Graduate University. (2001).
- CTA Scholarship for Members, California Teacher's Association, (2000).
- META Scholarship -Minority Educational Teaching Award, Claremont Graduate University, (1991).

PROFESSIONAL CONFERENCES

Developed and facilitated the following conferences:

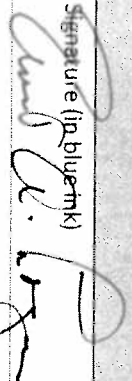
- "American Culture: English Didactics" January, February and April of 2005, Spanish Ministry of Education, Spain.
- "An Overview of Culture in the US: Multiculturalism and Its Footprints" Feb. 2005, Spanish Ministry of Education, Spain.
- Claremont Graduate University Conference, April 5, 2002, "How then shall we live: Empowering our connected lives", Section:Voices of Resistance in Schooling: "Dominican Women's Resistance in the America's".
- "Breathing Life Into the Writer's Notebook" June 2006, May 2009, September 2010, PS 171 and PS 37.
- "Reading With Your Child" Parent Series at PS 171 and PS 37.
- "Integration of Depths of Knowledge in the Classroom" Teacher Workshop at PS 11.

07X277 PS 277

Attachment A
 Consultation and Collaboration Documentation Form

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

- The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:
1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
 2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

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

07X277 PS 277

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

07X 277 - P5 277

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

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Type or print name		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)	6/6/13	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.
Type or print name		

Consultation and Collaboration Documentation Form

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides
Signature (in blue ink) <i>Sagrario Jorge</i> Type or print name Sagrario Jorge	5/22/13	
Teachers Union President / Lead <i>Jennifer Villacis</i> Signature (in blue ink) Jennifer Villacis Type or print name Jennifer Villacis Parent Group President / Lead	5/22/13	
<i>Noemi Lizardi</i> Signature (in blue ink) Noemi Lizardi	5/22/13	

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



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

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

BASIC PROJECT INFORMATION																														
N.Y.C. GRANT #	N.Y.C. DOCUMENT #	PROJECT #																												
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3	0	5	1	0	0	0	1	0	0	5	1																			
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) PS 277																													
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

\$1,237,703

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	0.50	130,000	65,000
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.50	130,000	65,000
Eduacation Administrator	1.00	100,000	100,000
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	600	41.98	25,188
Teacher per session Trainee Rate (rate per hour)	461	19.12	8,816
Supervisor Per Session (rate per hour)	0	43.93	0
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)	892	154.97	138,282
CENTRAL - School Implementation Manager	0.36	119,344	43,419
CENTRAL - Talent Coach	0.13	114,000	14,430
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			460,135

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	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			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, Arts Connection, Making Books Sing	80,070
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Metamorphosis, AUSSIE, JDL Horizons, Foundations/Wilson, Teachers College Reading and Writing Workshop, Hienemann, Dr. Heidi Hayes Jacobs, Ramapo, American Reading Co	291,725
Subtotal - Code 40		371,795

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	124,272
Educational Software	31,600
General and Instructional Supplies	3,852
Library Books	110,350
Supplemental Textbooks	44,240
Subtotal - Code 45	314,314

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	74,103
ARRA FRINGE - CENTRAL	17,355
Subtotal - Code 80	91,458

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)	\$1,237,703
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

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

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

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

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

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	\$ 460,135
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 371,795
Supplies and Materials	45	\$ 314,314
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 91,458
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,237,703

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 468,168
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 352,595
Supplies and Materials	45	\$ 333,755
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 93,919
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 1,248,437

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 455,719
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 326,895
Supplies and Materials	45	\$ 101,126
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 91,050
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 974,790

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 1,384,022
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 1,051,285
Supplies and Materials	45	\$ 749,196
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 276,426
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 3,460,930

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Metamorphosis Master Coaches provide onsite support to all teachers. K-2 teachers - 20 days in Year 1&2 @ \$1750/day, and 10 days @ \$1750/day in Year 3. Grade 3-5 teachers - 20 days in Year 1&2 at \$1750/day, & 10 days @ \$1750/day in Year 3. Per Diems for teachers attending Metamorphosis Institutes & TLCS. Goal 2 Improve Math and ELA Performance.	70,000	70,000	70,000	\$210,000	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Aussie- onsite pull out / push in support for early childhood teachers to help develop effective common core aligned instructional tasks and classroom management practices 25 days @ \$175/day. Per Diems for teachers attending Metamorphosis Institutes & TLCS. Goal 2 Improve Math and ELA Performance.	29,375	29,375	29,375	\$88,125	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	JDL Horizons will support the development and integration of technology, including the use of the Smartboard, into the inquiry projects that each grade team is designing. The teachers will receive two half days of pd, ongoing training during common planning time, and push-in support in the classroom. Each year 2 different grades will have this support. Unit design pd 2 days @ \$1950/day and 10 days of in-class support @ \$1250/day. Goal 2 Improve Math and ELA Performance.	28,900	28,900	28,900	\$86,700	The insights and training in project based learning and technology integration skills acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers, as evidenced in the quality of inquiry projects and the appropriate use of technology as observed through formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Foundations/ Wilson- Year 1- Literacy Coach, AIS, SETTS, ESL & Speech teachers will receive 12 days of PD on Foundations (K-2) and 12 days of PD on Wilson (3-5). 24 * \$1200 per day = \$28,800. Years 2&3: All K-5 teachers will receive four half days of PD specific to their grade (2 in fall semester & 2 in spring semester). 24 days @ \$1200/day= \$28,800. Goal 2 Improve Math and ELA Performance.	28,800	28,800	28,800	\$86,400	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Teachers College Reading and Writing Workshop Package- 20 days of onsite pd 25 Collaborative Day tickets for half Lead Teacher Cohort sessions PD for administration and parents	27,000	27,000	27,000	\$81,000	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Hienemann Leveled Literacy Intervention Training, Year One: Literacy Coach, AIS, ESL, SETTS, Speech teacher will receive 3 days of onsite training for K-2 series and 3 days of onsite training for gr 3-5 series. Year Two: All K-2 teachers will receive 3 days of onsite training, by grade level. Year Three: All grade 3-4 teachers will receive 3 days of onsite training by grade level. @ \$2900/day.	17,400	26,100	17,400	\$60,900	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Dr. Heidi Hayes Jacobs will train teachers on the elements of curriculum mapping of Common Core aligned units of study. She will provide ongoing webinars for grade specific teachers reviewing and discussing appropriate modifications to their maps. Ongoing Support 2 F2F sessions @ \$3300/day and 4 webinars on elements of curriculum mapping and 2 webinars per grade @ \$550/hour. Per Diems for teachers attending Metamorphosis Institutes & TLCS. Goal 2 Improve Math and ELA Performance.	15,400	13,200	13,200	\$41,800	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in the teacher maps uploaded to Rubicon Atlas.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Metamorphosis will deepen mathematical content knowledge and expand pedagogical know-how. Each year, 5 K-5 Teachers will attend a 4 day institute @ \$750/series / 5 Teachers will attend 4 sessions of the Teaching Learning Communities @ \$1200 per participant / Principal will attend 4 days of Principal Learning Communities @ \$1200 / 2 Lead Teachers will attend 4 days of Leader Development sessions @ \$1200 per participant. Goal 2 Improve Math and ELA Performance.	13,350	13,350	13,350	\$40,050	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.

BUDGET NARRATIVE: PS 277 (07X277)

Primary SIC Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	In year one, Ramapo will provide 2 full days of initial PD to enrich staffs' use of social and emotional skills, develop structures to build healthy relationships, and learn practical techniques for de-escalating disturbing or aggressive behaviors. For all three years, they will provide once a month for 8 months in-class support @1350/day. Goal 3 Social & Emotional Growth of Students	13,500	10,800	10,800	\$35,100	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable during formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Professional Development for years 1 & 2, Coaches, AIS, and ESL teachers will receive intensive pull out training and classroom teachers will receive push in support on using SuccessMaker, 10 days @ \$1700/day. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	17,000	17,000		\$34,000	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	American Reading Co will provide teachers with pd on small group reading instruction and help teachers capture data to inform and improve instruction on a daily basis at the student, classroom, and school level. 100 Book Challenge - 1 day of pull out training, 2 days of common prep period training, 2 days of push in support for all K-5 classroom teachers. In years 2&3, two days of prep period training and 2 days of push in support for all K-5 teachers @ \$2000/day. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	10,000	8,000	8,000	\$26,000	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Purchased Services, Code 40	Junior Great Books PD in year one only. Each grade will attend two half day sessions in the fall semester and two half day sessions in the spring semester. 6 days @ \$3500/day. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	21,000			\$21,000	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: Per Diem will be set-aside for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	7,439	7,439	7,439	\$22,316	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Hourly Teacher Trainee Per Session: Per session for 35 staff members to attend 6 one hour archived webinars hosted by Dr. Heidi Hayes Jacobs in year one, and 3 one hour webinars in years 2 & 3. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	8,816	4,408	4,408	\$17,632	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: Teachers College Workshop 25 teachers + 2 Lead Teachers x 4 sessions. Per Diems for teachers attending Metamorphosis Institutes & TILCs Goal 2 Improve Math and ELA Performance.	5,114	5,114	5,114	\$15,342	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: 25 days of Per Diem coverage to facilitate multiple early childhood teachers attending mini workshops prior to in-classroom follow-up support. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	3,874	3,874	3,874	\$11,623	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: Year 2 (3*9) Per Diems for K-2 teachers attending 3 day workshop series. Year 3 (3*8) Per Diems for grade 3-4 teachers. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	4,184		3,719	\$7,903	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: Years 1 & 2, twenty Per Diems & Year 3, ten Per Diems for all K-5 teachers who will be receiving half days of in-class support from Metamorphosis. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	3,099	3,099	1,550	\$7,749	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: For years 2 & 3 - 12 Per Diems for K-2 teachers to attend Foundations training & 12 Per Diems for Grade 3-5 teachers to attend Willson Training. 24*\$154.97=\$3720. Goal 2 Improve Math and ELA Performance.		3,719	3,719	\$7,439	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: Per Diem coverage will be offered to 6 teachers X 2 days of pd on Successmaker. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	1,860	1,860		\$3,719	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: 24 Per Diems for coverage for Great Books PD. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	3,719			\$3,719	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Training, Support, and Professional Develop	Professional Staff (hourly or per diem stipends) Code 15	Teacher Per Diem: 6 Per Diems for 6 teachers (3 per grade) to receive two half day pd from JDL. Goal 2 Improve Math and ELA Performance.	930	930	930	\$2,789	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
Teacher Evaluation (APPI) Implementation	Professional Staff (Code 15)	1.0 FTE Supplemental Assistant Principal (AP). AP will assist with the implementation of the new framework for measuring teacher effectiveness, promote the instructional shifts, introduce a new common core aligned curriculum in ELA and Math, facilitate teacher collaboration to identify gaps and supplement said curriculum to ensure that all students are engaged in rigorous units of study that help them acquire knowledge and develop deep content understandings. Goal 1 Teacher Effectiveness.	100,000	100,000	100,000	\$300,000	AP position will be funded 100% by the SIG funding until such time as the student population grows, as expected in the coming years, and the school is able to sustain the additional Assistant Principal position. Otherwise, the principal is committed to making necessary budgetary adjustments to pay for the position.
Teacher Evaluation (APPI) Implementation	Professional Staff (hourly or per diem stipends) Code 15	Hourly Per session: Per Session for 10 grade leader, math and literacy coaches to attend 20 two hour bi-monthly instructional cabinet meetings afterschool. Goal 2 improve ELA and Math Performance.	16,792	16,792	16,792	\$50,376	This will be funded through school funds.
Student Support	Professional Purchased Services Code 40	Studio in a School: All six grades will receive a 14 week artist residency @ \$6300/residency. Goal 3 Social & Emotional Growth of students.	37,800	37,800	37,800	\$113,400	The school will continue to apply for grants to cover the cost of this valuable program.
Student Support	Professional Purchased Services Code 40	Arts Connection will provide dance instruction for students in the afterschool program twice a week for 40 weeks @294/day. Parents and the community will be invited to recitals throughout the year. Goal 3 Social & Emotional Growth of Students.	23,520	23,520	23,520	\$70,560	This program is a very cost-effective model that the school budget should be able to absorb after the grant is over. However, the school will continue to apply for grants to cover the cost of this valuable program.
Student Support	Professional Purchased Services Code 40	Making Books Sing, an organization that promotes literacy and social development through theater and art-in-education programming. 90 students afterschool rotated through the year in small groups. 40 sessions @ \$400/session. 5 schoolwide assembly programs @ \$400/presentation. 3 Schoolwide presentations @ \$250/day. Goal 3 Social & Emotional Growth of students.	18,750	18,750	18,750	\$56,250	This program is a very cost-effective model that the school budget should be able to absorb after the grant is over. However, the school will continue to apply for grants to cover the cost of this valuable program.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Student Support	Professional Staff (Code 15)	1.0 FTE - Supplemental Guidance Counselor (GC) . Guidance Counselor will share in the work of providing critical supports to our students and families. The Guidance Counselor will be assigned to grades 3-5 and will provide in-class lessons in addition to supporting students and families in distress. Goal 3 Social & Emotional Growth of students.	65,000	65,000	65,000	\$195,000	The Guidance Counselor position will be funded 100% by the SIG funding until such time as the student population grows, as expected in the coming years, and the school is able to sustain the additional position. Otherwise, the principal is committed to making necessary budgetary adjustments to pay for the position.
Student Support	Professional Staff (Code 15)	1.0 FTE - Supplemental AIS teacher . Teacher will intercede and provide necessary supports to improve our students' ability to maintain academic expectations. The AIS teacher will closely monitor student data and track and monitor the student academic progress of targeted students and document the effectiveness of all intervention. Additionally, the AIS teacher will provide support to teachers who lack knowledge about strategies and activities that are effective for providing individual and small group instruction. Goal 2 Improve Math and ELA Performance.	65,000	65,000	65,000	\$195,000	The AIS position will be funded 100% by the SIG funding until such time as the student population grows, as expected in the coming years, and the school is able to sustain the additional position. Otherwise, the principal is committed to making necessary budgetary adjustments to pay for the position.
Student Support	Professional Staff (hourly or per diem stipends) Code 15	Hourly Per Session: Per session for 20 teachers to teach 2 hours afterschool for 100 sessions serving 200 students. Goal 2 Improve ELA and Math Performance.	109,148	109,148	109,148	\$327,444	Additional grant funding will be sought to continue the afterschool funding when this grant expires.
Student Support	Supplies, materials, supplemental textbooks and software (Code 45)	Supplies for afterschool program. Goal 2 Improve ELA and Math Performance	2,000	2,000	2,000	\$6,000	This will be funded through school funds.
School Climate and Discipline	Professional Staff (hourly or per diem stipends) Code 15	Hourly Per Session: Per Session for 5 teachers on PBIS Committee to meet every other week, 20 meetings for 2 hours per meeting. Goal 3 Social & Emotional Growth of Students.	8,396	8,396	8,396	\$25,188	This will be funded through school funds.
School Climate and Discipline	Professional Staff (hourly or per diem stipends) Code 15	Per Diem: 5 Per Diems for 3 teachers who will attend 5 sessions of PBIS, provided by the network at no cost to the school. PBIS (Positive Behavior Intervention Services) provides training on developing schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. These teachers will turnkey training to staff and offer parent workshops afterschool. Goal 3 Social & Emotional Growth of Students.	3,099	3,099	3,099	\$9,298	The insights and training in project-based learning and technology integration skills will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers
School Climate and Discipline	Supplies, materials, supplemental textbooks and software (Code 45)	Supplies for PBIS program in all classrooms. Goal 3 Social & Emotional Growth of Students	1,000	1,000	1,000	\$3,000	This will be funded through school funds.
Parent and Community Engagement	Supplies, materials, supplemental textbooks and software (Code 45)	Supplies and materials for parent workshops before, during and afterschool on topics such as behavior management, supporting their child's academic at home with reading and homework routines, training for weekend access for parents to do online ELA and Math instructional software, family nutrition, and technology. Goal 3 Social & Emotional Growth of Students	852	999	1,010	\$2,861	School Parent engagement monies will continue to support parent workshops.
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	In year, one 6 classrooms will be equipped with Smartboards and in year 2, all the 15 remaining classrooms will receive Smartboards. Training will be provided by JDL Horizons. Goal 2 Improve ELA and Math Performance	29,520	73,800		\$103,320	All classrooms will have Smartboards.

BUDGET NARRATIVE: PS 277 (07X277)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	Apple: 30 iPads in year one for staff to use with Smartboards, 130 iPads, 13 @ \$5580/10 pack distributed to all classrooms. Goal 2 improve ELA and Math Performance	16,740	72,540		\$89,280	NYSTL hardware funds will be used to purchase/replace additional iPads, if necessary.
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	25 Apple 21.5" laptops @ \$1333.97 each to use with the SuccessMaker online ELA/Math software. Goal 2 improve ELA and Math Performance.	33,349	33,349		\$66,699	No indication at this time that additional devices will be required. It has been projected by the vendor that in three years, at the end of this grant cycle, the SuccessMaker program will also run on iPads.
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	Apple: A new Mac lab for students who will learn keyboarding, information literacy skills, research and presentation tools to use for online testing and inquiry work projects. 2 Apple servers to support a schoolwide intranet, allowing students to save and access their work from any location in the building @ \$2990ea / 26 iMacs @ \$1333.97 ea / 2 external hard drives for mirror image backup and cables @ 1000ea / Apple integration service @ \$2000 Goal 2 improve ELA and Math Performance	44,663			\$44,663	NYSTL hardware funds will be used to purchase/replace any additional equipment for the lab.
Instruction	Supplies, materials, supplemental textbooks and software (Code 45)	Wireless external keyboards for the iPads to use for online testing. Year 1, 21 & Year 2, 38 @ \$69 each		1,449	2,622	\$4,071	NYSTL hardware funds will be used to purchase/replace any additional wireless keyboards. This will be a priority in light of implementation of online testing.
Data Driven Instruction/Inquiry (DDI)	Supplies, materials, supplemental textbooks and software (Code 45)	Educational Software: 60 perpetual/concurrent licenses of Pearson's SuccessMaker web based Math/ELA personalized learning software to be used by all teachers, according to a pre-determined schedule, to facilitate data driven personalized learning and individual & small group instruction in every classroom @ \$1000 per license purchased over two years and \$1600 initial setup fee in year one. Per Diems for teachers attending Metamorphosis Institutes & TICS. Goal 2 Improve Math and ELA Performance.	31,600	30,000		\$61,600	These concurrent licenses will never expire and can be used in perpetuity.
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Library Books: Fiction and non-fiction classroom libraries to support integration of ELA into Science and Social Studies through introduction of grade level inquiry projects. Per Diems for teachers attending Metamorphosis Institutes & TICS. Goal 2 Improve Math and ELA Performance.	40,000	65,000	45,000	\$150,000	The class collections of content-related fiction and nonfiction books will continue to be supplemented with the NYSTL Library funds.
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Supplemental Library Books: Class sets of 100 Book Challenge Classroom Library Collections, including ERLA (Early Reading Literacy Assessment) and individual tablets for teacher-student conferencing. K-1 six class sets @ \$397 each, Grades 2-5 12 class sets @ \$3875 each, Years 2 & 3 costs for program consumables, Six K-1 classes and twelve grade 2-5 classes @ \$225/class. Per Diems for teachers attending Metamorphosis Institutes & TICS. Goal 2 Improve Math and ELA Performance.	70,350	4,050	4,050	\$78,450	The class collections of books provided by the 100 Book Challenge will continue to be supplemented with the NYSTL Library funds.
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Supplemental Books: Fountas and Pinnell LLI Classroom Kits Year 1, one kit per grade to be shared by coach, AIS, ESL, SETTS, and Speech teachers. Year 2, one kit per K-2 class. Year 3, one kit per grade 3-5 classes. Cost of kits: K-1 \$1635, 1- \$2700, \$2,2835, 3- \$4500, 4- \$4500, 5- N/A. Per Diems for teachers attending Metamorphosis Institutes & TICS. Goal 2 Improve Math and ELA Performance.	15,970	18,315	36,000	\$70,285	Any student consumables needed after the grant expires will be absorbed into the school budget.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Year 1-3 TOTAL	Sustainability
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Junior Great Books supports students in higher-level work. This organization will be critical in the development of teachers' use of the shared inquiry method of instruction, which utilizes complex text with higher-order questioning. Junior Great Books anthology, teacher edition, CD, workpages. 210 K-2 students @\$32/student and 300 grade 3-5 students @\$40/student. Years 2&3, consumable workpages @\$15/student K-5. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	18,720	7,650	7,650	\$34,020	The insights and training acquired will be sustained through ongoing collaboration by the entire school learning community and supported by the coaches and lead teachers and observable in both formal and informal observations.
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Supplemental Books, Books and Materials for Foundations and Wilson Foundation K-2 @ \$865 per kit / Wilson 3-5 @ \$1074 per kit. Goal 2 Improve Math and ELA Performance.	7,756	10,769		\$18,525	Any student consumables needed after the grant expires will be absorbed into the school budget.
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Supplies: iPad covers to protect the iPads from damage 90@\$69/each. Goal 2 improve ELA and Math Performance.		11,040		\$11,040	NYSTL hardware funds will be used to purchase/replace additional iPad covers, if necessary.
Curriculum	Supplies, materials, supplemental textbooks and software (Code 45)	Supplemental Books: Context for Learning Math Series for all classrooms K-5 Use of materials supported by Metamorphosis Master Coaches. Per Diems for teachers attending Metamorphosis Institutes & TILCs. Goal 2 Improve Math and ELA Performance.	1,794	1,794	1,794	\$5,382	Any student consumables needed after the grant expires will be absorbed into the school budget.
All	Employee Fringes Code 80	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	\$74,103	74,087	73,790	\$221,981	
		Subtotal School	1,162,499	1,162,500	900,000	3,224,998	
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): 0.38, 0.43, 0.43.	43,419	49,616	43,180	136,215	
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): 0.13, 0.14, 0.14.	14,430	16,490	14,351	45,271	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	17,355	19,832	17,259	54,446	
		Subtotal Central	75,204	85,937	74,790	235,931	
		TOTAL SIG	1,237,703	1,248,437	974,790	3,460,930	
		Non-Core Instruction Tax Levy	228,926	228,926	228,926	686,777	
		Title 1 for Priority and Focus Schools	99,356	99,356	99,356	298,068	
		Other Title 1 allocations	411,201	411,201	411,201	1,233,603	
Other sources of income		TOTAL	1,977,185	1,987,920	1,714,272	5,679,377	