New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

District (LEA)			LEA Beds Code:
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
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Legal School Name for the Priority School Identified in this Application			**School Beds Code**
P.S. 064 Pura Belpre			320900010064
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
K - 5 (3 -5 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
865			1425 WALTON AVENUE, BRONX NY 10452

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

Turnaround	Restart	Transformation	Closure
☒	☐	☐	☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature ~~(in blue ink)~~	Date
Dennis M. Walcott	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

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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

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

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

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

ii. Labor-management documentation

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

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

C. District Accountability and Support

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

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

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

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

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

Tara O'Brien, principal of PS 64 Pura Belpre, has been an educator, coach, and assistant principal in the New York City school system since 2000. Ms. O'Brien demonstrated instructional expertise and leadership qualities and was accepted into the Leadership Academy. Ms. O'Brien was hired as the principal at PS 64X in August of 201, where her assessment of the needs of teachers in the building along with collaborative conversations led to replacement of almost 40% of the faculty with more qualified, more successful teachers, leading to better instruction, new curricula aligned to the CCLS, and a 3 point gain in math proficiency from 2011 to 2012.

Daniel Russo, the principal for The Walton Avenue School, has worked in the NYC DOE since 2007. Mr. Russo has experience in general education, ICT classrooms, and positive behavior intervention classrooms. He has led professional development around instructional technology, literacy interventions, positive behavior interventions, and peer mediation and mentored novice teachers to build their instructional practices and design structures that ensured continued professional growth. He is completing the New School Intensive program during spring 2013.

Kattia Cuba, the principal of Lucero Elementary School, is a graduate of the NYC Teaching Fellows program and has served as a bilingual education teacher, Literacy Coach, Staff Developer, UFT Teacher Center support staff, and Data Coach. She also brings her experiences as a community and civil rights advocate, raising over $500,000 over the last 11 years through technology grants and government funds for her school and developing curriculum grounded in social issues. She is completing the New School Intensive program during spring 2013.

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

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

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

training program and then a subsidized master's degree program while Fellows or Corps members are teaching in a New York City public school.

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

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

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

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

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

pre-qualified external partner organizations by soliciting proposals and choosing the best fit according to its needs.

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

Major partners that will be providing services critical to the implementation of PS 64 Pura Belpre's plan are:

- Time to Know (T2K)
- Asphalt Green's Recess Enhancement Program (REP)
- Digital Age Learning
- Aussie/Editure
- Catapult Learning
- Fordham University ESL Resource Network

Major partners working with The Walton Avenue School on its implementation include:

- Education Through Music
- Ramapo for Children

Major partners identified to work with Lucero Elementary School include:

- Digital Age Learning
- Ocean of Know

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. 064 Pura Belpre, students with disabilities comprise 18% of the school's population, 1% points higher than the citywide elementary school average. English Language Learners comprise 49% of the school's population, 33% points higher than the citywide elementary school average. Only 18% of the students at the school are proficient in English Language Arts, putting the school in the bottom 1% citywide. Only 27% of the students at the school are proficient in Mathematics, putting the school in the bottom 1% citywide. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

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

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

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

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

Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency, and may also include ELLs and/or SWDs.

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

iii. District strategies for enrollment equity

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

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

For the new schools as part of the Turnaround model, the NYCDOE worked with the CSA, UFT, and the parent body of the district to ensure there was local-level engagement even though the new schools do not officially open until September 2013. For the UFT, proposed new leaders met with UFT district representatives on their plans and obtained their signature on Attachment A. The NYCDOE consulted with the Chancellor's Parent Advisory Council (CPAC) to determine that district representatives would engage through the scheduling of meetings and then through email with the proposed new leaders on their school-level plans.

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

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

A. School Overview

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

The visions, missions and goals described in this plan reflect those of three schools: the Priority School, ***09X064 PS 64 Pura Belpre (PS 64)***, which is phasing out, and the new schools, ***09X294 The Walton Avenue School and 09X311 Lucero Elementary School (Lucero)***, which are phasing in to replace the Priority School under the Turnaround model.

PS 64: PS 64 is dedicated to ensure that the school's learning community receives and implements differentiated supports to propel students, parents, and staff in driving student achievement. The school will maximize all resources to support student learning, teacher effectiveness and social emotional growth in a systematic way to build capacity with all of its constituents. As the school beings to phase-down, it intends to actively create and maintain an innovative approach to challenge students as a whole and individually to meet the rigorous demands of the CCLS. Moreover, PS 64 will leave a footprint for the new schools to smoothly transition into.

The school's mission will be driven by the following goals:

- All students are capable of making gains in their current achievement levels. By June of 2014, 100% of the tested population will meet Adequate Yearly Progress (AYP) as measured by the NCLB federal mandate.
- Teachers are effective when they use proven strategies in conjunction with high levels of content knowledge and receive continuous accurate direct feedback in the moment to help them improve their practice. By June of 2016, all teachers will be fully familiar with the new teacher evaluation system and By June 2015, 100% of teachers will be evaluated on all twenty-two components of Danielson and 80% of teachers will move from a lower to a higher level in the four rating categories (Highly Effective, Effective, Developing, Ineffective) in areas where improvement is needed.
- The school educates the "whole child" – PS 64 teaches not only academics but also social emotional skills to help students become confident members of society. By June of 2016, all students will decrease behavioral occurrences by 95%. Tier II and III occurrences will be tracked and monitored appropriately.

The Walton Avenue School: The Walton Avenue School is a new district school located in the Mount Eden section of the Bronx. Its mission is to create a generation of young people who are critical thinkers, clear communicators, and collaborative teammates. Each student at The Walton Avenue School will receive a tailored educational experience that values their unique contributions to the learning community and supports them to become life-long learners. The school expects teacher and parents to be committed to every student's individual achievement and work tirelessly to provide the support necessary for all children to excel. The Walton Avenue School will create student teams that problem solve, ask questions of those around them, and seek detailed explanations of the world in which they live.

At The Walton Avenue School, collaboration is modeled for students through the interactions of the staff and the relationship with the community. Common curriculum planning,

transparency with parent advocacy groups, and collaboration with neighborhood community-based organizations position the school as a true community partner.

The Walton Avenue School makes daily decisions that are rooted in five core values: **Respect** for all people; **Enthusiasm** for learning; **Empathy** for neighbors in need; **Collaboration** with communities; and **Perseverance** as pathway to achievement. Three major goals of The Walton Avenue School by 2016 are:

- To increase the number of students reading on grade level by 25% when compared to the previous performance of the phase-out school.
- To increase parent involvement at monthly parent association meetings, parent workshops given by teachers and school leaders, and at community events to at least 50 family members per event.
- To decrease the number of incident reports filed in Online Occurrence Reporting System (OORS) by 50% when compared to previous filings of the phase-out school.

Lucero Elementary School: Lucero Elementary School's vision is to develop individuals that are active participants in the social, economic, and political systems of their world and who find solutions to the challenges of the 21st century using their collective learning as primary tools for changing the world for the better. The school's mission is to cultivate 21st century, college bound learners who embark on gaining a rich understanding about the issues impacting the local and global communities of which they are a part, and who become equipped with the academic, inter-personal, and technological skills necessary for growing into participatory citizens who generate solutions for a better world.

Lucero's curriculum will be framed within a social-issues context. Students will learn about the challenges in our local and global communities, ask questions and research problems, generate bold and new ideas that will change the world, design what they imagine, collaborate with others, and share and present ideas and solutions through the use of technology to call others to action. Teachers will facilitate learning by delivering instruction with essential questions centered on fostering a deeper sense of community, highly predictive character traits, and infused with the authentic use of technology. Across all the content areas, the curriculum will be grounded in the Common Core and will focus on inter-personal skills, community awareness, and social issues. Lucero will offer a Dual Language program to support language needs of ELLs.

Lucero's goals for the next three years under this plan are:

- Goal #1: Students will show increased proficiency in ELA and Mathematics. There will be a 10% increase of students performing on level 3 and 4 in ELA and Mathematics, as gleaned from NYS ELA & Math exam data between Year 2 and Year 3.
- Goal #2: Students will develop character traits that will help them to become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development. At least 75% of students enrolled in Year 1 through Year 3 will show a Level 3 or 4 proficiency on at least 5 of 7 character traits.
- Goal #3: Students will use technology authentically to research, collaborate, and present information to others. 100% of students enrolled in Year 1 through Year 3 will have at least 3 technology projects per year in their portfolios.

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

reading and writing skills, particularly strategies for students with disabilities and English language learners. The school will offer digital instruction and remediation to students through computer programs, as well as guided reading daily, an F-status (part-time certified instructor or administrator) guided reading teacher (a state-certified and part-time educator) for the bottom third of students, and parent workshops to help extend the learning of students and families into the home.

To achieve the goal of increasing parent attendance at parent association meetings and other parent events by at least 50 attendees, the school will use staffing and space to create a relationship with parents. In the school neighborhood, that requires extensive support for non-English speaking parents. Through hiring a bilingual social worker, creating an ELL parent resource room, hiring an ELL community associate, and encouraging staff to partner with the parent association to include teachers (a PTA), The Walton Avenue School expects the tone in the building to be one that welcomes parents and values them as partners, leading to the school to achieve its goal.

To achieve the goal of decreasing OORS incidents by 50%, The Walton Avenue School aims to completely turn around the culture of the building. The school will implement the Responsive Classroom model which uses morning meeting and closing circle time to build relationships. It will partner with Education through Music, an organization with a proven record of using music instruction to decrease problematic behaviors in the city's hardest to serve neighborhoods. The school will purchase uniforms for each child so that they are clearly distinguishable from students at the other schools on campus. School aides will be hired to serve as hall monitors on both floors of the school building to ensure students are behaving within the confines of the school's core values and that students from other schools are not entering its campus. The school will have a school aide who will serve as a greeter at the front door and escort parents to their location to ensure the safety of the school.

Lucero Elementary School: Lucero's design model focuses on academic development through a curriculum framed within a social issues context, cultivating 7 highly predictive character traits, and the development of technology skills. In addition, the school will offer a dual language program. By learning about social issues, students become invested in making sound arguments, which lead to improved critical thinking. The constructivist approach calls for a units designed to provide students with the knowledge and skills that will carry them beyond school walls, instructional goals emphasizing expertise and deep conceptual understanding, a balance between depth and breadth, content organized around powerful ideas, scaffolding, an active role on the part of the student to construct meaning, and drawing out students' prior knowledge as a starting point for instruction (Parkay et al, 2010). Lucero's units will be founded upon student's thinking about the content, through crafting questions that elicit rigorous depth of knowledge, and which enable students to develop a deep understanding of new material. The school will use a backward design approach to developing units of study that reflect social-issues themes. To ensure technology is authentically infused throughout the curriculum is to bring teacher teams together alongside the technology teacher. The technology teacher will also push into classrooms to support students in research, collaborating, and presenting and sharing information through technology.

Through this model, Lucero will cultivate seven highly predictive character traits for the social-emotional development of our students. This approach is based upon the work of KIPP NYC and researchers from the University of Pennsylvania and Michigan. These researchers

PS 64: *Teacher effectiveness and Student Achievement* - Studies have shown that highly effective teachers not only raise student achievement in the short term, but they also significantly improve their students' long-term life outcomes. PS 64 is determined to provide a blueprint for its teachers to strengthen their instructional skills by providing focused PD and purposeful frequent feedback. The school's observation cycles and feedback sessions will drive the PD focus in order to differentiate support to be effective and precise based on the needs demonstrated by the teacher. School partnerships will also be aligned with the goals thus support to teachers will be focused and coherent. These partnerships will prove 1:1 in classroom coaching and mentoring, in addition to and whole group PD to support strengthening teachers' use of data, content knowledge and student engagement. PS 64 will support academic achievement gains by including whole group instruction; individual or small group exploration/discovery of content, classroom discussion of findings, individual practice (with differentiation), homework activities (computer and paper-based) and extension activities for enrichment.

Social Emotional Growth – PS 64 will provide a safe, respectful and disciplined learning environment for students and staff. This plan is designed to facilitate high standards of behaviour so that the learning and teaching in the school can be effective and students can participate positively within our school community. With the assistance of PS 64's Positive Behavior Intervention System (PBIS) Team, Responsive Classroom techniques and Partnerships, teachers' instruction will be supported to emphasize social, emotional, and academic growth in a strong and safe school community. Data will be used to examine trends and patterns to track effectiveness of the school's approach and modify based on the needs indicated. PS 64's goal is to reduce discipline problems that impede instruction within the classroom and in transitional areas.

The Walton Avenue School: The Walton Avenue School is founded on the belief that every child, regardless of their current achievement levels, will learn more through working with others than they can on their own. By having students work in groups and partnerships, students become comfortable articulating their knowledge, building off each other's ideas, appealing to their peers for help, and constructing cohesive representations of their long term learning. Struggling learners, students with disabilities, and students with limited English proficiency will work alongside typically-abled peers and will be supported through coaching and intervention by their classroom teacher, support staff, and other students. Students reluctant to share in groups have scaffolded structures in place to them move from independent work towards the school's collaborative model. Curriculum, instruction and professional development will be the main drivers of meeting the first goal of increasing students reading on grade level to 25%.

To achieve the school goal of increasing reading proficiency by 25% by 2016, The Walton Avenue School will place emphasis on professional development followed by collaborative planning time for teachers to make a direct connection between professional development and implementation into the classroom. The school will provide teachers with support through professional development opportunities onsite, a literacy staff developer with an extensive body of knowledge in literacy, biweekly meetings with reading consultants who oversee the curriculum's alignment with the CCLS and work to surface gaps, and providing resources for them to deliver the most authentic, meaningful instruction possible to a diverse group of students. Students will be supported through an afterschool program that focuses on

identified 7 highly predictive strengths that help towards leading engaged, meaningful, and purposeful lives. These include: curiosity, self-control, optimism, grit, gratitude, social intelligence, and zest. To cultivate these traits, we will model, name it when we see it, integrate it into the curriculum (i.e. through literature that helps to exemplify these character traits), encourage it, and assess it.

Lcuero will offer a Dual Language program. Benefits for ELLs and English dominant students include: proficiency in first and second language, an appreciation of people from different cultures, and outperformance in state exams compared to students in monolingual classrooms. It uses an additive approach to language acquisition. Students' first language is valued, nurtured, and used as a foundation upon which a new language may be learned proficiently.

Key partnering organizations include those that focus in on academics, interpersonal development, and technology. *New Settlement* will provide after-school academic and extra-curricular activities. *Digital Age Learning* to provide teachers with training on technology in the classroom. *Ocean of Know, Columbia University* will support a hydroponics project at our school. *Montefiore Medical Center* will provide daily health services to students on-site.

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

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

Please see Attachment B for each school's Target-Setting Chart.

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

PS 64 Pura Belpre is an elementary school with currently 865 students from kindergarten through grade 5. The school population is outlined in the chart below

Black	15%
Hispanic	83%
Asian	1%
English Language Learners	49%
Students with disabilities	18%
Boys	52%
Girls	48%

For the 2012-2013 school year, 98% of students are eligible for free lunch. Approximately 90% of the reported home language is Spanish. According to parent surveys and feedback from parent meetings, many parents have reported to have the need for adult education with ELA and technology. The average attendance rate for the school year 2012 - 2013 was 93.0%. Parent participation in monthly parent meetings is on average 6 parents. Projected student population for 2013-2014 will be approximately 450 students across grades 3-5 respectively.

Based on the data, there are several high need areas for PS 64's whole student body and sub group population:

- 82 % of students are below proficiency in ELA
- 63% of students are below proficiency in Math

- Attendance needs to increase in both absences and tardiness
- ELL's- over 90% are reading below grade level
- SWD's- in Grades 3 and 4 over 90% are reading below grade level

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

PS 64 had a Joint Intervention Team visit during the 2010-2011 school year, and a district Quality Review visit during 2011-2012.

iv. Results from systematic school review

As per the JIT (2011), "The school should provide guidance to all teaching staff on the arrangements for administering the extended day program. The amount of time for instruction should be clearly programmed and expectations specified in the guidance. School leaders should evaluate the quality of services provided. School leaders should implement a consistent policy for teachers to refer at risk students for Academic Intervention Services (AIS). The policy should include the use of criteria based on data and specific timeframes for each step of the referral process, including the production of PIP."

The 2011-2012 Quality Review, recognized that the school leaders made informed organizational decisions that supported teaching and learning, used classroom observations and the analysis of student learning outcomes to determine areas of instructional need and communicates high expectations to all constituents around teaching and learning and implements an accountability system to increase teacher and student performance. Continuing these practices will build capacity in the staff by providing the means to improve instructional practices that will impact the student performance of PS 64 students and provide staff with effective tools to transition into other schools.

According to the Quality Review (2012), the following areas require development

- Enrich the curriculum to ensure that academic tasks in all classrooms are challenging and that questioning extends student thinking to maximize learning.
- Promote greater consistency in planning differentiated instruction to include appropriate supports and challenges in order to meet the needs of all students consistently.
- Expand teachers' assessment practices to include the use of on-going checks for understanding to ensure students' learning needs are consistently met.
- Ensure teacher feedback to students is precise and includes next instructional steps toward mastery of the Common Core Learning Standards.

Additional data from the Quality Review and NYCDOE are as follows:

- The overwhelming majority of P.S. 64 students remain below grade level in English Language Arts and Math. Only 18% of students were performing on grade level in English—putting the school in the bottom 1% of elementary schools Citywide. Only 27% of students were performing on grade level in math—putting the school in the bottom 1% of elementary schools Citywide.
- The NYCDOE Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. P.S. 64 earned a D grade on its 2011-2012 annual Progress Report, including a C grade for Student Progress, an F grade for Student Performance and a D

grade for School Environment. P.S. 64 has a history of low performance, including a D grade on the 2010-2011 Progress Report and a C grade on the 2009-2010 Progress Report.

- P.S. 64 was rated "Developing" on its most recent Quality Review in 2011-2012, indicating deficiencies in the way that the school is organized to support student learning.
- Demand for P.S. 64 is low. P.S. 64 is a zoned school, but as of the 2011-2012 school year,, only 51% of students residing in the P.S. 64 zone chose to attend the school, suggesting that families are seeking better options.

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

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

PS 64: As the school begins to phase down, the SIG plan will provide PS 64 with a means to provide focused instructional supports, human resources, and behavioral supports to ensure the school's mission of a differentiated approach that will result in student achievement.

While all of the abovementioned areas are important for a cohesive and productive learning environment, PS 64 believes that a focused systematic approach is needed to transform the school. Student achievement is the ultimate end product, therefore; teacher effectiveness must be highly effective to drive the vision of the school. Priority will initially be placed on steps to improve and increase teaching practices by using protocols, explicit expectations, focused professional development supports, frequent feedback cycles and monitoring.

To address the JIT recommendations, the school's Action Plan calls for Extended Learning Time (ELT), smaller teacher-student ratios and AIS programs to provide structured services alongside our instructional teachers to address areas of need as identified by varied data. This will be accomplished via small group instruction tailored for the lowest 1/3 performing students and highest performing students; this extended learning time will allow all students to have explicit instructional activities which will improve their academic performance.

The social emotional growth component will be a strong focus to ensure that students, staff and parents feel safe and nurtured, thus fostering a positive learning culture and environment. This expectation and skill set will prepare PS 64 students to transition into middle school with collaborative skills, self-awareness and a knowledge base of school discourse.

The Walton Avenue School: Common themes that emerge from the data points include a need for an attention to curriculum development as it relates to dramatically improving student achievement and strategies for ensuring teacher effectiveness in delivering instruction. As one of the two turnaround schools, this data has been taken into consideration for ensuring that The Walton Avenue School develops the infrastructures necessary for meeting the needs of students and for ensuring the ongoing development of teacher instruction. One of the benefits of being classified a turnaround school is that the school will have a smaller school size, which enables The Walton Avenue School to provide more targeted support to our students and their families.

The Walton Avenue School will be a Title I zoned school in District 9, projected to serve 225 students in 2013-2014. At full capacity, the school is projected to serve 550 students. It will be a fully inclusive school model welcoming of students with disabilities and English language learners. In order to support the needs of its ELL students, the school is projected to have three

streams of K-2. One stream will provide transitional bilingual programming to its students in one kindergarten class, one first grade class, and one second grade class. The other two streams will provide monolingual English programming, with push-in ESL services, if mandated by parent choice forms. The trends in the data inform that the school can anticipate a significant number of English language learners who will register for The Walton Avenue School. In addition, depending upon the number of students with Individualized Education Plans (IEPs) who register, the monolingual and bilingual streams are subject to become Integrated Co-Teaching (ICT) classrooms so that the school may provide students with disabilities the appropriate support, as articulated in their IEP.

To address the low rate of reading proficiency, a rigorous CCLS aligned curriculum will be used at The Walton Avenue School. Teachers will receive extensive training through the Pearson Company as well as through a Literacy Coach. The school will use monthly data collection that includes scores on performance tasks, F/P reading levels, and assessment results from the *Pearson ReadyGen* program to monitor the progress of our students. Tier I intervention will take place in the classroom using the Leveled Literacy Intervention Kits. The lowest third of the students will receive additional guided reading intervention through an F-status reading teacher.

The Walton Avenue School will use a data driven instruction model to support teachers in continually reviewing and revising their practice and making data driven decisions. Students will take periodic assessments four times throughout the year. Following those assessments, teachers will meet individually with the principal to review the data and create goals for the following instructional cycle that focus on adjustments to whole class, small group, and individual instruction.

Lucero Elementary School: Lucero will be a Title I zoned school in District 9, projected to serve 150 students in Year 1 and 300 at full capacity. To support the needs ELLs, the school is projected to have two K-2 streams. One stream will provide monolingual programming to its students in one kindergarten, 1st, and 2nd grade class. The other stream will provide Dual Language bilingual programming to students in one kindergarten, 1st, and 2nd grade class. The data trends inform that a significant number of ELLs will register for school. Depending upon the number of students with IEPs who register, the monolingual and Dual Language streams are subject to become Integrated Co-Teaching (ICT) classrooms to may provide students with disabilities the appropriate support, as articulated in their IEPs.

Literacy and math data noted in the section above indicates that these are both critical areas in need of priority. Lucero will prioritize this need by designing robust units targeting CCLS. Students performing below grade level in literacy will be offered intervention services, using the Fountas & Pinnell Leveled Literacy Intervention program. Response to Intervention (RtI) will target students and the type of intervention required in literacy and math. Assessments will be administered periodically to ensure diagnosing and monitoring. The Curriculum Coach will guide the school team in reviewing assessments to make instructional decisions. The Curriculum Coach will meet with staff formally once per month and informally on an ongoing basis to provide PD in backwards-designed curriculum using a social-issues approach. Coaches will provide ongoing support for differentiating instruction and assessment practices to mine for and address gaps in understanding. Teachers will learn to identify the specific next steps they will need in order to achieve mastery of CCLS. Lucero will partner with its Children First Network to provide teachers with support on the teacher effectiveness rubric.

C. School Model and Rationale

i. Model rationale and key school design elements.

Based on the Priority School's declining performance despite supports provided by the district, NYCDOE determined that the best option is to phase-out the PS 64 and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2016. At the same time, as the change agents for the school site, The Walton Avenue School and Lucero Elementary School, respectively, will phase-in one grade at a time, prepared to address the challenges faced by the closing school under new missions, leaderships, and faculties.

PS 64: As the school begins to phase down, the school will focus on Teacher effectiveness and Student Achievement. To improve the delivery of instruction, teachers will be provided with frequent and actionable feedback based on observations by administration, support staff and partners. Professional development provided will focus on effective instructional practices, such as targeted teaching points, measurable goals and use of data to drive instruction for whole and small group teaching. In order to accomplish real change in a learning paradigm in the classroom, PD will be provided to teachers allow sufficient time and practice to become comfortable with a new teaching methodology and integration of technology. PS 64's partnerships with AUSSIE, TESOL, T2K, DAL, Catapult, and Kagan will provide a support to its teachers to learn how to maximize instructional time, use data to differentiate instructional targets and approach, and use a variety of teaching strategies. Teachers will Lemov Techniques such as "*No Opt Out, Cold Call*, and *Circulate*" to maintain high academic expectations for all students.

Professional development (PD) for teachers will include a myriad of offerings. PD will be offered at least once a week tailored to teacher needs. PD will initially be more frequent as teachers begin to learn to use the *Responsive Classroom*, Lemov Techniques, Guided Instruction, and become oriented with the curriculum. PD will culminate in a surge of offerings toward the end of the school year to address the new citywide expectations and curriculum planning. PD will also continue to include Instructional Rounds to mentor developing teachers and assist teacher's familiarity with the use and language of the teacher effectiveness rubrics. Teachers will be able to receive distinct development related to the population served through partnerships.

Proposed partnerships for teachers of ELLs with Columbia University's TESOL Department will enable teachers to develop strategies, firmly grounded in theory, research and practice, to teach ESL in the United States of America, to teach EFL internationally, or to do research on the teaching, learning or assessment of English as a second or foreign language. PS 64 will continue its partnership with Fordham University's ESL Network to provide one to one development for teachers of ELLs. PS64 proposes to extend its partnership with Catapult Learning to include a professional development component that would provide teachers with strategies to use to guide and plan for small group instruction based on the data collected in a cyclical fashion. The AUSSIE/Editure partnership will continue to help teachers improve best

practices in literacy. Children First Network specialists will be used to provide development in the use of data and content areas.

ARIS Learn, NYCDOE's online learning management system for NYC educators, will be offered to provide digital learning for teachers and will be used as a resource for on demand development as determined by observational feedback and teacher reflection. In addition, some teacher effectiveness PD will be provided under the same digital media format to provide teachers with clear expectations of highly effective instruction. The Kagan group will provide ongoing support in the use of Kagan Strategies for cooperative learning and classroom management.

A variety of study groups designed to increase discourse around professional practices will be offered for teachers. One type of study group will be dedicated to best practices and professional development. Another study group will feature selections related to a particular pedagogical philosophy. A different group could choose to study periodicals and lastly a group will be able to engage in an author study.

The school will implement the PS 64 behavior policy, utilizing a technology-based monitoring system to ensure that there is consistent monitoring and communication of student behaviors and response to interventions. This PBIS model will integrate the use of Tier II and Tier III and Tier IV behavioral intervention supports to consistently address the school and individual in-house occurrence reports to assist with disciplinary decisions made by the School Implementation Team (SIT). A school-wide launch of the PBIS system inclusive of rewards from the school store will engage students to adapt to the behavior model. In conjunction, teachers will utilize *Responsive Classroom* techniques providing targeted instruction in the development of positive school behaviors and school communities. The *Responsive Classroom* approach is a widely used, research-and evidence-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. Lastly, assemblies will continue with a focus on rewards for positive behaviors and parental involvement.

The Walton Avenue School: The curriculum used at The Walton Avenue School will promote critical thinking and application of knowledge and is adapted by teacher teams to best meet the needs of their individual students. The foundation for instruction will be New York City's new CCLS-aligned options, Pearson *ReadyGen* and Houghton-Mifflin *Go Math;* however, differentiated curriculum maps outline the specific instruction going on in each classroom.

Instruction at The Walton Avenue School will be delivered whole class during a collaborative workshop model which includes explicit instruction that builds towards unit objectives, guided practice through heavy partner work, and independent application that takes place in diverse groupings. As students work together to construct knowledge with their group, the teacher will facilitate small group intervention. The intervention will scaffolds struggling students towards the unit objectives so that they can reenter their group with a clearer understanding of the content. Teachers will scaffold students towards asking questions of literature, exploring the relevance of primary source documents, constructing knowledge and skill-based solutions to complex math problems, understanding the foundations of scientific exploration, valuing history as the basis of the world we live in today, and appreciating the role of arts and humanities in our culture. Student partnerships will work to construct knowledge, glean information, and articulate their understanding of a topic through multiple avenues. Using a fully inclusive model, The Walton Avenue School will meet the needs of diverse learners by

providing intervention to all struggling learners directly alongside typically-abled peers. Differentiated instruction, ELL support, and interventions for those students hardest-to-serve are of utmost importance to teachers and will be embedded into each and every lesson at The Walton Avenue School. Students will rotate between heterogeneous and homogenous groupings throughout instructional units in order to meet every child's needs.

Students and adults will work together at The Walton Avenue School to create a culture that celebrates diversity in both ethnic culture and learning abilities. Each student will be valued for their contribution to group work and supported by a team of teachers that recognize positive behavior, strong teamwork, clear communication, keen problem solving within a group, and emergent leadership qualities. Opportunities for presentations of work across multiple mediums will allow students to convey their knowledge to their classmates and teachers in a forum that is most comfortable for them. Students become experts in topics so that they can field questions from peers who seek to delve deeper into the information their classmates share.

Lucero Elementary School: Lucero will emphasize effective curriculum development as it relates to dramatically improving student achievement and strategies for ensuring teacher effectiveness in delivering instruction. Key design elements will help us to achieve our 3 targeted goals focusing on increasing literacy and math performance, character development, and the authentic use of technology. Lucero will be a K-5 (at full capacity) learning community dedicated to providing a safe, nurturing, and academically rigorous environment where students thrive academically, socially, and emotionally. Its core values will be the foundation for building a positive school culture. Every member of the *Lucero* community—students, teachers, staff, and families—will work together to strengthen this foundation to help us perform better as a community by practicing its PEACE values: Perseverance, Enthusiasm for Learning, Activism for Social Justice, Collaboration, and Empathy. PEACE values will provide a common language for what will define each person as a member of the *Lucero* community and provide a context for students as they develop their 7 highly predictive character traits.

Improving student performance and achieving the school's goal in literacy and math is a key focus. Lucero will use a projects-based approach to learning. The school believes in a learning environment where students are able to explore and discover, ask questions and research, generate bold and new ideas for problem solving, design what they imagine, collaborate, and share and present ideas and solutions through the use of technology to call others to action. By framing the curriculum within a social-issues context, students will make deeper connections with the world in which they live and be fully engaged in the curriculum because it is relevant and meaningful to their lives. Teacher teams will ensure alignment of units to the CCLS and that they are grounded in achieving Lucero's mission. Literacy will be based upon the balanced literacy model. Units will be designed through *LitLife* consultants working with Coaches and teachers to provide guidance in developing units with a clear purpose for students. The school also opted in to the *ReadyGen* reading program offered through NYC Core Curriculum to be used as a support resource to supplement its customized designed units. The *Fundations* (English) and *Estrellita* (Spanish) phonics programs will supplement the literacy curriculum. Lucero will also offer literacy intervention support through the use of the *Fountas & Pinnell Intervention kits*. It will use *Go Math* as the math curriculum and follow a "depth not breadth" approach. This method promotes consistent and strong emphasis on problem solving and model drawing, with a focus on in-depth understanding of essential math skills.

Teachers will craft a rationale outlining the goal, reasoning, and purpose of the unit based on student data gathered and the standards they must achieve. They will identify the essential questions for all units. Every 2-3 weeks, a new essential question, related to an overarching unit level essential question, will be utilized to focus instruction. All students will be able to articulate and explain the essential questions, demonstrating an understanding of the purpose for the learning. Unit teaching points will be aligned to technology. Classrooms will be lab sites where teachers can test out proposed lessons throughout the year twice per month.

By linking curriculum and character development, Lucero is able to foster character strengths that lead to demonstrating excellent behavior and character inside and outside of the classroom that will stay with students from childhood well into adulthood. Core strategies to approach this work include modeling it, naming it, integrating it into the curriculum (i.e. through literature that helps to exemplify these character traits), encouraging it, and tracking it through assessment. Lucero believes that through this focus that the school will be able to achieve Goal #3 (character development).

Teachers will use technology to deliver instruction. This work will help achieve Goal#3, related to technological proficiency. They will use Web 2.0 technology tools such as social bookmarking websites to teach how to collaborate and research, Skype to communicate with others across the globe, Xtranormal to create new ways to present information to others through the use of CGI, VoiceThread to provide new ways to gather and share information from students (especially for ELLs and students with IEPs, as it provides the ability to input information through audio recordings and drawings) and allowing students to listen in on the views of others, Garageband to create podcasts, blogs to create posts, iBooks to create digital texts, and Prezis to present information. These are just some of the current programs teachers will infuse in their unit plans. Teachers will use iPads with learners and access apps to make learning more interactive, especially for learners with academic needs and challenges.

Teachers will differentiate plans to attend to the needs of the various learners. This way, teachers can attend to learning challenges before they become exacerbated. All teachers will use a Response to Intervention (RtI) approach to screen all students in literacy 3 times per year and in math 2 times per year. They will determine who requires Tier II and III support. They will closely monitor student data for at-risk students and work with their grade team to identify approaches for addressing the need and setting goals for attempting new approaches and reporting back on progress. They will use formative assessments to monitor progress. They will also use *Universal Design* principles—equitable use, flexibility in use, simple and intuitive, perceptible information, tolerance for error, low physical effort, size and space for approach in use—to adapt learning that will support learners with special needs and different learning styles.
The Dual Language Program will be offered in one Grade K, one Grade 1, and 1 Grade 2 classroom in Year 1. Each year, a new Dual Language classroom will be added so that there is at least one Dual Language classroom in each grade by full-capacity. In Grade K, 80% of instruction will be conducted in Spanish (Literacy and Math) and 20% of instructional time will be conducted in English (Social Studies, Science). Each class will be staffed by a bilingually certified teacher who will provide instruction in both languages. In Grade 1 and 2, 50% of instruction will be offered in English and 50% will be offered in Spanish (50/50 approach). All subjects will be taught in both languages utilizing a "roller-coaster" approach whereupon all subjects are taught in one language on one day, in the other language on the next day, and so forth. The same Common Core standards-based curriculum will be taught in the Dual Language

program that will be taught in all other classes. Materials will be provided in both languages to support this model and the languages will be clearly delineated in the room with equity.

ii. Process for model selection and stakeholder engagement.

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

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

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

Priority School: As part of the Turnaround Model, PS 64 will be phasing out during the next three years. The school leader needs to be able to focus well on Elmore and City's three pillars of school improvement simultaneously in order to ensure student success while the school closes: student engagement, curriculum development, and teacher effectiveness. By remaining steadfast in these three priority goals, both students and teachers will be better able to transition to the next phase in their academic and professional lives.

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

ii. Principals' biographies

PS 64: The Priority School will be led by Tara O'Brien. Ms. O'Brien began her career at PS 7 in the Bronx in 2000, teaching special education self-contained classes and providing Academic Intervention Services. She moved into the roles of literacy coach (2005), math coach (2006), and instructional technology coach (2007) to integrate teaching and learning across core subjects and to support all teachers in that school with their professional growth. Ms. O'Brien demonstrated instructional expertise and leadership qualities and was accepted into the Leadership Academy. She demonstrated strengths in being able to handle challenging situations. As an assistant principal at elementary schools in the Bronx, she coordinated coaches and professional development as well as supporting teachers through inquiry team meetings and classroom observations.

Ms. O'Brien was hired as the principal at PS 64 in August of 2010 for her demonstrated successes as an instructional leader. She quickly assessed the needs of teachers in the building and used progressive discipline as well as collaborative conversations to replace almost 40% of the faculty with more qualified, more successful teachers. She has continued to engage the entire faculty in inquiry team work and professional development opportunities aligned to a research-based teacher development rubric. Support for teachers takes place in the school as well as through collaborations with consulting CBOs to build on teachers' strengths. This strategic move to replace much of the staff in a short time resulted in better instruction, new curricula aligned to the CCLS, and a 3 point gain in math proficiency from 2011 to 2012. The principal at PS 064X is in a position to do this well. She is preparing her staff on the Common Core-aligned math and literacy curricula Go Math and ReadyGen as well as improved instructional strategies this spring and summer. She is invested in helping her staff gain skills and strategies so that as the school phases out, teachers will be able to transition to new positions that are aligned to each of their strengths.

As required under the Turnaround model, new leaders have been identified to drive the successful implementation of whole school change at this Priority School site as it phases down:

The Walton Avenue School: Daniel Russo has worked in the NYC DOE since 2007. He holds degrees in Elementary Education, Special Education, and School Building Leadership from Manhattan College. Mr. Russo has experience in general education, ICT classrooms, and positive behavior intervention classrooms. As an emerging leader, Mr. Russo worked under the mentorship of Mrs. Louise Sedotto from 2010-2012, a seasoned principal (PS 76) with a track record of success. Mr. Russo has led professional development at PS 76 around instructional technology, literacy interventions, positive behavior interventions, and peer mediation. Mr. Russo helped launch the first Parent-Teacher Association, replacing the existing Parent Association with a team of teachers and parents committed to the betterment of the school and the achievement of all students. As a new teacher mentor, Mr. Russo worked with novice teachers to build their instructional practices and design structures that ensured continued professional growth.

Lucero Elementary School: Kattia Cuba was born in Peru and immigrated to Chicago in 1974 with her parents. Her family served as models for demonstrating community activism, practicing kindness, and empathy. She attended public school in Chicago and loved learning about protecting the environment, technology, Chicago architecture, and writing. She graduated from DePaul University and majored in Latin American studies. Kattia began her career working as a

community activist with the Alliance of Logan Square Organizations to stop violence in Chicago. Her career continued with the Educational Foundation for Nuclear Science, an organization working to inform the public about threats to the survival and development of humanity from nuclear weapons, climate change, and emerging technologies in the life sciences.

After these experiences, Kattia developed an awareness about the link between the need for education to solve the social issues affecting local and global communities. She applied to the NYC Teaching Fellows program and became a teacher at PS 9 in the Bronx for the next eleven years. Kattia started her career at PS 9 as a bilingual education teacher. She has also served as a Literacy Coach, Staff Developer, UFT Teacher Center support staff, and Data Coach. Kattia also taught ESL to PS 9 parents in the evenings. She has worked closely with teachers to develop curriculum grounded in social-issues topics. She has also shown a commitment to raising funds for PS 9's hydroponics and technology programs, raising over $500,000 over the last 11 years through technology grants and government funds to acquire technology equipment and materials.

All of Kattia's experiences have a common thread: a commitment to service, families, people, community activism, civil rights, and a belief that together people can make a difference.

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

PS 64: At PS 64, the Elementary School Assistant Principal assists the Principal in providing professional leadership to organize, administer, supervise, and evaluate a creative school program. The Assistant Principal at PS 64 will have a myriad of duties. Key areas that will monitored and implemented will be to serve as an instructional leader by monitoring implementation of professional development through classroom visitations, grade level meetings, and team planning and to encourage the professional growth of teachers by advanced training, experimentation, and evaluation. The Assistant Principals will facilitate the development of an atmosphere of respect, interest, and enthusiasm within the school. In addition, they will assist in maintaining effective programs to strengthen and monitor pupil discipline, attendance, and individual progress.

The Walton Avenue School & Lucero Elementary School:

For the first two years of The Walton Avenue School, there will be no Assistant Principal. Once the school reaches its third year the principal will hire an Assistant Principal with a robust knowledge of special education and ELL instruction, teacher evaluation, and leadership abilities. As Lucero, an assistant principal position is not envisioned until the start of Year 4. In both schools the principals will seeks Assistant Principals whose responsibilities related to the schools' improvement initiatives include:

- Chair meetings (e.g. curriculum, safety, site advisory, special district committees, etc.) to coordinate activities and ensuring that outcomes achieve school, district and/or state objectives, as well as meeting curriculum guidelines and district and/or state mandates.
- Facilitate communication between personnel, students and/or parents to evaluate and resolve problems and/or conflicts.
- Facilitate the development, communication implementation and evaluation of quality learning to enhance excellence, equality and equity for staff and students.
- Implement policies, procedures and/or processes to provide direction and/or complying with mandated requirements.

- Intervene in occurrences of inappropriate behavior of students to assist students in modifying such behavior and developing successful interpersonal skills.
- Manage a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) to enforce school, district and state policy and maintaining safety and efficiency of school operations.
- Participates in meetings, workshops and seminars to convey and/or gathering information required to perform functions.
- Present school operational information (e.g. budget overviews, accounting processes, distribution formulas, etc.) among staff, gain feedback and ensure adherence to established internal controls.
- Represent the school within community forums to maintain ongoing community support for educational goals and/or assisting with issues related to school environment.
- Supervise school personnel to monitor performance, providing for professional growth and achieving overall

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

PS 64: The current supporting leadership profile has proficient qualities that will enable aspects to be continued during the next phase of the school's transition.

The Walton Avenue School:
The Principal at The Walton Avenue School was chosen from a pool of over 300 applicants to open a new school because of the clarity of his vision and his passion for turning around schools. The vision of a school that supports students' academic and social/emotional needs through collaborative learning experiences was developed through years of experience in the classroom. Two members from the school design and planning team intend to apply for the opening year of the school. One member will apply for the role of the literacy coach. As a primary grade teacher for 7 years who advised the principal in instructional best practices while developing the model for the school, she would like to join the school to support the quality of instruction by providing differentiated professional development, modeling lessons, and reviewing data with teachers and school leaders. Additionally, another member who advised the principal on instructional best practices for students with disabilities will apply for the special education teacher position. This person intends to apply to oversee IEPs and support special education teachers. A bilingual social worker will be hired in a shared position with the other new school located on the P.S. 64 campus. Since both schools are implementing the Responsive Classroom Model, this social worker will oversee the social/emotional supports for students as the staff work to turnaround the culture of the building and create a reputation for ourselves as a safe, supportive school of excellence. To help strengthen the relationships with parents at The Walton Avenue School, they will employ a bilingual parent coordinator and an ELL parent coordinator who will also serve on the principal's cabinet. All new hires will be chosen through the 18-D process as outlined in the NYCDOE/UFT Collective Bargaining Agreement.

Lucero Elementary School: The school will prioritize the hiring of a Curriculum Coach to support staff in the development of a backwards-designed curriculum framed within a social-issues context, which is fully aligned to the Common Core Standards. In addition, the Curriculum Coach will coordinate RtI at the school, providing guidance on the assessments that

we will need to put into place for diagnosing and monitoring student growth. The rationale for the hiring of a Curriculum Coach rests upon achieving the needs as gleaned through the data for the phase out school, as well as target goal #1, which aims to improve the literacy and math performance levels of students. In addition, the Curriculum Coach will help to guide teachers towards developing a curriculum that is attentive and aligned to best practices in dual language programming. The Coach will provide professional development to teachers for how to analyze student work and other assessment data and how to provide guidance in how to make the findings actionable. Hiring will adhere to the NYCDOE/UFT Collective Bargaining Agreement guidelines as described in Article 18-D.

E. Instructional Staff

i. Current school staff overview and changes needed for model

By start of the 2013-2014 school year, each school's faculty will be in place with the capacity to carry out the improvement initiatives described in this plan and serve the needs of the students.

PS 64: With the opening of a new replacement school and the shift in grades to be served at the Priority School's by start of the model implementation in September 2013, there will be key changes in the staffing needs at this school site. At PS 64, the SIG grant will enable the school to hire additional licensed staff to provide support in the classrooms to improve student achievement. Additional classroom supports are needed to ensure that intervention is consistent each day and that small group instruction is constant. Thus, in terms of quantity the school will increase the number of teachers in each classroom based upon the needs of the student population (ELL, SWD's,). The school's plan will include the use of two teachers in each classroom to provide targeted intervention and support for students. Each classroom will be staffed with the appropriate license that will meet the needs of the student population. Monolingual classrooms will benefit from two teachers one who maybe a common branch teacher and the other may be a specialist/paraprofessional.

The Walton Avenue School* and *Lucero Elementary School: Both schools anticipate significant number of number of ELLs who will register for their schools, and will look to hiring staff who are prepared to the needs of these students. The Walton Avenue School will seek teachers who have experience with or willing to learn how to work with ELLs and students with disabilities. At Lucero, depending upon the number of students with IEPs who register, its monolingual and Dual Language streams are subject to become Integrated Co-Teaching (ICT) classrooms to provide students with disabilities the appropriate support, as articulated in their IEPs. Lucero will require 3 bilingually certified teachers to teach in each of the Dual Language classrooms. It will hire at least 3 Common Branch teachers with specialization in the primary grades. Lucero may require 3 additional teachers licensed to teach students with disabilities in either a least restrictive environment (ICT, SETTS) or most restrictive environment (12:1; 12:1:1). The school will hire a Curriculum Coach to support its teaching staff, and also hire a Physical Education Teacher, Technology Teacher, and a Social Worker. Paraprofessionals and school aides will be hired to support students, as required through IEPs. A secretary will be hired to support the administrative and teaching team. Lucero will continue to review quantitative and qualitative data gleaned from enrollment materials (i.e. Home Language Survey, IEPs, behavioral data)

between now and start-up of the model to determine any need to revise hiring priorities to best serve students. Through SIG funds, Lucero seeks to hire 2 supplemental teachers in Year 1, 1 in Year 2, and 1 in Year 3. This way, students will receive additional instructional support and the teachers will plan for the following year in light of school literacy and math goals (Goal #1) and culture, and use this to be prepared to take over a class in a new grade that will be added on in the next year.

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

PS 64: All instructional staff at PS 64 is expected to be dedicated to incorporating effective instructional techniques and approaches that are conveyed by administration and provided support with through instructional support staff and professional development. Instructional support staff will guide teachers to effectively use instructional strategies, such as inquiry, group discussion, and discovery, within the framework of workshop model. Through use of Kagan and Responsive Classroom techniques, staff will establish and maintains standards of student behavior needed to emphasize social, emotional, and academic growth in a strong and safe school community. PS 64 will transform its current model by incorporating a team teaching approach in every classroom. Each of its 15 proposed classrooms 3-5 will have two teachers as a generalist, Common Branch teacher and a specialist (Bilingual, ESL, or SWD licensed teacher). In addition to these 28 teachers, the school proposes a rich cluster experience offering a lab based science cluster, a physical education teacher, a technology cluster, Librarian and a Social Studies cluster. The specific licensure is outlined in the table below:

Number of Teachers	License	Proposed Placement
7	Common Branches	Grades 3,4, 5
2	Lead Teachers Any License	Grade 3, 4, or 5
5	Bilingual	Grades 3,4,5
6	Special Education	Grades 3,4,5
5	Common Branches	Cluster
2	Any	Instructional Coaches
1	Any	Test Coordinator/Data Specialist

The Walton Avenue School: During the first three years of the school, the staff will grow from approximately 18 full-time staff to approximately 40 full-time staff. All teachers will be highly qualified, have experience in an urban setting, and have experience with or willing to learn how to work with ELLs and students with disabilities, and be vetted through the 18-D hiring process. Teachers should be experienced or willingness to learn how to use the collaborative workshop model to engage students by tasking them to work in mixed groupings to construct knowledge with their peers. Teachers' planning must indicate the small group instruction they are planned to deliver during the workshop time. While these groupings are flexible and fluid, teachers consider the needs of ELLs and students with disabilities in creating small groups. Key characteristics and competencies expected of all instructional staff to meet the needs of our students will include:

- High expectations for all students: Teachers should be committed to the belief that all students are expected to achieve, regardless of demographics, language barrier, or disability. They should be ready to create rigorous units of study using the core curriculum programs, while bringing their own personal experience and knowledge of what works for students.

- Ongoing assessment: Teachers will actively engage in examining students' progress and their own professional development through unit tests, learning tasks, periodic assessments, and student work. Through teacher inquiry teams, teachers look at and where performance gaps are occurring and work collaboratively to surface those gaps. Through sharing of best practices, staff PD, and inter-visitations, teachers develop their skills to address student needs.
- Parent communication: Teachers will ensure they have students' academic data available online for review by administrative and by the parents, and inform parents of their students' achievement levels via frequent progress reports that are printed in English and Spanish and backpacked home to each family.

As the school grows, teacher leaders will emerge from the staff through implemented roles such as grade leaders and lead teachers to build capacity within the building. Through support from administration and the instructional coach, planning, instruction, and assessment will be developed in every teacher. Consultants and a partnership with Manhattan College, which will be providing free onsite PD around students with disabilities through grant funding, will ensure that teacher's crafts continue to be sharpened.

Lucero Elementary School: All pedagogues must meet specific set of criteria set to be invited to apply to Lucero:

- Ability to incorporate the Workshop Model and backwards planning
- Evidence of success collaborating in teacher teams
- Ability to meet the needs of ELLs and students with special needs in lessons and assessments while maintaining high expectations for student achievement.
- Ability to enhance instruction through the integration of technology and 21st Century skills
- Ability to develop ongoing formative and interim assessments, analyze student data, and adjust teaching practices to ensure student academic and social achievement
- Evidence of commitment to continuous professional growth
- Evidence of strong classroom management and experience with strategies that support creating a learning environment where students' emotional and social needs are met.
- Ability to effectively collaborate and communicate orally and in writing

Thus, some of the common teacher competencies that PS 64 would like all teachers to exhibit strengths are in Domain 1: Planning and Preparation and Domain 3: Instruction. The school believes that these "on stage" domains are at the core of effective implementation of its instructional model. It is PS 64's goal that teachers hired demonstrate effectiveness in these specific competencies through their interview process and implemented effectively beginning in Year 1: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d). These priority competencies were selected because they have a particularly strong impact on student learning and teacher development. Coaching staff must demonstrate effectiveness in all four of the domains (including Domain 2: The Classroom Environment, and Domain 4: Professional Responsibilities), as they are expected to serve as models.

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

PS 64: Effective communication is often a barrier to success and communicating the vision so that all stakeholders are aware and working towards a collective goal will be a challenge.

Parental participation has been a struggle at PS 64. The school will utilize direct mailers and an automated phone messaging system. It will continue to use these methods of communication as well as integrating the use of web-based correspondence. The initial roll out of the proposed changes will be presented to the School Leadership Team, followed by a meeting with staff during the Chancellor's Conference Day on June 6th, 2013. Staff will be informed of proposed placements before the end of the year with a summary of position expectations. PS 64 will offer an "open house" day and evening for parents to come and hear about the transformation of the school prior to school opening in September. During that time, staff will share the new vision and provide parents with logistical changes related to arrivals, departures, and staying in contact. It is of the upmost importance that PS 64 imparts to parents, teachers, and students that the school has changed and that there will be new expectations for everyone in the school community. The school will offer an orientation for teachers, which will include activities designed to permeate the new vision for the school into practice.

Also the new schools are currently in the process of interviewing instructional staff (please see next question for more details). During this process, candidates are informed about the Turnaround model design where the new school is replacing the Priority School, and are invited by the new schools to apply for available teaching and other staff positions.

The Walton Avenue School: There is no existing staff since The Walton Avenue School will be a new school in September 2013. As per the 18-D process, job postings and information about the school was shared with PS 64 staff. Once hired, staff will learn about The Walton Avenue School's SIG plan, and will have the option to participate in a 10-day summer PD experience to orient all new staff to the cultural and instructional expectations and norms of the new school.

Lucero Elementary School: As part of the hiring guidelines per the 18-D Hiring Committee process. Through collaboration with the Principal of the phase out school, three sessions were provided for teachers at PS 64 to learn about Lucero and the hiring process. Also, job postings including the proposed model have been posted in the Teacher's Lounge. In addition, information of the model being implemented by Lucero has been provided through the creation of brochures and a school website (lucero311.org). Once all hiring is complete, Lucero will offer a Summer PD which will provide professional development workshops on instruction and school culture. These PD's will set the tone for how instruction and values will be implemented at Lucero.

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

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

accurate reading of staff turnover will be completed after two hiring cycles, or the fall of the phase-in school's second year.

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

In addition, the recruitment process at PS 64 will entail a thorough interview process and observation of teacher practice to ensure that every child has an effective teacher in front of them. The interview process will begin with a panel interview of teaching candidates conducted by the Administrative team, and hiring committee members. All candidates will be required to present a lesson plan, unit plan and to have a demo lesson with local schools hosting summer school or with the current student population. Interview questions will be structured to gain knowledge and insight into the level of expertise of candidates. PS 64 will retain and continue to develop its senior teachers to increase their marketability as the school phase out continues. The school will also select promising new teachers and mid-career teachers who are innovative and believe in PS 64's core goals.

F. Partnerships

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

PS 64 Campus Building Council

The Goal the partnership addresses: Student Achievement/ Social Emotional Growth/ School Culture

Targeted Population: 64 Complex Learning Community

One of the primary and critical partners shared across the Priority School and the replacement new schools is the Building Council that consists of the principals of PS 64 (Pura Belpre Elementary School), PS 311 (Lucero Elementary School), and PS 294 (Walton Avenue Elementary School). The goal is to make the entire campus a safe, welcoming and academically rigorous environment where all students thrive socially, emotionally, and academically. The Building Council will meet a minimum of once per month to ensure that all schools focus on issues that impact the entire campus, including but not limited to: school safety, custodial services, use of space, coordination of schedules, building a positive campus culture, exploring opportunities for collaboration on grants that benefit all students and families, outlining responsibilities of shared staff, exploring opportunities for shared teacher training, organizing collaborative school events, and drafting and communicating clear protocols revolved around safety and school culture. All three schools are committed to partnering collegially to ensure the

academic and emotional well-being and success of each student on the building campus. Protocols will be set to guide discussions and elicit focused meetings. A survey will be issued after each meeting to promote reflection of the meeting process; and efficiency and effectiveness of the meetings and action plan.

PS 64: The key to the future success of the PS 64 will be the collaboration of the existing and new partnerships. The partnerships will work in unison in order to provide educational resources and build capacity within its Learning Community. The partnerships will provide the school community with the essential tools needed in order to help meet the needs of the lower/higher achieving children and those at risk of not meeting the CCLS. The presence of partnerships will also ensure the continuity of the school's goals, which are Student Achievement, Teacher Effectiveness, and Social Emotional Growth. PS 64 and its partnerships will cultivate dynamic participatory learning, enabling the students to experience great success at many levels, especially in the fields of fine arts, math, science, technology, and career and college readiness.

AUSSIE

The Goal the partnership addresses: Student Achievement/Teacher Effectiveness
Targeted Population- Grades 3-5

The AUSSIE consultant works collaboratively with the teachers, school administrators, in order to increase student achievement by improving teacher performance. The consultant also co-developed cohesive standards – based curriculum, demonstrated best practices, conducted Guided Reading study groups and co-facilitated grade specific professional development sessions. The targeted population for this partnership will be the grade 3-5 teachers/other staff members.

Catapult Learning

The Goal the partnership addresses: Student Engagement/Student Achievement/Teacher Effectiveness
Targeted Population- Grades 3-5 (37.5 Minutes Extended Day)

Catapult Learning provided research-based, small –group intervention services and tutoring support designed to support the struggling learner using foundational reading /mathematics skills. The curriculum is aligned to the CCLS in order to create a rigorous curriculum. The curriculum is based on a systematic and explicit instruction model, which is designed to meet the needs of all children. The targeted population for the Catapult Learning program will be the students in grades 3-5 who have been identified at the lowest third percentile on formative assessments. The program services will be offered during 37.5-minute program. It will be listed as an RTI Tier III intervention period.

Fordham University ESL Resource Network

The Goal the partnership addresses: Student Achievement/Teacher Effectiveness
Targeted Population- Grade 3-5 ESL, Dual Language and Bilingual

The Fordham University ESL Resource Network helped to create a professional learning community centered on the education of English Language learners. The Fordham university consultant offered onsite professional development for teachers, coaches, and administrators. The professional development also helped to develop and improve the professional learning communities established to improve the academic performance of English Language Learners.

The targeted population for this partnership will be grades 3-5 ESL and Bilingual teachers. The program services will be embedded within the school's professional development plan.

Digital Age Learning
The Goal the partnership addresses: Student Engagement/Student Achievement/Teacher Effectiveness
Targeted Population- Grades 3-5
The Digital Age Learning program is designed to integrate advanced technologies into a student centered classroom. The teachers partake in integrated technological professional development; classroom based mentoring, and a customized approach to project-based learning. The approach is a unique hands–on training, which embeds rich media such as video conferencing, digital photography, iPads and other technologies in the classroom. The targeted population for the program will be the grade 5 students. The program will be offered during an afternoon enrichment program.

Time 2 Know/ McGraw Hill
The Goal the partnership addresses: Student Engagement/Student Achievement/Teacher Effectiveness
Targeted Population- Grades 45
The Time to Know (T2K) program is the first Digital Teaching Platform designed to streamline the 21st Century digital classroom. It integrates all aspects of teaching, learning, and assessment into a single core curriculum. It is currently offered for grades 4 and 5 in math and English-Language Arts.

The Asphalt Green Recess Enhancement Program (REP)
The Goal of the partnership addresses: Student Achievement/Social Emotional Growth Targeted Population: Grades 3-5, SWD (Recreational Period)
Asphalt Green's Recess Enhancement Program (REP) transforms the culture of recess by making it an active and cooperative time for both students and staff. REP addresses a range of barriers that prevent physical activity in schools by redefining recess and making physical activity an educational tool for schools and students. PS 64 will partner with REP alongside the Phase In-schools PS 311 (Lucero Elementary School), and PS 294 (Walton Avenue Elementary School) to provide all students in the building with organized play activities during recreational time. This partner is vital for achievement of the school's goals, in particular to developing character traits that will help students become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development.

The Walton Avenue School: Additional partners for The Walton Avenue School are:

Education Through Music
The Goal the partnership addresses: Student Engagement
Targeted Population-Grades K-2
Education Through Music is a non-for-profit company that will allow our student to receive multisensory, literacy based, CCLS-rooted music instruction. This organization works with public and private schools across NYC with high levels of success. In addition to providing weekly music class to our students, Education Through Music has a key component around

supporting music instruction inside all classrooms through offering professional development opportunities to teachers throughout the year and offering a newsletter each month that provides resources and usable ideas to implement in the classroom. Schools with an ETM partnership provided feedback to the principal that the program allows students with problematic behavior and learning disabilities a platform to thrive among their peers.

Ramapo for Children

Building Relationship with Students and Managing Problematic Behavior
Targeted Population- Grades K-2

Ramapo for Children is an organization that builds capacity in teachers to prevent and respond to student misbehavior through building meaningful relationships with and among students. This program was chosen because of its long history of success working with students in crisis. Because of the current student culture at PS 64, partnering with Ramapo for Children will provide The Walton Avenue School's teachers with the strategies they need to make the school a safe and nurturing environment to learn.

Lucero Elementary School: Key organizations that will serve as partners to support Lucero's work under SIG include those that focus in on academics, interpersonal development, and technology. To address Goal #1 related to increasing proficiency in math and literacy, *New Settlement* will provide approximately 60 of the students with academic and extra-curricular after-school activities. They will provide staff to partner with teachers to serve students.
LitLife consultants will also help Lucero meet Goal #1. Consultants will help teachers design the first 2 units of study in reading and writing. After a careful analysis of a school's environment and history, they work with schools to enrich teaching methods and units in reading and writing. They use both the latest research on teaching and the best technological advances in the resources. Social responsibility is woven throughout the work of *LitLife*. The organization is driven by a "fierce commitment to the dignity of every child." Support is focused on ensuring that all students are immersed in Common Core literacy, read and write well across genres.

To help the school meet its Goal #3 related to increasing technology proficiency in students, Lucero will partner with *Digital Age Learning (DAL)* and *Ocean of Know*. DAL will provide training on technology applications to be used with students. DAL designs student-centered classroom programs integrating advanced technologies. DAL's unique approach combines consulting services with customized hands-on training and piloting of effective methods for integrating rich media such as videoconferencing, digital photography, iPods and other technologies in the classroom and workplace. Lucero will also partner with Ocean of Know, a not-for-profit educational initiative formed to provide dynamic access to vast amounts of information reliant on the relationship between learning and technology. They will focus on supporting a hydroponics project at school that will teach students about alternatives to soil-based planting, using technology tools to simulate hydroponics farming. This project will help students to learn about global issues and ways that they can use STEM concepts to address and solve problems.

ii. Evidence of Partner Effectiveness Chart (Attachment C)

Please see Attachment C for all schools' Partner Effectiveness Charts.

iii. Partner accountability

Building campus Protocols will be set to guide discussions and elicit focused meetings. A survey will be issued after each meeting to promote reflection of the meeting process; and efficiency and effectiveness of the meetings and action plan.

PS 64: All Partners will meet with the administration on a monthly basis in order to review data analysis reports to ensure student progress:

Digital Age Learning
The DAL has developed an ongoing evaluation and video documentation. The DAL team will work with school leaders and teaching staff in order to access the project implementation and modify the project plans as needed. As a culminating activity, DAL INC. will create a DVD to summarize the activities in the project and produce evidence of increased technology usage in the selected classes. The video can be used for parent/teacher meetings, and mid-year and end of year review reporting.

Time 2 Know/ McGraw Hill
The effectiveness of the program will be measured in 3 areas:

1. Academic achievement gains – to be measured in a retrospective analysis of benchmarks, teacher assessments and end of year test scores on state level exams.
2. Decrease in number of inappropriate behavior incidents reported per class from baseline measure in early September 2013 to end of May 2014. A decrease in the number of behavioral issues will result in greater time on task for all students.
3. Improved teacher effectiveness through use of technology integration to be measured by comparison of scores on supervisory evaluations with baseline score in September 2013 and final evaluation in May 2014 with at least 1 mid-year evaluation.

Catapult Learning
The Catapult program will closely monitor progress with on-going assessments .The program will administer formative assessments based on a six to eight week cycle. (Baseline, midline, and final assessments) in order to track the progress made from the conception of the program. The benchmarks assessments (baseline, midline, and final assessments) will also track what the students have learned. The program will provide detailed data analysis reports outlining the progression of each student involved. The success of the program will also be determined by increase student achievement on summative assessments.

Professional Development Partners:
Columbia University TESOL Department
AUSSIE
Fordham University ESL Resource Network
The professional development component is vital to building a strong learning community. The professional needs of the staff and the academic needs of the students will drive the professional development foci at the school. Hence, the professional development partners' expected outcomes will be measured by, but not limited to, the following practices:

The Staff Measures

- Improved teacher effectiveness and best practices evidenced by satisfactory formal/informal observations
- Greater subject knowledge
- Willingness and ability to make observational changes
- Risk taking
- Enhanced commitment to teaching
- Increased participation in study groups, professional development sessions, planning sessions
- Improved teacher-pupil interactions
- Continued Self-evaluation/reflection

In addition to the staff measures stated above, the PS 64 staff will continue to have Classroom (instructional rounds) walkthroughs. They will be implemented in order to build a collaborative learning community, which fosters group analysis of data, the sharing of effective teaching practices, and also in order to maximize student achievement. During the instructional walks, the teachers will be able to observe best practices introduced by the professional development partners listed above. The instructional rounds (walkthroughs) at the school will be conducted by the teaching staff. Immediately after the round, the classroom teacher will receive non-evaluative feedback from their peers with use of the teacher effectiveness rubric to qualify low-inference observations of teaching practices. The Danielson framework Teacher Effectiveness model was selected as the instructional lens with particular focus on the citywide expectations of planning and preparation, questioning and discussion, and assessment in instruction. We will use the Danielson framework as a guide to propel our work.

The school will use the framework as a non –evaluative tool. It serves as an instructional tool intended to improve teacher effectiveness, create a shift from teacher –focus to learner-focused instruction, increase peer coaching/mentoring, improve curriculum /instructional initiatives, stimulate data –driven decision making, and develop learning communities.
The instructional rounds will be conducted on a two to three-week cyclical basis. Each instructional round will be conducted once a week with specific foci.

The Student Measures

- Observable student engagement
- Improved student attendance
- Increased student participation
- Increased student performance on formative and summative assessments

The partners will keep weekly logs/summaries detailing the staff/professional developers' interactions. The partners will also meet with the school administrators on a weekly basis in order to review data analysis reports to ensure teacher/student progress.

The Walton Avenue School:

***Education through Music*:** Education through Music serves many underserved communities in New York City and has a long history of enhancing instruction through infusing music. Peter Pauliks, of Education through Music, will work collaboratively with the school principal to select a music instructor whose vision aligns with our school's essential instructional elements

and our core values. The music teacher will report to the school principal and any concerns will be addressed collaboratively with Peter Pauliks of Education through Music. The School Leadership Team will review school data including attendance rates, student and parent surveys, and reading proficiency levels to determine the effectiveness of the partnership.

Ramapo for Children: Ramapo for Children provides a staff developer who will work with the principal to assess the current concerns that teachers and parents have about the learning environment at PS 64. In opening the new school, the staff developer will design PD experiences for teachers to specifically meet the needs of our students. These sessions will include strategies for working with the student body as a whole, as well as with specific students in crisis. The staff developer will join the social worker and principal to review OORS data and discuss our progress toward reaching our SIG goals so that we may adjust strategies if necessary.
Lucero Elementary School: *LitLife* consultants work will be evaluated by the production of two units of study in literacy for grades K-2. We will use the Tri-State rubric to evaluate alignment of units to the CCLS.

G. Organizational Plan

i. Organizational chart

See Attachment G for each school.

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

PS 64: The Administrative Cabinet is composed of the three school administrators. This cabinet meets frequently to analyze and discuss school wide data relating to student performance and teacher effectiveness. The Administrative Cabinet relays pertinent information to the Instructional Coaches as well as Grade Leaders in weekly meetings to be disseminated to the rest of the teaching staff. Conversely, teachers are able to discuss issues at the grade level in teacher teams and send information that is pertinent to Administration via grade leaders, coaches or directly.

The Walton Avenue School: While the principal serves as the only school administrator in the opening years of The Walton Avenue School, a distributive leadership model as outlined in the organization chart will be used for shared decision making. All major school decisions will be made in conjunction with the School Leadership Team, which meets monthly. These meetings will serve as an opportunity for the different parties to bring ideas for school improvement to the table. Parents, Teachers, and Administration will all be present and ideas are built upon until the team comes to a collective decision. After implementation, the team will review the effects of their decisions and reflects/adjusts accordingly. In a day-to-day nature, all teachers will report to the school principal in the opening years of the school. Grade leaders on each grade will assist the principal in making key decisions for the school, for example: curriculum choices, professional development options for teachers, assessment schedules, selection of students for afterschool intervention, the reviewing of school-wide data, and the preparation for outside evaluations of the school. Grade leaders will act as liaisons for the teachers on their respective

grade to provide valuable feedback that they have collected from their grades to bring to the principal for consideration in future decision making. The literacy coach will support all staff in planning and designing lessons and units, modeling lessons, reviewing student data, and consulting with the principal on key decision-making. Often, the literacy coach will accompany the principal on observations/inter-visitations with new or struggling teachers so that the principal and coach can collaboratively make an action plan for improving a teacher's instruction through the strategies listed above. The literacy coach may also bring a grade's collective questions or concerns to the principal following collaborative planning time. Other staff members responsible for literacy development in students, including the F-status reading intervention teacher and the "Literacy in the Content Area" cluster teacher, may also utilize the literacy coach for the supports listed above and for their direct support before the principal. The parent coordinator will act as the liaison for the school aides, since many of them are working directly with parents at arrival/dismissal.

Lucero Elementary School: The principal will oversee all of the teachers and staff members, relying on the support of coaches/coordinators to implement initiatives. The principal will make daily rounds, conduct formal and informal observations, and meet with teacher teams. She will ensure that she is provided with assessment data for each of the children in the school. She will meet on a weekly basis with the coaches to ensure initiatives are implemented, to identify successes, and challenges, and to ensure that the needs of children and families are attended to by all teachers and staff. The principal will participate in developing the PD schedule. The principal will also meet and greet parents and students, daily, and schedule meetings with parents, as necessary. Data that will be reviewed throughout meetings include, but are not limited to: running records, reading comprehension assessments, concepts of print data, phonetics and phonemic awareness data, baseline (and midline and endline) assessments in writing and math, end of unit performance tasks in math and literacy, student work with rubrics, attendance records, IEPs, behavior charts, observations, and conference notes.

The Curriculum Coach will support all teachers on staff to ensure that backwards-designed curriculum maps, framed within a social-issues context is realized. The Curriculum Coach will work with teachers to plan units of study that reflect shared reading, read alouds, independent reading, and a workshop approach towards implementation. In Mathematics, the Curriculum Coach will ensure that teachers use *Go Math* alongside a Singapore math approach – depth, not breadth—when planning and will guide teachers in supplementing the *Go Math* curriculum with math resources that help to further attainment of mathematical Common Core Learning Standards. All teacher teams will meet with the Curriculum Coach once per month, formally. In addition, the curriculum coach will ensure that roles and responsibilities of teacher team members are clear. S/he will ensure that deadlines are met. The Curriculum Coach will also meet with a Vertical Planning Team made up of one teacher per grade through Common Core Instructional Leadership funding. This team will ensure that curriculum maps are aligned across the grades and they will also be responsible for peer reviewing units of study and lessons, utilizing the Tri-State Rubric. Feedback from this team will be provided back to teacher teams, who will then make necessary revisions. S/he will also ensure that timelines regarding assessment of children are met by the teachers. S/he will provide guidance to teachers about intervention programming that will be scheduled for children and further assessments that must take place to get additional data. S/he will meet with teachers to review student cases every six weeks and make decisions on next steps based upon follow up assessments. S/he will provide PD

on RtI to staff and will lead an RtI team. Ultimately, s/he will ensure team goals are met. S/he will meet with Dual Language program teachers to ensure that they are attending to the needs of ELLs in a Dual Language setting. S/he will support teachers in differentiating instruction to meet the needs of ELLs. S/he will develop a timeline for assessment activities to ensure these are met by teachers. S/he will provide PD to teachers on looking at quantitative and qualitative data. S/he will support teachers in identifying next steps in instruction, based on data gleaned. In addition, s/he will train teachers on using data collection and management systems, as needed. Teachers will submit data reports directly to the Curriculum Coach. S/he will provide data charts for the teachers, broken down by strands, or as applicable.

Teachers will facilitate learning and provide a safe, nurturing, and academically rigorous environment—this is their most important charge. Teachers will assess student learning every day through checks for understanding, rubrics, and other types of formative assessments. Teachers will provide guided reading to students reading below a Fountas and Pinnell Level M, daily. Formally, they will meet with their grade level team twice per week to review student work and make their analyses actionable and evident through revisions in the unit maps and/or instructional plans. Teacher teams will meet with the Curriculum Coach, once per month for PD.

The Social Worker and service providers, SETSS, speech therapist, and occupational therapist will work collaboratively with classroom teachers to identify specific needs of students and to provide academic, social-emotional, and/or behavioral supports needed. Creation of behavioral charts will be led by the Social Worker in collaboration with the classroom teacher, parent, student, and any specific service provider required. They will monitor goals and observe the teacher in the classroom to determine what types of supports the teacher might need to improve the interaction with the student. The School Based Support Team (SBST) will provide services to children and their families, as mandated by IEPs, or on a case-by case basis. The SBST will meet with students, families, and teachers to process any referral cases that may arise.

iii. Annual professional performance review (APPR) process

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

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

observation report will be provided to the teacher and filed within 90 school days of the observation.

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

At PS 64, in order to monitor teacher effectiveness and provide teachers with meaningful feedback that will propel them to grow, we will initiate a series of informal observations to be conducted by all Administrative team members on a frequent basis, dependent on the outcomes of the Initial Planning Conferences. We project that at a minimum, each classroom may receive 2 informal classroom visits per week. The cycle for the informal observations will allow for a classroom visit and feedback given in writing identifying the area of focus, a strength (glow) and one area of further development (grow). This information will be provided to teachers within 24 hours to assure that teachers have time to receive the feedback, process the information and change their practice prior to the next visit. Teachers who select Option 1 during the Initial Planning Conference, will receive formal observations per calendar year in addition to informal observations. Administrators will carry a minimum caseload of seven teachers. Teachers will be visited during a variety of times to capture snapshots of instruction during the various content areas.

The Walton Avenue School: The school leader for The Walton Avenue School was trained extensively as part of the NYCDOE Teacher Effectiveness Program pilot for three years. He has provided staff development around the seven competency areas used during the pilot program, conducted frequent cycles of observations, held post observation conferences where he provided timely, actionable feedback to improve instruction, and organized a buddy observation program in which colleagues paired up to observe each other and provide feedback in a low-stakes manner. All of these things will help the school leader implement New York City's new teacher evaluation system in the opening years of the school.

Lucero Elementary School: Lucero envisions that observations will be conducted between September-December, January-March, and April-June. Thus, each teacher will have two documented formal and/or informal observations per cycle, depending on the outcomes of their Initial Planning Conferences. Last year, *Lucero's* new principal participated in a year-long Danielson workshop provided by the ETS organization. This PD provided the principal with an overview of each of the Domains, Competencies, and Elements in the Framework. In addition, she learned to take low-inference transcripts and give feedback to teachers. It is expected that this training will facilitate implementation of the new annual professional performance review of all instructional staff in the school. The principal will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences. The coaches will join the principal on informal observations to obtain a greater scope of the work being conducted in the classroom, as it relates to practices supported through coaching. In addition, the principal will collaborate with the Network CFN 109 to deliver PD on APPR to all teachers and staff members so that they fully understand the goals and how the APPR will be carried out throughout the year and through our Summer PD offerings.

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

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

PS 24: At PS 64, utilizing the teacher effectiveness training and support from network talent coaches, teachers will be provided with a concrete next step to enhance teacher performance. Data collected during teacher observations will be used to identify trends in instructional practices. This data will also source individual and group professional development opportunities. A sample weekly observation schedule is noted below for one Administrator:

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week A	Teacher A Teacher B Teacher C Teacher D	Teacher E Teacher F Teacher G	Teacher A Teacher B Teacher C Teacher D	Teacher E Teacher F Teacher G	Follow up Visits per data collected Pre Observations Post Observations
Week B	Teacher G Teacher F Teacher C Teacher A	Teacher B Teacher E Teacher D	Follow Up visits per data collected Pre Observations Post Observations	Teacher D Teacher B Teacher A	Teacher F Teacher G Teacher E Teacher C

The Walton Avenue School: The Walton Avenue School's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in attachment T. Final schedule will depend on teacher Initial Planning Conference.

	CYCLE 1				CYCLE 2				CYCLE 3	
K-TBE	INF.	FOR.	INF.		INF.	FOR.	INF.	INF.		INF.
1-TBE	INF.	FOR.	INF.		INF.	FOR.	INF.	INF.		INF.
2-TBE	INF.		FOR.	INF.	INF.	FOR.	INF.	INF.	INF.	
Physical Ed.		INF.	FOR.	INF.	FOR.	INF.	INF.		INF.	INF.

Literacy in Content Areas		INF.	FOR.	INF.	INF.	FOR.	INF.	INF.	INF.	
Literacy Coach		FOR.		INF.		INF.	INF.	FOR.	INF.	INF.

INF = informal; FOR = Formal

Lucero Elementary School: Lucero's tentative calendar is provided below, and as discussed above may be revised to align to the Central calendar provided in Attachment T. Final schedule will depend on teacher Initial Planning Conference. The APPR calendar below indicates the anticipated schedule for conducting informal and formal observations (INF.=Informal; FOR.=Formal), dependent upon the outcomes of the Initial Planning Conferences. As these positions have yet to be filled, an additional formal observation is indicated with an asterisk.

	CYCLE 1				CYCLE 2			CYCLE 3		
Teacher/Staff	**SEPT**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUNE**
K-Dual Lang.	INF.	FOR.	INF.		INF.	*FOR.	INF.	INF.		INF.
K- Monolingual	INF.	FOR.	INF.		INF.	*FOR.	INF.	INF.		INF.
1-Dual Lang.	INF.	FOR.	INF.		INF.	*FOR.	INF.	INF.		INF.
1- Monolingual	INF.	FOR.	INF.		INF.	*FOR.	INF.	INF.		INF.
2-Dual Lang.	INF.		FOR.	INF.	INF.	*FOR.	INF.	INF.	INF.	
2- Monolingual	INF.		FOR.	INF.	FOR.	INF.	INF.	INF.	INF.	
Physical Ed.		INF.	FOR.	INF.	FOR.	INF.	INF.		INF.	INF.
Technology		INF.	FOR.	INF.	INF.	*FOR.	INF.	INF.	INF.	
Curriculum Coach		INF.		INF.		INF.	INF.	FOR.	INF.	INF.
Social Worker		INF.		INF.		INF.	INF.	FOR.	INF.	INF.

H. Educational Plan

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

i. Curriculum

PS 64: For English Language Arts, PS 64 has selected the NYCDOE-recommended Pearson's *ReadyGen* for grades 3-5, hewed tightly to the Common Core's instructional shifts. They include

a balance of rigorous fiction and non-fiction texts, build students' academic vocabulary and knowledge across content areas, and engage students in using evidence from texts to make oral and written arguments. For Mathematics, the Department is recommending Houghton Mifflin Harcourt's *Go Math* for grades K-5, strongly aligned to the instructional shifts required by the Common Core standards. They focus deeply on a narrower set of key topics for each grade, clearly connect students' learning across grade levels, and ensure students have the opportunity to both practice skills and apply their thinking to real-world problems. PS 64 will continue the use of FOSS for science instruction and our technology based Social Studies curriculum will be amended to incorporate the common core shifts.

The Walton Avenue School: In an effort to develop reading proficiency in students and reach the goal of increasing reading proficiency 25% by 2016, The Walton Avenue School will use the core curriculum options offered by NYCDOE as the foundation for the instructional units at the school. In English Language Arts, *Pearson ReadyGen* program develops students' literacy proficiency through close reading of complex texts, word development through phonics and vocabulary kits, reading across related text sets to think critically about topics, write from sources, and research using non-fiction text sets. These curriculum materials will be supplemented with resources purchased from Teacher Created Materials, which offer resources to enhance curriculum and further engage students through classroom kits such as Reader's Theater, Language Power, and School-Home Connection, among many others. Using these supplemental resources will further expose our students to variety of grade level texts and the teacher can scaffold supports to bring students to grade level. Teachers will submit literacy assessment data including student's independent reading levels to their grade leaders at the end of each month and that data will be reviewed at grade leader's meetings with the principal to be analyzed and used to inform future curriculum decisions. The students will also be taking three periodic assessments and that data will be reviewed when teachers meet with school leaders to create actions plans based on their data. Annually, the school leadership team will decide what curriculum choices to opt into for the following school year.

In Math, The Walton Avenue School will use the CCLS-aligned program endorsed by the NYCDOE for elementary schools, *Go Math*, which is a proven program that the principal of the Walton Avenue School researched through visiting other Bronx elementary schools that were high-performing in math. This program addresses all of the CCLS Math Shifts, asking students to work with peers to solve highly complex math problems, to master basic computation skills, and to apply their mathematical knowledge to real world settings. It is intended that this program helps to raise the math achievement levels at the new school by 20% over the results of the phase-out school. Teachers will submit math assessment data to their grade leaders at the end of each month and that data will be reviewed at grade leader's meetings with the principal to be analyzed and used to inform future curriculum decisions. The students will also be taking three periodic assessments and that data will be reviewed when teachers meet with school leaders to create actions plans based on their data. Annually, the school leadership team will decide what curriculum choices to opt into for the following school year. SIG will be used to have teachers work together afterschool to meet with the curriculum coach to share best practices, modify instruction based on student data, look at student work for instructional implications, collaboratively design instruction, assessments, and learning objectives for each literacy unit, leading to more targeted instruction and higher reading proficiency.

Lucero Elementary School: Lucero will use the NYC Core Curriculum to obtain curriculum resources aligned to the CCLS that will help the school customize units and meet its academic, technology, and character goals. All selections were chosen based on alignment to the school model, the CCLS, and research that supports effectiveness of programs. Time will be scheduled weekly for teachers to plan together. Time will be scheduled for teachers to earn per session to continue designing curriculum.

Literacy: The literacy curriculum will use a balanced literacy framework. The Curriculum Coach will help teachers plan units that reflect shared reading, read-aloud, independent reading, and a workshop approach towards implementation. To support this work, schools must have robust classroom libraries that include a balance of fiction and non-fiction books (in both languages in Dual Language classes), books focusing on social issues topics, eBooks, and leveled book sets. Lucero will buy guided reading books in English and Spanish for teachers to use with their students to develop fluency and comprehension. Lucero will purchase iPads so that we may download digital books and magazines for students. In addition, the school will use ReadyGen as supplemental literacy resources. ReadyGen has been approved by the DOE as CCLS-aligned. The program provides a broad base of knowledge to students, and a balanced-literacy approach.

To complement the literacy program, Lucero will use Fundations for all of our students offered through NYC Core Curriculum. Fundations is a phonological & phonemic awareness, phonics and spelling program for the classroom. It is a prevention program to help reduce reading and spelling failure. Teachers incorporate a 30-minute daily lesson into literacy instruction. Lessons focus on sequenced skills including print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during the program's "Storytime" activities.

To support phonological/phonemic awareness in our Dual Language students in Spanish, we will use the Estrellita program. This is an accelerated, beginning Spanish reading program that engages students in multisensory instruction in phonemic awareness, phonics, and fluency. Sequential, cumulative, structured, systematic, and differentiated direct instruction are central to the program. Diagnostic assessment is part of the program to help teachers to inform instruction.

Fountas & Pinnell Leveled Literacy Intervention System (LLI) will be used as an intervention program for students reading below grade level, which will be purchased through SIG funds. The LLI System is a small-group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level.

Mathematics: Go Math will be the base of the curriculum and will be the main resource teachers will use to craft customized units of study. The Curriculum Coach will ensure teachers approach Go Math using a depth, not breadth approach when planning and will guide teachers in supplementing Go Math with math resources that help to further attainment of CCLS.

Science: FOSS is a research-based science curriculum designed to provide meaningful science education for all students in diverse classrooms and to prepare them for life in the 21st century.

Social Studies: Lucero will use the Houghton Mifflin Harcourt Social Studies trade books created exclusively for New York City and realia kits to support creation of customized units of study.

To ensure that the curriculum aligns with Common Core standards, Lucero will use the Tri State Quality Review Rubric and Rating Process to evaluate efficacy of our units. This collaborative has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to align to the CCLS. It is designed to provide clear criteria for CCLS aligned units/lessons, provide exemplary lessons/units that serve as models, collegial review and jurying process, and to provide clear and meaningful feedback for the revision of lessons/units. This rubric will be used as a peer review tool, which will be used by the school's Vertical Team to evaluate all units and lessons developed by teachers. Teachers will be expected to revise and return the unit for further review within 2 weeks.

ii. Instruction.

PS 64: Instructional experiences at PS 64 will be planned so that interdisciplinary concepts and core ideas address the needs of students with various levels of reading proficiency and prior school experience through differentiation, planned questioning that goes along the continuum of Webb's *Depth of Knowledge* Levels (Webb, 2002), and assessed frequently in order to determine students, grades, and sub group performance and needs. Students will monitor and assess their thinking, in the context of thinking of others, so craft techniques and related questions for close reading will support students in attaining independence and teach students to ask the questions and the focus of teachers will be on observing and analyzing student reading behaviors.

The Walton Avenue School: Instruction will be designed at The Walton Avenue School using a collaborative workshop model approach, in which students are provided direct instruction from the teacher, given an opportunity for guided practice under the observation of the teacher, and then given the majority of the class period to complete short and long term learning tasks. These texts require them to read across multiple genres of (both fiction and non-fiction), glean knowledge from non-fiction texts through independent reading and small group conversation, engage in multiple reads of complex texts with different purposes for each read, cite their texts in both conversation and written form, and use text based vocabulary to fully complete their tasks. Social Studies and Science content is embedded in these literacy units and learning tasks since all of the text sets that students work with in a given unit are topic based, including a mix of fiction and historical or scientific non-fiction. During a grade-wide intervention period, students are departmentalized and teachers deliver guided reading instruction to students in order to move their independent reading levels and provide scaffolded support to students, in particular ELLs, students with disabilities, and students from the phase-out school who are entering the new school significantly below grade level.

Similarly, in Math, the *Go Math* program from Houghton Mifflin is designed specifically around the CCLS for each grade, so that students are encountering material only pertinent to their specific grade level, with a focus on mastering that content only. Units of study build on each other from year to year and through vertical planning teachers are able to make a seamless transition between grade level topics for students. Math fluency time is built into the beginning of each lesson so that students are computing mentally and focusing more of their learning time on reasoning, problem solving, and articulating their knowledge in partnership and small groups. Additionally, the school will have a class set of Apple iPads and iPad charging/security carts for each grade to share to deliver instruction in an engaging way, to expose students to digital

literacy sources. Students will use iPads to take Go Math assessments and their scores sent digitally as disaggregated data to the teacher and school leader to inform instructional decisions.

The school will partner with Education Through Music in the opening years of the school to provide music education to students, since our student enrollment at that time will not warrant a full time music teacher. The Education Through Music teacher will be onsite 1.5 days in year one, 2 days in year two and 3 days in year three. They will provide music instruction to students through units that the organization has created to support the CCLS shifts, expose students to music based literature, have students write about music/musicians, and provide teachers with strategies through a monthly newsletter and periodic PD at the school on using music to enhance instruction in their classrooms. Throughout the three year partnership, the school leader will work closely with the Program Director of Education through Music to build the instructional capacity of the music teacher so that he/she can be considered for fulltime employment when our student enrollment warrants it.

Lucero Elementary School: Students will develop five *Essential Intellectual Skills (EIS)* during instruction: Problem Formulation, Research, Interpretation, Communication, and Precision/Accuracy. To develop these intellectual skills, teachers will use various instructional strategies including:

Questioning: By crafting questions reflective of the Depth of Knowledge rubric, teachers can craft questions that primarily reside in DOK Level 3 and 4 so students learn to think critically. Students will also learn to craft questions. By designing questions worthy of research, students will be motivated to find answers through independent and collaborative inquiry. This strategy would help to address Building Knowledge in the Disciplines (Shift 2, ELA), Text-Based Answers (Shift 4, ELA), Focus (Shift 1, Math), and Deep Understanding (Shift 5, Math) as questioning provides them with a purpose for problem-solving and research.

Project-based learning: Teachers will craft projects at the end of literacy and math units to demonstrate understanding of key concepts. In literacy students will publish their own argumentative, informational, and literary pieces and decide how they will present their publishing to the world—through a blog, newsletter, power point, podcast, etc. This approach helps students to apply the learning of concepts and skills to real world situations. This will help attend to Writing from Sources (Shift 5, ELA), Coherence (Shift 2, Math), Deep Understanding (Shift 4, Math), Applications (Shift 5, Math), and Dual Intensity (Shift 6, Math).

Collaborative Group Work: Teachers will use this instructional strategy to support students performing at various levels. Students will learn how to communicate with one another, to listen, to respect opinions, and to create a final product as part of a team. Through this strategy, Writing from Coherence (Shift 2, Math), Fluency (Shift 3, Math), Deep Understanding (Shift 4, Math), Applications (Shift 5, Math), and Dual Intensity (Shift 6, Math) will be addressed.

To make the instructional shifts in literacy, students will use logs to keep track of their reading to track a 50-50 balance between reading fiction and non-fiction (Balancing Informational and Literary Text, ELA Shift 1). Teachers will engage students in units framed within a Social Issues context to build knowledge across the disciplines (Building Knowledge in the Disciplines, ELA Shift 2). All students will be exposed to text within the grade-band and will reflect about ideas and concepts gleaned through readings (Staircase of Complexity, ELA Shift 3). Teachers will have students reading text closely so that they can evidence their thinking (Text-Based Answers, ELA Shift 4). Teachers will ensure that students use various print and

digital resources to support their claims (Writing from Sources, ELA Shift 5). Finally, teachers will include a Vocabulary Boosting period as part of their day to highlight key vocabulary with the goal of instructing students in a range of 20-30 new vocabulary words across content areas each week (Academic Vocabulary, ELA Shift 6). Students will work collaboratively and teachers will use kinesthetic approaches for students to understand the meaning of Tier II, III words in context.

To make the instructional shifts in math, teachers will ensure that math is approached for depth, not breadth. They will deepen the understanding of the focus for instruction by providing students with essential and guiding questions for the unit (Focus, Math Shift 1). A Vertical Team will align units across grades. Thus, the teacher can ensure current learning is aligned to past learning so students make deeper connections to concepts (Coherence, Math Shift 2). To gain greater fluency in math, teachers will design centers to aid students in developing fluency and they will provide them with technology app tools on iPads to help them to gain proficiency (Fluency, Math Shift 3). Students will be asked to explain and model their thinking to demonstrate that they indeed understand how to approach a problem and they know when there are gaps in their understanding that become barriers to solving a problem (Deep Understanding, Math Shift 4; Applications, Math Shift 4; (Dual Intensity, Math Shift 4).

iii. Use of Time

PS 64: PS 64 will provide guidance to all teaching staff on the arrangements for administering the extended day program. The amount of time for instruction will be clearly programmed and expectations specified in the guidance. School leaders will evaluate the quality of services provided and make adjustments as needed. School leaders will implement a consistent policy for teachers to refer "at risk" students for Academic Intervention Services (AIS). The policy will include the use of criteria based on data and specific timeframes for each step of the referral process, including the production of BIPs.

The school will be operational for 180 instructional days, for 8 periods each day allocated to core instruction. The schedule will be organized so that teachers are encouraged to work together cross-circularly, reflective of a butterfly effect of class partnerships in order to support departmentalization. The schedule is supportive of common planning, and articulation periods for each class partnership in order for teachers to establish explicit evidence of success that allows the school to hold itself to a meaningful standard of accountability.

In order to support students to think deeply about English Language Arts and Mathematics teachers will be given opportunities to collaborate with their partnering teacher for continuity in instructional workshop format. After school, Saturday, and Summer Institute Bridge Academies will provide a structured system of extra help to assist students in completing accelerated programs of study with high levels of academic and technical content. In addition, extended day will be achieved through Academies to meet the needs of students. Beginning in the fall of 2013 and running through the end of the school year. PS 64 will have afterschool programs and extended year through Summer Institute (Bridge).

Sample Class Schedule for PS 64:

NYS Instructional Requirements

5(75 minute periods) of ELA= 375 minutes	5 (45 minute periods) of Social Studies= 225 Minutes
5(75 minute periods) of MATH= 375 minutes	5 (45 minute periods) of Science= 225 minutes

Class 301	M-Thurs		Class 302		
	8:00-8:10	Morning Meeting		8:00-8:10	Morning Meeting
Period 1	8:15-9:00	ELA (Reading)	Period 1	8:15-9:00	Math
Period 2	9:05-09:50	ELA (Writing)	Period 2	9:05-09:50	Math
Period 3	09:55 – 10:40	Content (SS)	Period 3	09:55 –10:40	Content (Science)
Period 4	10:45-11:40	LUNCH	Period 4	10:45-11:40	LUNCH
Period 5	11:45-12:30	Content (Science)	Period 5	11:45-12:30	Content (SS)
Period 6	12:35-1:20	Math	Period 6	12:35-1:20	ELA (Reading)
Period 7	1:25-2:10	Math	Period 7	1:25-2:10	ELA (Writing)
Period 8	2:15-3:00	Teaching Artist	Period 8	2:15-3:00	Librarian
	3:00-3:10	Afternoon Meeting		3:00-3:10	Afternoon Meeting
Class 341			**Class 342**		
	8:00-8:10	Morning Meeting		8:00-8:10	Morning Meeting
Period 1	8:15-9:00	Content (Science)	Period 1	8:15-9:00	Content (SS)
Period 2	9:05-09:50	Math (2)	Period 2	9:05-09:50	ELA (2)
Period 3	09:55 – 10:40	Math (2)	Period 3	09:55 – 10:40	ELA (2)
Period 4	10:45-11:40	LUNCH	Period 4	10:45-11:40	LUNCH
Period 5	11:45-12:30	ELA (2)	Period 5	11:45-12:30	Math (2)
Period 6	12:35-1:20	ELA (2)	Period 6	12:35-1:20	Math (2)
Period 7	1:25-2:10	Content (SS)	Period 7	1:25-2:10	Content (Science)
Period 8	2:15-3:00	Technology	Period 8	2:15-3:00	PE
	3:00-3:10	Afternoon Meeting		3:00-3:10	Afternoon Meeting

Subject Area	Afterschool		Saturday		Recess Christmas break, Winter Break, Easter Break		Summer Institute	
Reading ELA	Enrichment 2hr 3xweek	Intervention 2hr 3xweek	Enrichment 4hrs	Intervention 4hrs	Enrichment 4hrs 3xweek	Intervention 4hrs 3xweek	Enrichment 4hrs	Intervention Mandated Summer School
Writing ELA	Enrichment 2hr 3xweek	Intervention 2hr x 3 week	Enrichment 4hrs	Intervention 4hrs	Enrichment	Intervention	Enrichment	Intervention Mandated Summer School
ESL	Enrichment 2hr 3xweek	Intervention 2hr x 3 week	Enrichment 4hrs	Intervention 4hrs	Enrichment	Intervention	Enrichment	
Math	Enrichment 2hr 3x week	Intervention 2hr 3xweeks	Enrichment 4hrs	Intervention 4hrs	Enrichment	Intervention	Enrichment	Intervention Mandated Summer School
Project Based Content Based	Enrichment 2hr 3xweek		Enrichment 4hr		Enrichment		Enrichment	

The Walton Avenue School: The school will be operational for 180 instructional days, for eight, 45-minute periods. Seven of the periods are dedicated to core instruction and the eighth period is

split between the first and last 20 minutes of the school day for students to engage in Morning Meetings and Closing Circles, when teachers are using the Responsive Classroom Model to build community and enhance the culture of our building. Additionally, the Physical Education teacher oversees recess time so that he/she can engage students in organized play in an effort to reduce problematic behaviors in the playground that have plagued that phase-out school and concerned community members.

After school will be offered to twenty students on each grade who have been identified by the classroom teachers in collaboration with the literacy coach and the principal. Those twenty students on each grade will receive two hours of literacy and/or two hours of math extended learning time per week for eight weeks (subject to SBO approval). At the end of eight weeks, students will be assessed and the teachers and principal will decide whether to continue each student for an additional eight weeks or to offer the seat to another child. A total of three 8-week cycles will run throughout the year. In addition, an F-status reading teacher will be hired to work with our lowest third of students as determined by Fountas and Pinnell Reading Assessments. The teacher will work two days a week for year one and two. Also, in the school's second year, two teachers will each work two days to support our struggling children to reach reading proficiency by the end of the year.

Sample Class Schedule for The Walton Avenue School	
X Period (25 min.)	Morning Meetings
Period 1	Literacy Block I (Pearson ReadyGen Program)
Period 2	Literacy Block II (Grade-wide Guided Reading and Phonics/Word Work)
Period 3	Math Block I (Go Math)
Period 4	Lunch
Period 5	Math Block II (Go Math)
Period 6	Prep (Phys. Ed, Music, Literacy in the Content Areas)
Period 7	Science or Social Studies (6 week cycles)
X Period	Closing Circle

Year One After School Program (three 8-week cycles)	
Monday and Tuesday (3:00-4:00)	First Grade Literacy (2 classes of 10 students)
	Second Grade Literacy (2 classes of 10 students)
Wednesday and Thursday (3:00-4:00)	First Grade Math (2 classes of 10 students)
	Second Grade Math (2 classes of 10 students)
Year Two After School Program (three 8-week cycles)	
Monday and Tuesday (3:00-4:00)	Second Grade Literacy (2 classes of 10 students)
	Second Grade Math (2 classes of 10 students)
Wednesday and Thursday (3:00-4:00)	Third Grade Literacy (2 classes of 10 students)
	Third Grade Math (2 classes of 10 students)
Year Three After School Program (three 8-week cycles)	
Monday (3:00-5:00)	Second Grade Literacy (2 classes of 10 students)
	Third Grade Literacy (2 classes of 10 students)

Tuesday (3:00-5:00)	Second Grade Math (2 classes of 10 students)
	Third Grade Math (2 classes of 10 students)
Wednesday (3:00-5:00)	Fourth Grade Literacy (2 classes of 10 students)
	Fourth Grade Math (2 classes of 10 students)

Lucero Elementary School: Based on the 2013-2014 DOE school year calendar, Lucero will be in session 183 days. The sample schedule reflects a regular school day with an after-school program at the end of the schedule for students who are performing at a Level 1 or 2 in Literacy and/or Math. It calculates for a 36 hour week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:35	Community Circle (Morning Message)				School-Wide Community Circle
8:35-9:05	Phonics				
9:05-9:50	Reading Workshop (Shared Reading, Read Aloud, Independent Reading)				
9:50-10:35	Writers Workshop				
10:35-11:15	Small Group Instruction and Centers (All Teachers & Paras)				
11:15-12:00	Lunch/Recess				
12:00-12:45	PE (Teacher Prep)	STEM (Teacher Prep)	PE (Teacher Prep)	STEM (Teacher Prep)	PE (Teacher Prep)
12:45-1:35	Math Workshop				
1:35-2:15	Social Studies	Social Studies	Science	Science	Clubs/ Extended Projects
2:15-2:20	Community Circle/Dismissal				
2:20-2:57	Extended Day				
3:00-4:30	After-School Program				

Lucero's school day will be extended to ensure that its RtI program is consistent and cohesive across grades. Children not targeted for intervention will be engaged in centers. Every teacher, coaches, and para-professionals will work with small groups during our RtI period. Small group instruction will include Guided Reading, Guided Math, and supplemental phonics work. Through SIG, Lucero will hire 2 supplemental teachers in Year 1, 1 in Year 2, and 1 in Year 3 for students to receive additional instructional support. After a year funded by SIG, teachers will be prepared to take over a class in a new grade that will be added on in the next year. The schedule allows for periods to facilitate activities such as Read Aloud and Word Work/Vocabulary Boosting

activities. The day will begin and end with Community Circle time to build community to build a bridge to the learning that will take place throughout the day, and to help students reflect about their learning at the end of the day. Lucero's plan to accelerate learning is to provide second grade with academic after-school focusing on literacy and math for approximately 6-8 months (1.5 hours per day). Students performing below grade level in either math or literacy will be targeted for the program. The school will provide its lowest 1/3 students in 1st and 2nd grade with a Summer Enrichment Program.

iv. Data-Driven Instruction/Inquiry

PS 64: The cycle of teaching and learning is one in which all members of the school **Know** (Desired Results), **Do** (Acceptable Evidence), **So** (Plan Learning Experiences). The expectations for teaching and learning will be clear, consistent, and tightly aligned to the goals of the Common Core. Students will be frequently assessed through both formative and summative assessments in order to determine students' performance levels and progress towards learning standards.

At the culmination of each unit of study each student will complete a Performance Based Assessment focused on the essential ideas of the unit of study in ELA and/or Social Studies and a Performance Task in Mathematics Science that incorporates both multiple-choice and constructed responses. Simulation test will be administered a minimum of 3x per year, in order to give classroom teachers, students, parents and administration real-time data on current student needs and strengths.

Inquiry members will meet regularly to determine student progress, effectiveness of instruction, and school progress toward the goals. Based upon clear evidence and multiple and frequent benchmarks students will receive differentiated instruction to ensure success.

The Walton Avenue School: The Walton Avenue School is using an in-depth Data Driven Instruction framework to design and adapt its curricular units of study. Students will be assessed in Math and ELA three times a year using the DOE Periodic Assessments. Student data will be reviewed school-wide by the School Leadership Team to analyze the effectiveness of the curriculum programs used at the school and our instructional model. Grade leaders will sit the principal to review the results of each Periodic assessment to discuss instructional shifts that can be made grade-wide to increase student performance. Additionally, each teacher will have a data debrief meeting within one week of receiving results from the Periodic Assessments where the principal and instructional coach will review data with the teacher, address concerns, and create an action plan with the teacher of ways in which he/she will adjust instructional practices (i.e. planning, assessment, small group instruction) to increase student performance. The majority of the work around Data Driven Instruction will be funded through additional funds. SIG funds will be used to purchase iPads (previously discussed under "Instruction") and four teacher computers so that teachers can have direct access to student data throughout the school day and for planning after hours. The iPads, in addition to enhancing instruction, will be used for each student to take their *Go Math* assessments online, so that the assessments are graded electronically and the disaggregated data sent directly to the teacher to inform instruction. This data is also visible by the principal and reviewed regularly at meetings with the grade leaders. The school will purchase computers for teachers to access online student data during prep and common planning time.

Through the constant monitoring of student data, teacher teams will design and adjust curriculum during common planning and inquiry time to best meet the individual needs of their students. The School Leadership Team will meet monthly to review student data sheets that teachers will submit electronically each month. Data sheets include attendance, independent reading levels, math assessment data, and behavioral infractions.

Lucero Elementary School: The Curriculum Coach will meet with teachers once a month to review formative data and once every four to six weeks to review periodic assessments. SIG will be used to purchase desktop computers and a printer per class for staff to enter data and print data reports. The coach will offer afterschool PD related to setting instructional goals 1-2 times per month. The Curriculum Coach will help teachers make it actionable by applying what was learned through data to unit maps and into instructional. Common prep schedules will be arranged for teachers to meet with coaches and with one another. In this way, it will promote informal, ongoing review of data. Each teacher will meet with the principal once per month to review class-wide data, check-in on goals, and to discuss instructional goals for the next month. *See Lucero Attachment: Section H. iv. Data-Driven Instruction/Inquiry (DDI) Planned Assessment Schedule.*

v. Student Support

PS 64: The school is located in an economically disadvantaged area of New York City. The students deal with many and various emotional difficulties and therefore have many conflicts. To assist students to develop life skills, Morningside Center for Teaching Social Responsibility will conduct a school-based program that will help students relate to others, stand up to bias, and think critically about the big issues of the day. The Kagan Cooperative Learning Program will be used in every classroom to foster greater academic achievement, improved ethnic relations, enhanced self-esteem, harmonious classroom climate, and a range of social skills. Responsive Classroom techniques will be used to establish the school culture and will be supported with the PBIS school-wide and classroom initiatives. The Montefiore Hospital operates a School Health Clinic within the building. It is staffed by a Nurse Practitioner and provides support for students suffering with asthma, diabetes. Academically, struggling students will be identified through formal assessments in both Reading and Math that will be conducted on a monthly basis. The Wilson Program (Reading) and the Go Math Program will be used to assist these students attain on-grade-level standing. The Catapult Learning Partnership will offer additional assistance with Tier III RtI for students needing additional academic supports. The coordination and implementation of these support programs will be monitored by the Assistant Principal.

The Walton Avenue School: Implementation of The Responsive Classroom model is paramount to building a culture that supports the social/emotional needs of all students at The Walton Avenue School. All teachers will be trained in using this model to begin and end the day with community building and establishing relationships. Additionally, the Ramapo for Children staff developer act as a consultant to the staff and school leadership on building relationships with and among students and preventing problematic behaviors through their extensive research and work with children in crisis. Their professional development will provide supports and techniques for teachers to manage problematic behavior in a positive way by building relationships with and among our students to build culture in the school. In year three, as the school moves closer to

full scale, the SIG funds allow the school to hire a bilingual social worker who, in addition to counseling children in crisis, acts as the head of the school culture committee and advises the principal on making the best decisions to promote the mental health and emotional wellbeing of our children. The social worker will also work to build capacity in classroom teachers to support students in crisis. Academically, the hiring of a full-time instructional coach to focus on literacy instruction for students ensures that the learning experiences in which they are engaging are aligned to the CCLS and preparing them to further their education when they leave school. Each teacher has access to Leveled Literacy Intervention so that the classroom teacher may deliver Tier I intervention to any and all students so that they may be brought up to grade level in reading proficiency.

Lucero Elementary School: Classroom teachers will use data to make instructional decisions that support the specific needs of each child. They will use assessments to determine who requires RtI Tier II or III support. Students will be provided with additional services, as needed for a period of six weeks, at which point the children will be re-assessed to determine if they still require the intervention. Further academic support will be provided by coaches who will guide teachers in curriculum design and implementation. They will guide teachers in building best practices in literacy instruction. RtI support will be provided by all teacher, coaches, and paraprofessionals during the RtI Small Group Instruction portion of the school day. Teachers will be offered PD and training to support the work being conducted with students in the small groups. The Social Worker will support the needs of children with social-emotional and/or academic challenges. The Social Worker, SETSS, speech therapist, and occupational therapist will work with teachers to identify specific needs of students and/or behavioral supports needed. Lucero will partner with PS 294 (Walton Avenue Elementary School) over the three year period of this grant to hire an additional Social Worker to increase the scope of support available to meet the needs of our students. After SIG funding runs out, Lucero will support the continued hiring through Title I funds. A Behavior Intervention Team will be created consisting of the Social Worker, principal, SBST, and parent (as needed) to address students displaying behavioral challenges. The teacher will provide documentation. The Team will review data and visit the class to observe student and teacher practices. Based on the review, they will set goals, and create an individualized behavioral plan. The Social Worker may provide the teacher with strategies to improve interactions with the student. The case will be revisited within six weeks to monitor progress.

vi. School Climate and Discipline

PS 64: Attention to the safety and school culture needs across all three schools, PS 64, PS 311, and PS 294 will collaborate on ensuring the safety of all three schools' children. The three schools share a common commitment towards the safeguarding of all children on campus in order to cultivate a positive school culture throughout the entire campus. Through the use of SIG funds, the three schools will collaborate on building a team of school aids who will specifically focus on safety and school culture. The school aid members of this team will meet as a "Safety and School Culture Support Team" on a weekly basis to ensure that weekly goals regarding safety and school culture are solidified.

The team's efforts will lead to improved campus-wide behavior and safety, in the lunchroom, recreational spaces, shared spaces, in the hallways, and throughout the building by

enforcing a consistent presence and expectation. Consequently, safety and school culture will increase in scope from year to year. With norms and values solidified each year, PS 64 will reduce the number of aides needed in this capacity over the next three years, and gradually downsize its school-aide substitute hires.

The Walton Avenue School: The Walton Avenue School community will live and breathe the core values of Respect, Empathy, Collaboration, Enthusiasm, and Perseverance in everything that they do. In order to maintain a school culture that is focused on academic and emotional well-being, the school must be a safe place conducive to learning. As described above, to address the needs regarding safety and discipline at the phase-out school, the three schools on the X64 campus will share school aides to assist in hall monitoring, arrival/dismissal, bathroom monitoring, lunchroom and playground supervision, greeting visitors, and escorting visitors to their respective locations on our school campus. This will help us achieve the goal of reducing OORS incidents by 50% in three years. Also, a bilingual school aide will be available to greet families who visit the new school over the summer with questions or to enroll their children. The academic climate of the campus is also currently antiquated, as students have no access to computer technology to enhance learning. Under the SIG, The Walton Avenue School will outfit each classroom with two student computers (in addition to the use of ipads discussed in previous sections) so that students are working in a modern, dignified learning environment that is truly preparing them for college and careers in the 21st century.

Lucero Elementary School: The day will begin and end with Community Circle time to build community in the classroom, to build a bridge to the learning that will take place throughout the day, and to help students reflect about their learning at the end of the day. Once a week, the whole school will meet in a community circle. Students exemplifying Core Values and character traits will be honored at school-wide meetings. Classes will present on a topic related to building community. Also, the community will follow a shared approach towards school climate and discipline. Flow-charts will depict the steps to be taken by all teachers for specific incidents. Students will know what is expected regarding behavior—providing them with a consistent message with clear expectations.

All staff will receive *Responsive Classroom* PD. This approach is a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction.

Attentive to the safety and school culture needs across all three schools, PS 64, PS 311, and PS 294 will collaborate on ensuring the safety of all children. In Year 1, the school will collaborate on hiring 15 substitute (per diem) school aides. In Year 2, it will decreasing its school aid substitutes to 10. Finally, in Year 3 the school will collaborate on downsizing to 8 substitute school aides. School aides will be assigned specific roles related to safety and school culture to address the needs of all students on campus. The three principals from the three schools will meet as a Building Council to determine the specific responsibilities of each school aid and daily posts they will assume. School aides will meet weekly as a "Safety and School Culture Support Team" to ensure weekly goals regarding safety and school culture are solidified. They will monitor halls, playgrounds, and lunchrooms, greet visitors to the school, and reinforce positive behaviors to ensure the safety and creation of positive school culture across all schools. The team's efforts will lead to improved campus-wide behavior and safety, in the lunchroom, recreational spaces, shared spaces, in the hallways, and throughout the building by ensuring a

consistent presence and expectation. With norms and values solidified each year, it will gradually downsize the number of aides needed in this capacity over the next three years.

vii. Parent and Community Engagement

PS 64: It is of vital importance to engage with parents and the community to work together to maximize student-learning outcomes. To improve parent and community engagement PS 64 will take actionable steps to such as:

- The Parent Coordinator will survey parents on specific items related to progress report delivery, support, and resources. This information will be given to administration to allow for explicit feedback to parents.
- Parent afterschool program focus will be based on an interest inventory survey of parents.
- Meet and Greets- will provide a time for parents to meet with staff and fellow parents to discuss curriculum and homework ideas
- Parent Retreats will be hosted to provide parents and staff professional development to bridge the home-school connection.
- Parent Interest Inventories will be assessed each quarter of the academic year to ensure a variety of desired workshops/resources are available.
- Community Updates will be given visa Newsletters, phone messenger logs, fliers, and emails.
- Obtain parent information about school and parent related programs, meetings and other activities in a format and in a language parents can understand.
- Translation services will be provided for all parent meetings through use of translators

The Walton Avenue School: At The Walton Avenue School parents are partners in their children's education. Many families in the community are not fluent in English and require supports to become involved in their children's academic life. During summer 2013, The Walton Avenue School will be a new school, enrolling children for the first time and marketing itself to the community as a safe, academically challenging place to send their children. The school anticipates a lot of excitement and interest from the community, and possibly some confusion about the phase-out and the two new schools. It is critical that The Walton Avenue School have two bilingual school aides in the summer of year one, three bilingual school aides in the summer of year two, and four bilingual school aides in the summer of year three, to work with the school leader to engage parents and community members. The school has a parent resource room that is staffed by the parent coordinator. This room will serve multiple purposes: it is a meeting place for parents, will be equipped with computers with software that helps parents learn English, provides internet access in limited time allotments so that parents may access information via the internet, and is the go-to place for parents with any concerns. The parent coordinator will oversee this room and runs workshops throughout the week. Additionally, teachers will work with the Parent Association and present at PA meetings around a variety of topics on how parents can support their children's academic development at home.

Lucero Elementary School: At Lucero, parents will join the Parent Association and the School Leadership Team. Each class will have a Parent Representative to communicate with class parents the class: instructional focal points, reading recommendations, field trips, forms to be completed, core values being addressed, character traits being addressed, lunch, uniforms, etc.

Parents will be invited to serve as instructional, extra-curricular, or clerical volunteers. Lucero will partner with organizations, political officials, and businesses. Communication vehicles include: monthly parent newsletters, website and blog, and Breakfast with the Principal. Events for students, families, and/or community partners will include: assemblies, class trips, Parent Appreciation Night, Literacy Day, Math Night, Field Day, and Parent Workshops. Sign in sheets will be used as assessment of involvement. Parents and community members will evaluate sessions through evaluation forms.

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

PS 64: School Administration, Instructional Coaches, SLT, Grade Leaders and Staff were allowed opportunities to provide input and feedback throughout the development of PS 64's plan.

The Walton Avenue School: Because The Walton Avenue School is a new school, the professional development plan for The Walton Avenue School was made prior to the formation of an official School Leadership Team. In the spirit of collaboration, the principal created the plan with his planning team, a group of colleagues from around New York City who helped him write the proposal to open a new school. Additionally, he consulted with other new leaders at the weekly New School Intensive training to present drafts of the plan and get feedback. Furthermore, the coaches from the Office of New Schools gave ongoing feedback to the PD plan and it was revised accordingly. Finally, the principal collaborated with the new leader of PS 311 and PS 64, the schools for which he will be co-located to align some common topics and goals that can be shared amongst the other schools in the building.

Lucero Elementary School: The principal of Lucero presented the model to parents and families of the phase out school who will need to select a new school servicing K-2 students. The presentation informed on the proposed model so parents can make informed decisions about where to register their children for Fall 2013. Consultation with the UFT district representative and CPAC Parent Council representatives took place in May 2013. Summer PD is planned for 2013 to offer training on the model as it relates to instruction and school culture. Through PD, teachers and staff will learn about the curriculum we will implement across content areas, the systems for classroom management, RtI, APPR, Depth of Knowledge, and assessment practices to be implemented across the school. When Lucero opens in the fall, it will form a School Leadership Team to provide parents with ongoing information about its model.

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

Please see Attachment I. for the respective schools' Year One PD overview.

iii. Plan for training, support and professional development

PS 64: Professional Development will be offered at least once a week tailored to teacher needs. PD will initially be more frequent as teachers begin become oriented with the curriculum. PD will become less frequent as the year progresses and will culminate in a surge of offerings at

year's end to address the new city wide expectations and curriculum planning. In order to accomplish real change in a learning paradigm in the classroom, the teacher needs to be allowed sufficient time and practice to become comfortable with a new teaching methodology. For technologically based PD, there will be initial training for 2-3 days depending on content chosen. Then an instructional coach is assigned to the school and does in-classroom coaching and mentoring with each teacher several times throughout the year. In addition, there are virtual training sessions on data analysis and grade level planning.

In evaluating the impact of professional development activities the school will assess effectiveness using feedback from observation cycles, student inquiry, and data from formative and summative assessments. PD focus will be assessed every six weeks to examine trends and patterns of areas evidenced and areas that may need more development.

The Walton Avenue School: At the Walton Avenue School, directly following every professional development workshop, each staff member will have a chance to share out one major takeaway including how and when they will begin implementing that takeaway. These takeaways are recorded and will be revisited during teacher observations to evaluate the effectiveness of different PD on the daily instructional and cultural happenings of the building. Other ways The Walton Avenue School will evaluate PD effectiveness include: discussions with staff and students, looking at results of assessments related to a particular PD, collaborative inquiry of student work, self-evaluations, feedback from buddy teachers, monitoring student attendance, evidence of staff retention/recruitment, noticeable teacher-student and student-student interactions in alignment with the school's five core values.

Lucero Elementary School: The following "high priority" instructional elements for PD have been identified at Lucero as focus areas in Year 1, as these are critical to creating an instructional and cultural foundation:

Domain	Component	Element (Targeted Goals)
Planning & Preparation (Domain 1)	1c. Setting Instructional Outcomes	Develop clear objectives for the lesson that are linked to CCLS and shared with students.
Planning & Preparation (Domain 1)	1f. Designing Student Assessments	Match assessments to lesson teaching point.
Classroom Environment (Domain 2)	2a. Creating an Environment of Respect & Rapport	Ensures that teacher and student interactions reflect expectations for effective and positive communication.
Instruction (Domain 3)	3b. Using Questioning & Discussion Techniques	Develop questions that range across DOK continuum to deepen thinking and discussion.

Lucero will use the Danielson rubric as a pre- and post-assessment tool to determine teacher growth after participating in workshops related to topics above. The principal and coaches will use the rubric to provide feedback to teachers on the targeted goals above, in a formative manner

only. The schedule for observations outlined in Section G, iv., will be used to observe Year 1 Focus Elements in Domains 2 & 3 (the "on-stage" domains). Monthly meetings between the principal and each teacher will serve to assess progress made on Domain 1. The Coach will focus on Elements when visiting classes. Modifications will be made if teacher practices do not reflect growth. The teacher, principal, and coaches will collaborate to identify areas where growth is needed. If results from pre- and post-assessments on the rubric do not show achievement of PD goals, the administrative team will meet with the Network to review data including teacher rubrics, PD plans, schedules, and agendas to determine where gaps reside. Possible approaches to filling the gap may include additional PD, support for individual teachers by the Curriculum Coach, or support for the school-wide community by a consultant.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

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

In addition, PS 64 stakeholders play an active role in the academic education and character development of the students. The school is committed to forming partnerships with parents, nonprofit community based organizations, District 9, its network in cluster 6, and high

schools to ensure that PS 64 keeps them informed while seeking opportunities to incite their active support of the school's mission and its students.

Parent involvement will include: Parent Association meeting, Parent volunteer, parent workshop, parent survey, Parent-teacher-conference. Communication methods with stakeholders will include: phone calls, letters, emails, surveys, bulletins, and meetings.

An in-depth analysis of data on current and past school level data, will be conducted by the school leadership team that must include, school level administration, teachers, parents, support-staff, and community board members will present their findings and develop a set of non-negotiable principles. The principles will be drawn from theory, research, and professional knowledge related to the education of ELLs, and students identified as at-risk. The committee will then develop a curriculum that enhances students understanding through *Big Ideas, Essential Questions,* clarified *Desired Results, Assessment,* and planned *Learning Activities.*

The plan will be rolled out to teachers, staff, and parents in stages through sessions facilitated by the committee to uncover the identified desired results, what will be acceptable evidence of achievement, and sharing the planned learning experiences and instructional units.

The Walton Avenue School: The three goals for school improvement identified in The Walton Avenue School's SIG plan will be shared with the school community and regular updates will be given to stakeholders including, but not limited to, the following ways: posting of SIG goals in entrance of the school, posting of SIG goals on parent website in September 2013, a semi-annual review of our progress toward SIG goals to be shared on school website twice a year and backpacked home, a review of data directly related to SIG goals at School Leadership Team meetings in November, February, and May of each year, the embedding of SIG goals into the school's Comprehensive Education Plan which is submitted to the superintendent and posted on the school website, the results of the school's district New School Quality Review which also evaluates reading instruction, data, parent involvement, and school culture will be shared with families via a backpacked letter home and the school website, a semi-annual partnership representatives meeting in January and June when each school partner identified in the SIG reports on the progress of their organization in supporting the school's SIG goals.

Lucero Elementary School: Various methods, times, and places are planned to regularly and systematically update parents, families, the community, and other stakeholders on the implementation of Lucero's SIG plan. Monthly School Leadership, Parent Association, and Breakfast with the Principal meetings that take place in the auditorium and library will be opportunities for parents and community stakeholders to become updated on SIG implementation. The monthly school newsletter and ongoing school website and blog (lucero311.org) will update stakeholders on progress of SIG implementation. The newsletter will be backpacked with students and community partners will be mailed a copy.

K. Project Plan and Timeline

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

PS 64: *Teacher Effectiveness:* By June 2014, every teacher will receive feedback via informal observations shared with the school community to ensure teachers are held accountable for incorporating all the skills developed within professional development activities into their instructional delivery. With the support of the Network, school leaders will provide professional development aimed at enabling teachers to use more sophisticated and challenging questioning strategies that challenge students and expect them to give more elaborate and sophisticated answers, thus enabling them to play a more active role in their own learning. (JIT, 2011, page 4). Professional development will be differentiated based upon data from informal observations, teacher interest, and student population. A variety of resources will be used to provide development to teachers including network specialist, ARIS Learn, and private vendor sources as needed.

Student Achievement: All students are capable of making gains in their current achievement levels. By June of 2014, 100% of the tested population will meet Adequate Yearly Progress (AYP) as measured by the NCLB federal mandate. The school believes that the supports that will be provided to cultivate and enforce teacher effectiveness will directly impact students' achievement. The school's Professional Development will be differentiated for teachers based on data from observations, instructional rounds, student population sub groups and NYS ELA and Math state testing. PS 64 will use the formative and summative data to drive instructional decisions to individualize teacher supports, tailor enrichment programs and provide a home–school connection.

Social Emotional Growth: By June 2014, the PS 64 behavior policy, with the assistance of the Positive Behavior Intervention System (PBIS) Team, will be modified to incorporate tracking data from the individual student in-house occurrence reports to assist with disciplinary decisions evidenced by a 50% reduction of incidents in transitional areas.

The Walton Avenue School:

Year 1 Goals and Key Strategies		
Goal 1 : Increase reading proficiency to at least 30% school-wide	Goal 2: To reduce OORS incidents by 20% as compared to the 2012-2013 school year at PS 64	Goal 3: To increase the number of parent attendees at parent association meetings by an average of 20 members per meeting
• Assessing all students' reading levels in September • Providing daily guided reading to all students during grade-wide reading intervention periods • Provide additional reading to support to our lowest third performing students through an F-status reading teacher two days per week • to provide three 8-week	• hiring of school aides to serve as hall monitors, bathroom monitors, assist at arrival/dismissal, and oversee lunch and recess • train the entire staff on the Responsive Classroom model during summer PD and implement the model on the opening day of school, • host onsite professional development for all staff from Ramapo for Children	• offering childcare and refreshments at meetings • using school messenger system to advertise parent workshops • have non-classroom teachers distribute fliers outside of the school at dismissal • publically post notification of meetings outside the school in English and Spanish

cycles of literacy instruction to 20 first graders and 20 second graders • to administer three periodic assessments and use the results of those assessments to meet with teacher and adjust instruction based on student performance • to engage staff in afterschool curriculum planning time • to conduct 2 teacher observations for each staff member during literacy blocks	around building relationships and preventing problematic behaviors • hosting monthly school culture assemblies where we reinforce and celebrate our core values • deliver school expectations to parents at Parent Association meetings • include school culture grades on report cards • program the physical education teacher to oversee organized play at recess	• publically post meetings times/dates/topics on parent website • offer raffles/giveaways at parent meetings • offer parent survey in September to collect ideas from parents on meeting topics that would interest them • and collaborate fully with the executive board of the Parent Association to market parent meetings

Lucero Elementary School: The following 3 goals will be achieved by the end of the first year of plan implementation:

Goal #1: *Students will show increased proficiency in ELA and Mathematics.* At least 45% of all students will show an increase of at least one performance level on literacy and math assessments. Benchmark, diagnostic, formative, and summative assessments will be administered. Teachers will work with the Curriculum Coach, and *LitLife consultant* to design units and pre- and post-performance tasks to assess progress on ELA and math. S/he will review formative assessments with teachers once a month and once every 4-6 weeks to review periodic assessments. Students will set monthly goals.

Goal #2: *Students will develop character traits that will help them to become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development.* At least 45% of students enrolled in Year 1 through Year 3 will show a Level 3 or 4 proficiency on 4 of 7 character traits. Teachers will assess students on character traits daily and provide students and families with monthly reports on progress. Teachers will review assessments to make instructional decisions once a week and once every 4-6 weeks to review periodic assessments. PD on setting instructional goals will be offered 1-2 times per month. Students will set monthly goals. Classes will make monthly presentations highlighting character traits at assemblies. Students will be honored at assemblies for excellence in a character trait. All staff will receive training through *Responsive Classroom.*

Goal #3: *Students will use technology authentically to research, collaborate, and present information to others.* 65% of students enrolled in Year 1 through Year 3 will have at least 2 technology projects per year included in their portfolios. Teachers will receive PD for supporting the development of tech skills in students. *Digital Age Learning* will give PD to teachers. Students will reflect on their piece and set monthly goals.

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

PS 64: By December 2013, teachers will receive a follow-up informal observation based on implementation of strategies and instructional practices aligned with PD provided in the Fall. This indicator will confirm if the observation feedback cycles and differentiated PD is effective and evident in daily teacher practices.

By December 2013, ELA and Math Benchmarks will demonstrate 30% student growth in percentage point in comparison to the September Benchmarks. This indicator will confirm that implemental and instructional strategies, RtI and change in teacher practices and expectations have had direct correlation to student achievement.

By December 2013, a school-wide behavioral policy will be in effect and reinforced evidenced by a decrease of transitional and classroom incidences supported by behavioral tracking system and teacher reports via survey.

The Walton Avenue School: Toward the first goal of increasing reading proficiency, early indicators of success would include seeing improvement in the independent reading levels of at least 50% of our students by December. Additionally, analyzing the results of the first periodic assessment in literacy, which will be administered in November will help gauge the effectiveness of our action steps at this early benchmark. Toward the second goal of reducing OORS incidents, early indicators would include a decrease in incidents logged in the OORS system by 10% as compared to the phase-out school. Also, the results of a teacher survey around school culture and discipline will help the School Leadership Team evaluate the effectiveness of this plan. Finally, toward the third goal of increasing parent attendance early indicators would include monitoring attendance at our open house and seeing at least 50% of parents attend, return of the parent surveys at least 40%, and attendance at Meet the Teacher at least 50%.

Lucero Elementary School: Early wins will be early indicators of successful SIG implementation and increased buy-in between September and December. Attendance data will inform on positive school attitudes with an early win goal of an average of 95% by December. Increased reading levels will be an indicator of the effectiveness of the program across grades. Students will increase reading levels by at least one Fountas & Pinnell level between September and December. Sixty-five percent of students will demonstrate growth in writing and math between September and October and October and November pre- and post-performance tasks in writing and math.

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

PS 64: Data indicators that will be analyzed:

- Performance Based Assessments, Interim Assessments ad Benchmarks, End of Unit Assessments: The varied assessments formative and summative will be reviewed and analyzed for trends and patterns via grade meetings and within the instructional cabinet. Data will be viewed classroom, grade and school-wide to assess trends and patterns. Data will drive instructional decisions for modification and continuation of practices as needed.
- Frequent observations cycles and feedback: Frequent observation cycles will be used to monitor implementation of focused instructional practices and effectiveness of instruction. Strategies discussed and reviewed at PD will be required to be evidenced within instructional practices. Data obtained from observations will be discussed amongst

administrative cabinet to examine trends and patterns to inform individualized and school-wide supports needed. Data will be shared with teachers individually and grade-wide.

- Attendance: Attendance data will be used as an indicator that will inform us of student and parent involvement in attending school. The data will be reviewed by the Administrative Team (principal, coaches, and social worker).
- Decrease in OORS and In-House reporting: A decrease in the occurrences of incidents will help to provide data that supports an increase in positive character development. The data will be reviewed by the Administrative Team (principal, coaches, and Dean).

The Walton Avenue School: To monitor student progress towards reading proficiency, each classroom teacher will submit a class data sheet with reading assessment results for each student on a quarterly basis for review by the grade leaders and principal. Additionally, teachers will be observed 1-2 times per quarter and those results will be logged into the ARIS system by the principal, and reviewed with the teacher at their post observation conference. The instructional coach will provide supports for teachers who are evaluated as ineffective in a competency area during an observation. The School Leadership Team will review the number of OORS incidents logged quarterly and that information will be shared with staff. Also, quarterly reports from the parent coordinator to the School Leadership Team on parent involvement will include strategies used to engage parents and the number of parent attendees based on sign in sheets at parent meetings.

Lucero Elementary School: Data indicators that will be analyzed no less than a quarterly basis are listed below:

- Attendance: This data will be used as an indicator of positive attitudes towards school. The data will be collected weekly by the Principal. The data will be reviewed by the principal, coach, teachers, and social worker. The social worker will contact parents on the importance of attendance.
- Increase in literacy, math, and character trait levels: Data will be gleaned through developmental reading assessments, and pre and post assessments. Teacher teams will review data. The principal will have monthly one-on-one meetings with each teacher to identify strategies that will be used to address specific areas of need and to identify instructional goals for the month. Students will set monthly goals. Graphs will track areas of strength, need, and growth.
- Decrease in OORS reporting: A decrease in occurrence reports will show an increase in character development. The Social Worker will collect/present data at administrative meetings, monthly.

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

PS 64: As PS 64 will be phasing out over three years, its goals for Year 2 and 3 will continue to build in the same scope from one year to the next. Through this proposed model, it is expected that the following 3 goals are achieved by the end of the second year of implementation of this plan:

- Goal #1: *Students will show increased proficiency in ELA and Mathematics.* At least 30% of students will demonstrate a level 3 or 4 proficiency level on the New York State ELA exam and 35% will demonstrate a level 3 or 4 proficiency level on the New York State Math exam.
- Goal #2: By June 2015, 100% of teachers will be evaluated on all twenty-two components of Danielson and 70% of teachers will move from a lower to a higher level in the four rating categories (Highly Effective, Effective, Developing, Ineffective) in areas where improvement is needed.
- Goal #3: There will be an 80% decrease of behavioral incidents in transitional and classroom settings evidenced in OORS and In-House data collections.

Through this proposed model, it is expected that the following 3 goals are achieved by the end of the third year of implementation of this plan:

- Goal #1: Students will show increased proficiency in ELA and Mathematics. There will be a 10% increase of students performing on level 3 and 4 in ELA and Mathematics, as gleaned from NYS ELA & Math exam data between Year 2 and Year 3.
- Goal #2: By June 2015, 100% of teachers will be evaluated on all twenty-two components of Danielson and 80% of teachers will move from a lower to a higher level in the four rating categories (Highly Effective, Effective, Developing, Ineffective) in areas where improvement is needed.
- Goal #3 Teachers will improve teacher effectiveness as evidenced by student work products, including classroom discussions, student use of rubrics, and teacher lesson plans and delivery aligned with the Danielson Framework.
- Goal #4: There will be a 95% decrease of behavioral incidents in transitional and classroom settings evidenced in OORS and In-House data collections. All students are capable of making gains in their current achievement levels.

The Walton Avenue School:

Year 2 Goals and Key Strategies		
Goal 1 : Increase reading proficiency to at least 40% school-wide	Goal 2: To reduce OORS incidents by 40% as compared to the 2012-2013 school year at PS 64	Goal 3: To increase the number of parent attendees at parent association meetings by an average of 40 members per meeting
• ***Continue to implement ALL strategies form year one, plus:*** • provide three 8-week cycles of literacy instruction to 20 second graders and 20 third graders • program teaching time to offer inter-visitations between buddy teachers monthly,	• ***Continue to implement ALL strategies form year one, plus:*** • develop a student safety patrol under the direction of the physical education teacher • have the physical education teacher continue to train lunch aides in facilitating organized play • provide optional	• ***Continue to implement ALL strategies form year one, plus:*** • inviting the existing Parents Association members from year one to be present at the year two open house to begin recruiting parents before school starts • reaching out to the families to elicit

• share out best practices at faculty conferences • take class trips to the local public library	afterschool workshops for third grade students to become peer mediators	volunteers who will act as classroom parents and can be liaisons to help the school recruit families to our events.
Year 3 Goals and Key Strategies		
Goal 1 : Increase reading proficiency to at least 50% school-wide	Goal 2: To reduce OORS incidents by 50% as compared to the 2012-2013 school year at PS 64	Goal 3: To increase the number of parent attendees at parent association meetings by an average of 50 members per meeting
• ***Continue to implement ALL strategies form year one and year two, plus:*** • identify mentor teachers on each grade who can begin to have programmed time to collaboratively plan, model, and support teachers on his/her grade.	• ***Continue to implement ALL strategies form year one and year two, plus:*** • Buddy volunteer fourth grade students who exhibit positive behavior rooted in our core values to act as lunch/recess monitors for kindergarten students under the supervision of the school aides and physical education teacher • offer fourth grade students the opportunity to plan and lead the monthly school culture assemblies under the direction of their teachers	• ***Continue to implement ALL strategies form year one and year two, plus:*** • propose the idea of forming a Parent Teacher Association to the Parents Association, who must then vote to approve the measure • reach out to parents who have been involved with the Parents Association who may now want to lead parent workshops

Lucero Elementary School: Lucero's goals for Year 2 and 3 will build in scope from one year to the next.

Goal #	Year 2 Goals	Year 3 Goals
1	*Students will show increased proficiency in ELA and Mathematics.* At least 30% of students will demonstrate a level 3 or 4 proficiency level on the New York State ELA exam and 35% will earn a level 3 or 4 on the State Math exam.	*Students will show increased proficiency in ELA and Mathematics.* There will be a 10% increase of students performing on level 3 and 4 in ELA and Mathematics, as gleaned from NYS ELA & Math data between Year 2 and 3.
2	*Students will develop character traits that will help them to become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development.* At least 50% of students enrolled in Year 1 through Year 2 will show a Level 3 or 4 proficiency on 5 of 7 character traits.	*Students will develop character traits that will help them to become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development.* At least 75% of students enrolled in Year 1 through Year 3 will show a Level 3 or 4

		proficiency on 5 of 7 character traits.
3	*Students will use technology authentically to research, collaborate, and present information to others.* 65% of students enrolled in Year 1 through Year 2 will have 3 technology projects per year included in their portfolios.	*Students will use technology authentically to research, collaborate, and present information to others.* 100% of students enrolled in Year 1 through Year 2 will have 3 technology projects per year included in their portfolios.

Section B ii : Labor

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A. General Transfers

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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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:

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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.

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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.

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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.

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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

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Section B ii : SAM

Department of Education
Dennis M. Walcott, Chancellor

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

Children First. Always.

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:
Schools can provide supplemental compensation to support:

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

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

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

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

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

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

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

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

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

Attachment(s):

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

MT:bf

Section Bii Network Directory

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

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

Spring 2012 - 2013 Network Directory

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

Section Q iii

iii. Timeframe and persons responsible

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

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

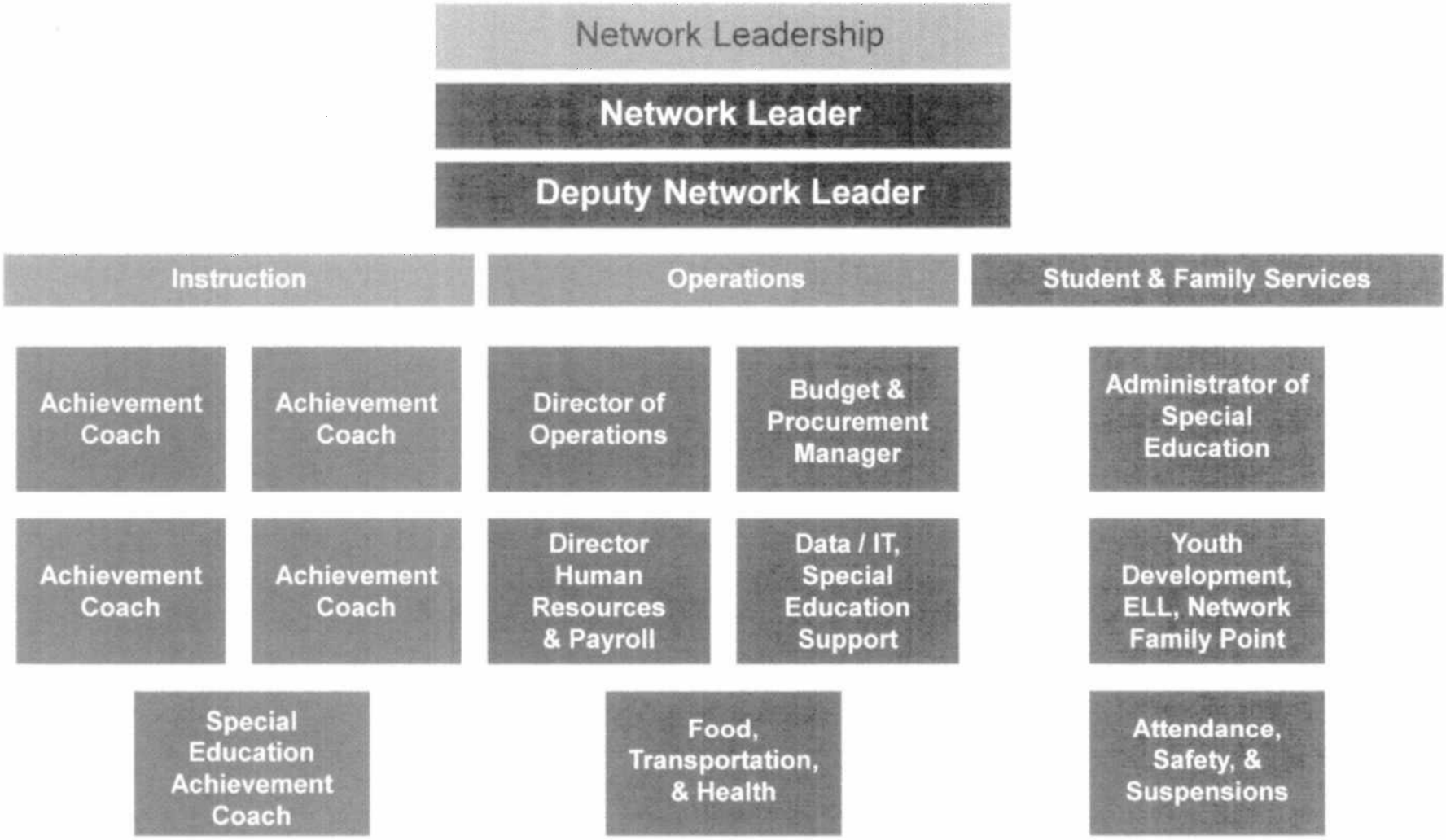
* Note: Some timeframe dates provided are for School Year 2012-13; School Year 2013-14 and future dates will be similar

Section D

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

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

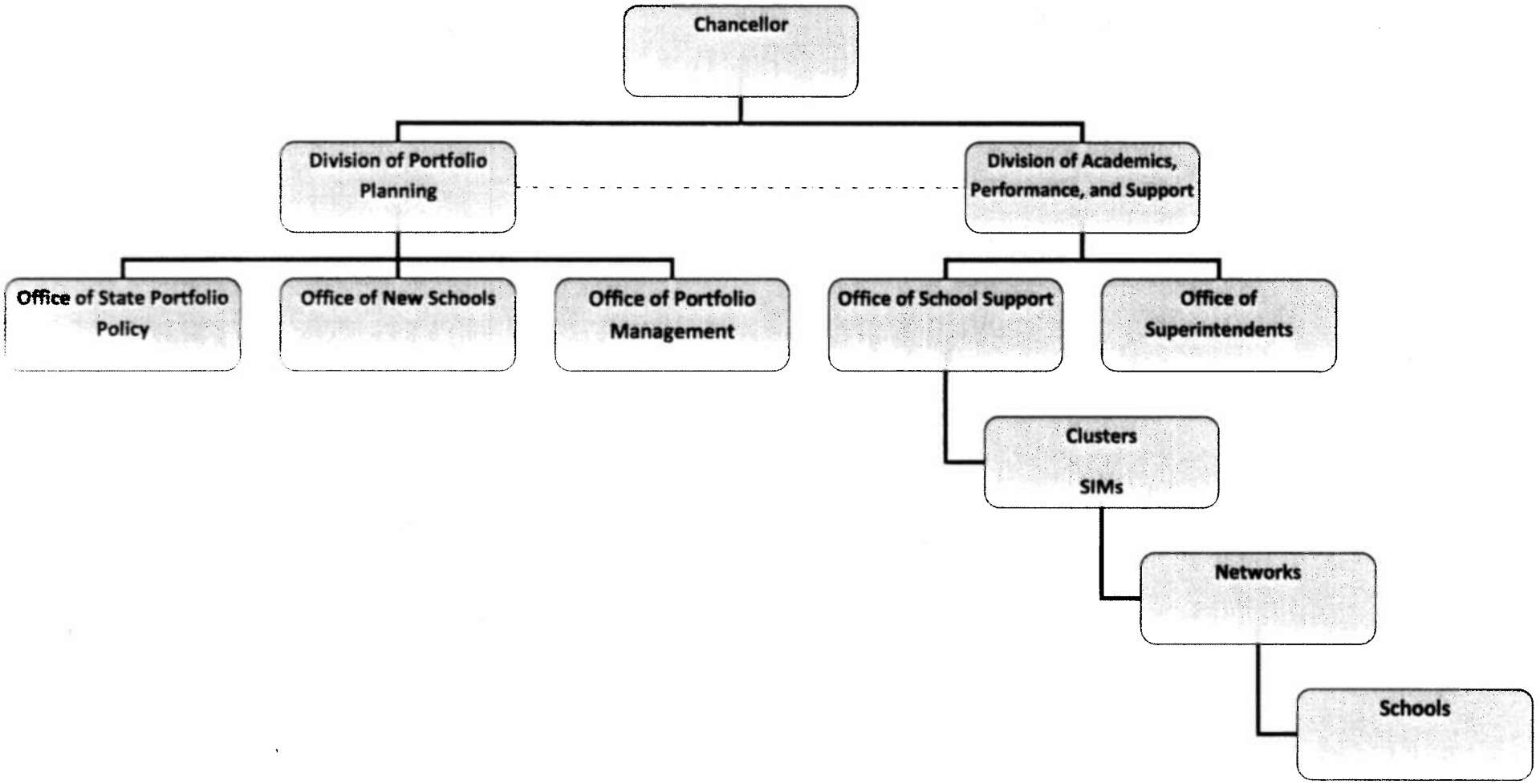
Sample Network Structure



Note: not all networks are configured the same way.

Section C1

NYCDOE Management Structure for Turnaround Efforts



Attachment B
School-level Baseline Data and Target-Setting Chart
Please refer to the attached Memo on Methodology of Data Used for Target-Setting

09X064 PS 64 Pura Belpre

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	54600
b. Student participation in State ELA assessment	%	99.20%	100%	100%	100%	100%	100%
c. Student participation in State Math assessment	%	99.20%	100%	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	%	93.0%	93%	92.8%	95%	97%	98%
f. Student completion of advanced coursework		n/a	n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%	1.9%	3.3%	*2.0%	1.0%	.5%	0%
h. Number of discipline referrals	num	66	118	15	10	8	5
i. Truancy rate	%	1.0%	0.7%	0.0%	0.7%	0.0%	0.7%
j. Teacher attendance rate	%	95.2%	96.2%	95%	97%	98%	98%
k. Teachers rated as "effective" and "highly effective"	%	Please see attached memo					
l. Hours of professional development to improve teacher performance	num			200	230	222	215
m. Hours of professional development to improve leadership and governance	num			100	130	122	115
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			200	230	222	215
II. Academic Indicators							
o. ELA performance index	PI	Please see attached memo	86	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
p. Math performance index	PI	Please see attached memo	101	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
q. Student scoring "proficient"	%	44%	17.9%	Please	Please	Please	Please see

or higher on ELA assessment				see attached memo	see attached memo	see attached memo	attached memo
r. Students scoring "proficient" or higher on Math assessment	%	57%	23.0%	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
s. Average SAT score	score	n/a	n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num	0	n/a	n/a	n/a	n/a	
u. Students receiving Regents diploma with advanced designation	%	n/a	n/a	n/a	n/a	n/a	
v. High school graduation rate	%	n/a	n/a	n/a	n/a	n/a	
w. Ninth graders being retained	%	n/a	n/a	n/a	n/a	n/a	
x. High school graduates accepted into two or four year colleges	%	n/a	n/a	n/a	n/a	n/a	

09X294 The Walton Avenue School

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	*School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	n/a	54591	54591	54591
b. Student participation in State ELA assessment	%		98.9%	n/a	Please see attached memo	Please see attached memo	Please see attached memo
c. Student participation in State Math assessment	%		99.20%	n/a	Please see attached memo	Please see attached memo	Please see attached memo
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	n/a			
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	n/a	1.4%	1.2%	1%
h. Number of discipline referrals	num		66	n/a	50	40	33
i. Truancy rate	%		1.0%	n/a	1.0%	1.0%	0.8%
j. Teacher attendance rate	%		95.2%	n/a	97%	97%	97%
k. Teachers rated as "effective" and "highly effective"	%		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
l. Hours of professional development to improve teacher performance	num			n/a	120	120	120
m. Hours of professional development to improve leadership and governance	num			n/a	0	20	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	40	40	40
II. Academic Indicators							
o. ELA performance index	PI		Please see attached memo	n/a	Please see attached memo	Please see attached memo	Please see attached memo
p. Math performance index	PI		Please see attached memo	n/a	Please see attached memo	Please see attached memo	Please see attached memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	Please see attached memo	Please see attached memo	Please see attached memo
r. Students scoring "proficient" or higher on Math assessment	%		57%	n/a	Please see attached memo	Please see attached memo	Please see attached memo

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

*School has not yet opened so will not have 2010-2011 baseline data.

09X311 Lucero Elementary School

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	*School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	n/a	72,000	72,000	72,000
b. Student participation in State ELA assessment	%		98.9%	n/a	Please see attached memo	Please see attached memo	Please see attached memo
c. Student participation in State Math assessment	%		99.20%	n/a	Please see attached memo	Please see attached memo	Please see attached memo
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	n/a	92%	93%	94%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	n/a	1%	0%	0%
h. Number of discipline referrals	num		66	n/a	15	10	5
i. Truancy rate	%		1.0%	n/a	0%	0%	0%
j. Teacher attendance rate	%		95.2%	n/a	96%	97%	98%
k. Teachers rated as "effective" and "highly effective"	%		Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo	Please see attached memo
l. Hours of professional development to improve teacher performance	num			n/a	200 hours per year	250 hours per year	300 hours per year
m. Hours of professional development to improve leadership and governance	num			n/a	70 hours per year	90 hours per year	100 hours per year
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			n/a	200 hours per year	250 hours per year	300 hours per year
II. Academic Indicators							
o. ELA performance index	PI		Please see attached memo	n/a	Please see attached memo	Please see attached memo	Please see attached memo
p. Math performance index	PI		Please see attached memo	n/a	Please see attached memo	Please see attached memo	Please see attached memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	Please see attached memo	Please see attached memo	Please see attached memo
r. Students scoring "proficient" or higher on Math assessment	%		57%	n/a	Please see attached memo	Please see attached memo	Please see attached memo

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

*School has not yet opened so will not have 2010-2011 baseline data.

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

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

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

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

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

d. **Drop-out rate**

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

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

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

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

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

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

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

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

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

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

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

and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll	opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

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

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

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

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

II. Academic Indicators

o. ELA performance index

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

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

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

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

s. **Average SAT score**

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

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

v. **High school graduation rate**

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

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

Attachment C
Evidence of Partner Effectiveness Chart

09X064 PS 64 Pura Belpre

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)
Time 2 Know- Mc Graw Hill The Time to Know (T2K) program is the first Digital Teaching Platform designed to streamline the 21st Century digital classroom. It integrates all aspects of teaching, learning, and assessment into a single core curriculum. It is currently offered for grades 4 and 5 in math and English-Language	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Asphalt Green's Recess Enhancement Program (REP) REP transforms the culture of recess by making it an active and cooperative time for both students and staff. REP addresses a range of barriers that prevent physical activity in schools by redefining recess and making physical activity an educational tool for schools and students.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	1. Dominique Jones 212 566 7855 Ext 8321 2. 3. 4. 5. 6. 7. 8. 9. 10.
Digital Age Learning Digital Age Learning has worked extensively with the schools and administration of the New York City	1. PS 85 2. 3. 4.	1. 718 584 9615 2. 3. 4.

	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Ramapo for Children: Ramapo for Children provides a staff developer who will work with the principal to assess the current concerns that teachers and parents have about the learning environment at PS 64. In opening the new school, the staff developer will design PD experiences for teachers to specifically meet the needs of our students. These sessions will include strategies for working with the student body as a whole, as well as with specific students in crisis. The staff developer will join the social worker and principal to review OORS data and discuss our progress toward reaching our SIG goals so that we may adjust strategies if necessary.	1.CFN 203 - Children's First Network 203	1. Liza Potter (Office of New Schools) mpotter4@schools.nyc.gov
	2.CFN 205 - Children's First Network 205	2. Alex Shub (Office of New Schools) ashub@schools.nyc.gov
	3.K363 (Brownsville Collaborative Middle School)	3. Rodney Fisher: (718) 432-6491 RFisher2@schools.nyc.gov
	4.K562 (Evergreen Middle School)	4. Paul Forbes: (917) 339-1746Pforbes@schools.nyc.gov
	5.K552 (Academy for Urban Planning)	5. Ronald J. Gorsky: (718) 447-1274 RGorsky@schools.nyc.gov
	6.K455 (Boys and Girls High School)	6.
	7.K281 (IS 281K)	7.
	8.K529 (West Brooklyn Community HS)	8.
	9.K581 (East Flatbush Community Research School)	9.
	10. K583 (Multicultural High School)	10.
Education Through Music Education Through Music is	1. PS 76	1) 718-882-8865
	2. MS 180	2) 718-904-5650
	3. PS 169	3) 718-325-1138

a non-for-profit company that will allow our student to receive multisensory, literacy based, CCLS-rooted music instruction. In addition to providing weekly music class to our students, Education Through Music has a key component around supporting music instruction inside all classrooms through offering professional development opportunities to teachers throughout the year and offering a newsletter each month that provides resources and usable ideas to implement in the classroom.	4.	4)
	5.	5)
	6.	6)
	7.	7)
	8.	8)
	9.	9)
	10.	10)

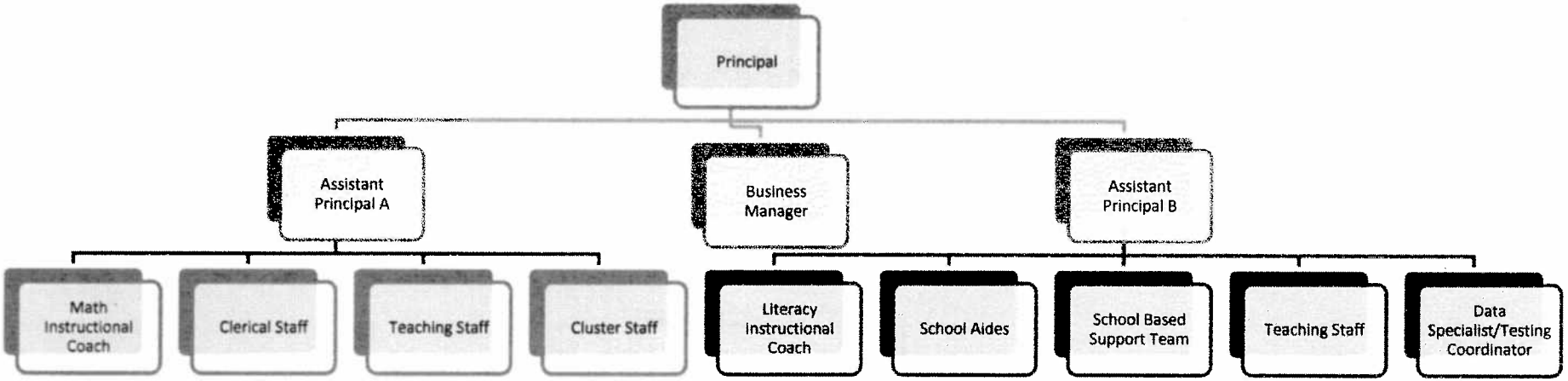
09X311 Lucero Elementary School

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)
New Settlement Parent Action Committee (PAC) Organizes parents in District 9 in the South Bronx to fight for educational justice locally and citywide.	1. PS 64	1. Tara O'Brien, Principal, 718-681-8088
	2. PS 170	2. Nancy Ramos, Principal, 718-583-0662
	3. PS 218	3. Leticia Rosario, Principal, 718-410-7230
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Montefiore Student School Health Program Montefiore Medical Center's School Health Program is the largest school-based health program of its kind in the country, with more than 20,000 children registered at 19 sites throughout the Bronx, including four elementary schools, three elementary/middle schools, two middle schools, two middle/high schools and five high schools. All Montefiore school-based health centers provide comprehensive primary care services. The program has a particular interest in improved	1. PS 64	1. Tara O'Brien, Principal, 718-681-8088
	2. PS 8	2. Rosa Maria Peralta, Principal, 718-584-3043
	3. PS 28	3. Stephen Beckles, Principal, 718-583-6444
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

asthma care and adolescent health services. Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues are available at each site.		
Digital Age Learning Digital Age Learning has worked extensively with the schools and administration of the New York City Department of Education, other public and private schools and school districts, as well as with community-based organizations, locally and nationally customizing hands-on training and piloting effective methods for integrating rich media, videoconferencing, and other technologies in the classroom.	11. PS 64 12. PS 85 13. 14. 15. 16. 17. 18. 19. 20.	11. Tara O'Brien, Principal, 718-681-8088 12. Ted Husted, Principal, 718-584-5275 13. 14. 15. 16. 17. 18. 19. 20.
Ocean of Know This organization will focus on supporting a hydroponics project at our school that will teach our students about alternatives to soil-based planting, using technology tools to simulate hydroponics farming.	11. PS 9 12. 13. 14. 15. 16. 17. 18. 19. 20.	11) Jane McDonnell, Program Coordinator, 718-584-3250 12) 13) 14) 15) 16) 17) 18) 19) 20)

Attachment G – Organizational Chart

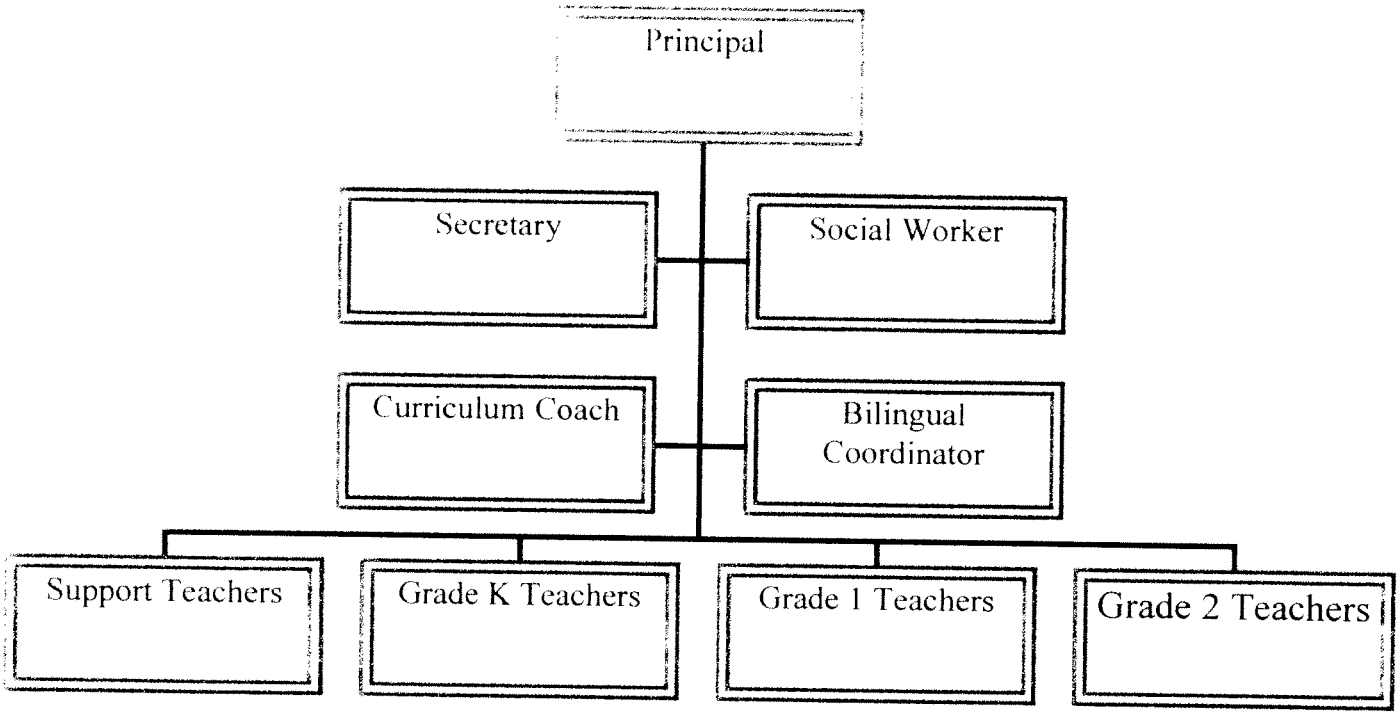
09X064 PS 64 Pura Belpre



This organizational chart illustrates the proposed hierarchy of the school staff at PS 64. The principal is the chief decision maker for matters regarding executive decisions. A distributive leadership model is established in the school for shared decision making.

Lucero Elementary School | PS 311 | 1425 Walton Avenue | Bronx, NY 10452

Attachment G.i
Organization Chart
2013-14



Attachment G – School Organization Chart
09X294 The Walton Avenue School

PS 294: The Walton Avenue School Leadership Team (Principal, Parent Representatives, UFT Representative, Teacher Representative)					
Principal					
Grade Leader (Kindergarten)	Grade Leader (First Grade)	Grade Leader (Second Grade)	Cluster Leader	Literacy Coach	Parent Coordinator
Classroom Teacher	Classroom Teacher	Classroom Teacher	Phys Ed Teacher	F-Status Reading Teacher	School Aides
Classroom Teacher	Classroom Teacher	Classroom Teacher	Cluster Teacher	Literacy Cluster Teacher	School Aides
Classroom Teacher	Classroom Teacher	Classroom Teacher	Cluster Teacher	Classroom Teacher	School Aides

Lucero Elementary School | PS 311 | 1425 Walton Avenue | Bronx, NY 10452

Attachment: Section H. iv.
Data-Driven Instruction/Inquiry (DDI) Planned Assessment Schedule

Assessment or Reporting	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fountas & Pinnell (Grade 1 & 2) Reading Assessment & Concepts of Print (Grade K)	x				x					x
Fundations Assessment	x				x					x
Estrellita Assessment	x		x		x		x		x	
School-Wide Writing Assessment	x				x					x
School-wide Math Assessment	x				x					x
Reading/Writing Performance Task		x		x		x		x		x
Math Performance Task		x		x		x		x		x
Formative Assessments	x	x	x	x	x	x	x	x	x	x
Running Records		x		x		x		x		
Student Portfolios			x				x			x
Parent Reports		x		x		x		x		x

Attachment I. for Section I.ii.
Training, Support and Professional Development for Year One Implementation Period

09X064 PS 64

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Student Engagement	Teachers /Paraprofessionals/Guidance Counselors/Social Workers	Kagan Responsive Classroom Time2Know DAL	To enhance teacher effectiveness	Formal and informal observations
Danielson Framework	Teachers and administrators	CFN Network Specialist	to enhance teacher effectiveness	Formal and informal observations
ReadyGen	Teachers/Paraprofessionals	Pearson Education Inc	To improve student achievement	Formal and informal observations
Go Math!	Teachers/Paraprofessionals	Math Professional development	To improve student achievement	Formal and informal observations
Literacy PD	Teachers/Paraprofessionals	LitLife Inc Time2Know AUSSIE Catapult	to enhance teacher effectiveness	Formal and informal observations
Technology Integration	Teachers/Paraprofessionals	DAL Time2Know	To improve student achievement	Formal and informal observations
English Language Learners PD	Teachers/Paraprofessionals	Center for Applied Linguistic	To improve student achievement	Formal and informal observations
Responsive Classroom	Teachers /Paraprofessionals/Guidance Counselors/Social Workers	Responsive Classroom	To improve social emotional growth	Number of OORS incidences, teacher anecdotes, SAVE logs, and observation

The Walton Avenue School

PD Activity	Target Audience	Organization/Agent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
Living our Core Values	All Staff Members	Principal	To norm student-teacher interactions to align with our Five Core Values	Informal observations throughout the school year and share outs at staff meetings.
Pearson ReadyGen Literacy program	Teachers and administrators	Pearson Education Inc.	To roll out the framework and components of our literacy curriculum. To begin planning first unit	Formal and informal observations. Lesson and unit plans
Go Math Program	Teachers and administrators	Houghton Mifflin Company	To roll out the framework and components of our math curriculum. To begin planning first unit	Formal and informal observations. Lesson and unit plans
Differentiating Instruction for ELLs and Students with Disabilities	Teachers and administrators	Manhattan College School of Graduate Education	To provide actionable steps and strategies for teachers to differentiate the core curriculum to meet the needs of ELLs and SWD	Formal and informal observations Lesson and unit plans ELL and SWD performance data throughout the year
Designing Coherent Instruction	Teachers and administrators	Literacy Coach	To norm the planning expectations for the teachers	Formal and informal observations Lesson and Unit plans

Lucero Elementary School

D Activity	Audience	PD Provider	Outcomes	How Outcomes will be Analyzed & Reported
Planning & Preparation (Domain 1): 1c. Setting Instructional Outcomes (Develop clear objectives for the lesson that are linked to CCLS and shared with students.)	All teachers	Curriculum Coach, Principal	• Teachers' unit and lesson plans across the content areas will reflect clear objectives that are linked to CCLS and that are punctuated throughout the lesson so that students are fully aware of what they will be learning. • Teachers will be characterized as EFFECTIVE on the Danielson Rubric by the middle of the year. • Increased student performance related to behavior.	• Lesson plans will be analyzed by Coaches and Principal and feedback will be provided to teachers. • The Danielson Rubric will be used as our tool for determining the proficiency level in this element at the beginning of the year, and growth made mid-year. • Growth on student performance rubrics. • Information will be provided to teachers through one-on-one meetings, faculty meetings, teacher team meetings, and Vertical Team meetings. • SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.
Planning & Preparation (Domain 1): 1f. Designing Student Assessments (Match the assessments to the lesson/teaching point or task.)	All teachers	Curriculum Coach, Principal, Network Coaches	• Teachers' unit and lesson plans across the content areas will reflect assessments that are linked to lesson/teaching point so that teachers can more accurately assess student performance. • Teachers will be	• Lesson plans will be analyzed by Coaches and Principal and feedback will be provided to teachers. • The Danielson Rubric will be used as our tool for determining the proficiency level in this element at the beginning of the year, and growth made mid-year.

			characterized as EFFECTIVE on the Danielson Rubric by the middle to the end of the year. • Increased student performance related to behavior.	• Growth on student performance rubrics. • Students and families will receive ongoing feedback on their performance on assessments/ • Information will be provided to teachers through one-on-one meetings, faculty meetings, teacher team meetings, and Vertical Team meetings. • SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.
Classroom Environment (Domain 2): 2a. Creating an Environment of Respect & Rapport (Ensures that teacher and student interactions reflect expectations for effective and positive communication (as punctuated through Core Values & Character Traits).	All teachers	Curriculum Coach, Principal, Network Coaches, *Responsive Classroom* Consultant	• Teachers and student interactions reflect expectations for effective and positive communication (as punctuated through Core Values & Character Traits). • Teachers will be characterized as EFFECTIVE on the Danielson Rubric by the middle to the end of the year.	• Informal and Formal Observational notes with feedback on progress made towards creating an environment of respect & rapport. • The Danielson Rubric will be used as our tool for determining the proficiency level in this element at the beginning of the year, and growth made mid-year. • Students and families will receive ongoing feedback on their performance on assessments/ • Information will be provided to teachers through one-on-one meetings, faculty meetings, teacher team meetings, and Vertical Team meetings.

				• SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.
Instruction (Domain 3): 3b. Using Questioning and Discussion Techniques (Develop questions that range across the Depth of Knowledge continuum to deepen thinking and discussion.)	All teachers	Curriculum Coach, Principal, Network Coaches	• Teachers will demonstrate effectiveness in developing questions that range across the Depth of Knowledge continuum to deepen thinking and discussion. • Teachers will be characterized as EFFECTIVE on the Danielson Rubric by the end of the year. • Increased student discussion that demonstrates they are using critical thinking skills.	• Informal and Formal Observational notes with feedback on progress made towards developing higher order thinking questions, as gleaned through lesson plans. • The Danielson Rubric will be used as our tool for determining the proficiency level in this element at the beginning of the year, and growth made mid-year. • Students and families will receive ongoing feedback on their performance on assessments/ • Information will be provided to teachers through one-on-one meetings, faculty meetings, teacher team meetings, and Vertical Team meetings. • SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.
Responsive Classroom Practices to create a positive classroom and school environment	All teachers and staff	*Responsive Classroom* consultant	• Teachers will create a positive classroom environment using the	• The Danielson Rubric will be used as our tool for determining the proficiency level in this area at the beginning of

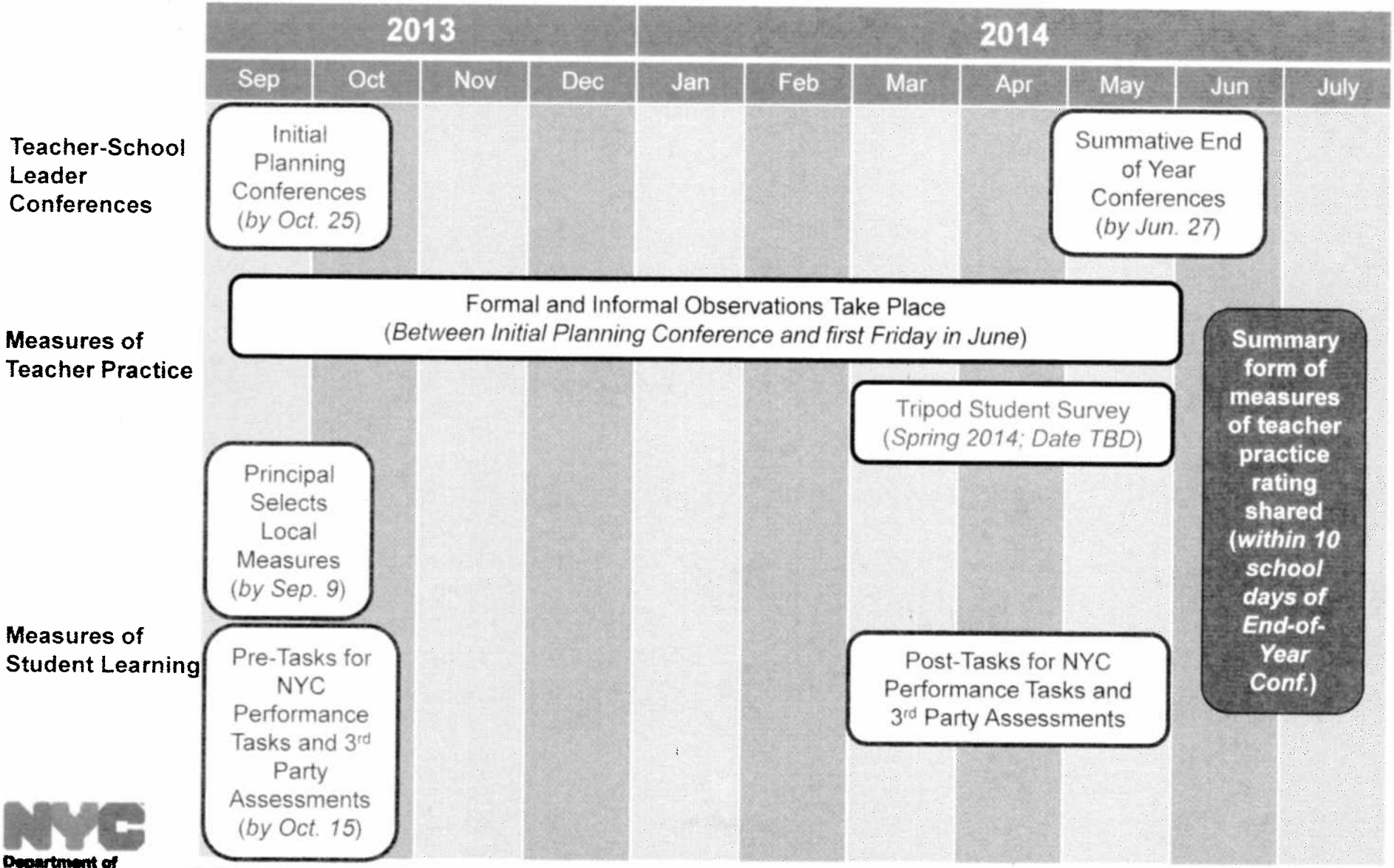
			responsive classroom techniques. • Language of all teachers and staff will reflect positive practices learned through training. • Increased student performance related to behavior.	the year, and growth made mid-year. • The school will report positive school practices through school-wide assemblies and SLT meetings.
Mission, Vision, and Core Values (ongoing reflection) of implementation	All teachers and staff	Coaches and Principal	Same as above.	Same as above.
Looking and analyzing student work and quantitative data from reading, writing, and math assessments	All teachers	Curriculum Coach, Principal	• Teacher teams will meet at least once per week to analyze student work and make it actionable by setting goals. • Increased academic student performance. • Movement of students along RtI tiers towards benching out of intervention services.	• The Danielson Rubric will be used as our tool for determining the proficiency level in this area at the beginning of the year, and growth made mid-year. • Students and families will receive ongoing feedback on their performance on assessments/ • Information will be provided to teachers through one-on-one meetings, faculty meetings, teacher team meetings, and Vertical Team meetings. • SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.
Using technology tools in the classroom	All teachers	Technology Teacher, *Digital Age Learning*	• Teachers will be able to teach students how to	• Teachers will provide evaluation of the training provided and

		and *SMART Technologies* consultants	use a minimum of 5 applications to contribute towards the creation of a product with the use of technology. • Students will produce at least 2 products within the year, created through the use of technology.	will complete a pre- and post- survey to measure the learning gained through PDs. • Students and families will receive ongoing feedback on their performance on assessments/ • SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.
Developing 7 Highly Predictive Character Traits in Our Students	All teachers and staff	Coaches, Principal, *and Responsive Classroom* consultant	• Teachers will create a positive classroom environment and model character traits. • Language of all teachers and staff will reflect positive practices learned through training. • Increased student performance related to behavior and character trait attainment.	• The Danielson Rubric will be used as our tool for determining the proficiency level in this area at the beginning of the year, and growth made mid-year. • The school will report positive school practices through school-wide assemblies and SLT meetings.
APPR	All teachers	Coaches, Principal, and Network Team	• Teachers will have an understanding of how they will be assessed and in which specific areas. • Teachers will conduct peer observations to learn about the process.	• The Danielson Rubric will be used as our APPR tool. • The school will report positive school practices through school-wide assemblies and SLT meetings.

			• Teachers will receive 6 informal observations and 1-2 formal observations per year)	
Curriculum Mapping	All teachers	Curriculum Coach	• Teachers will have designed 6 units in reading and writing, using a backwards-design model. • The Vertical Team will meet to ensure that all units across the grades are aligned.	• Units of study and lesson plans will be reviewed to ensure that the maps have indeed been developed and that units are in alignment from grade to grade. • Teachers and Coaches will receive ongoing feedback on the development from the principal, as well as teachers across the grades. • SLT meetings, Principal's Breakfast, and PA meetings will provide a forum for disseminating information on progress in this area.

Attachment T

2013-14 Teacher Evaluation and Development Timeline



NYC Department of Education
Dennis M. Walcott, Chancellor

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

Mr. Daniel Russo

204 E 84th St. 2A
New York, NY 10028
(203) 233-0607

EDUCATION

Manhattan College, Riverdale, NY
Professional Diploma, Feb 2012
School Building Leadership
GPA: 3.9

Manhattan College, Riverdale, NY
Master of Science, Feb 2010
Special Education
GPA: 3.9

Manhattan College, Riverdale, NY
Bachelor of Science, May 2007
Elementary Education: Social Studies and Language Arts
GPA: 3.5

CERTIFICATION

NYS Initial Administrators Certificate, School Building Leadership (Certification pending)
NYS Initial Educator Certificate, Special Education
NYS Professional Educator Certificate, Elementary Education

WORK EXPERIENCE

PS 76, The Bennington School — Bronx, NY
General Education Teacher, ICT Classroom — 2007 – Present

- Classroom teacher in 4th, 5th, and Positive Behavior Intervention Classroom
- Ranked Above Average on NYC Teacher Data Reports
- Delivered lessons to prepare students for success on NYS ELA and Math Exams
- Attended and facilitated numerous Professional Development seminars in areas including Reading and Writing Success, Crisis Intervention, Math and Social Studies Curricula
- Grade Leader and Data Inquiry Representative

LEADERSHIP ROLES

- Student Teaching Cooperating Teacher
- New Teacher Mentor
- Manhattan College Study Group Facilitator
- Community Grant Writer
- Instructional Technology Coordinator,
  - Strategy Zone and I-Ready Software
- Grade Leader, Grades 4/5
- Teacher's College Reading/Writing Liaison
- Data Inquiry Team, Lead Teacher
- Accreditation Preparation Team
- PTA Faculty Liaison
- TESA/GESA School Consultant
- Faculty Conference PD Facilitator
- Positive Behavior Program Design Team
- Monthly Assembly Planner
- School Safety Team
- Power Standards Development Team
- Science, Technology, Math (STEM) Team
- Writing Rubric Development Team

Manhattan College School of Graduate Education — Riverdale, NY
Adjunct Professor — 2008-Present

EDUG 858: Seminar, Observation, and Internship in Special Education
EDUG 863: Seminar/Internship in Teaching: General Education/Special Education

TLQP Grant Assistant and New Teacher Mentor

- Collect and analyze data for mid-year reports, final reports, and bi-annual reapplication process
- Mentor novice teachers at high-need schools

REFERENCES

Ms. Tammy Alessandro, *Director of Student Achievement, Network 606* 917-318-1606
Dr. Elizabeth Kosky, *Director of Graduate Special Education, Manhattan College* 718-862-7969
Mrs. Louise Sedotto, *Principal, PS 76: The Bennington School* 718-882-8865

Teacher, Grade 3 and4 (Bilingual)
September 2002-June 2005
Ryer Avenue Elementary School, PS 9, Bronx, NY
Responsibilities:

- Provided quality instruction across the curriculum to students in a general education and bilingual education setting
- Scaffolded instruction to support individual student needs
- Collected and analyzed student data to drive instruction
- Planned lessons and units of study across the curriculum
- Developed criteria and rubrics to guide student learning
- Communicated with parents to ensure a strong home-school connection

ADDITIONAL WORK EXERIENCE

Spanish Web Content Manager and Circulation Coordinator
January 2000-July 2002
Educational Foundation for Nuclear Science (EFNS), Chicago, Illinois
Responsibilities:

- Developed Spanish language content web page for The Bulletin of Atomic Scientists, a magazine publication of EFNS
- Edited translated articles in Spanish
- Developed a system for managing subscriptions
- Collaborated with Marketing Coordinator to obtain advertisers with the goal of increasing readership
- Managed permissions regarding article reprinting
- Organized annual international *Doomsday Clock, Minutes to Midnight* press conferences
- Organized board meetings

Violence Prevention Program Coordinator
September 1997-September 2000
Alliance of Logan Square Organizations (ALSO), Chicago, Illinois

- Collaborated with community members to develop a strategic plan for violence prevention in the Logan Square community of Chicago
- Facilitated monthly ALSO Collaborative Meetings to develop and revise the strategic plan
- Conducted outreach in the community to gain more collaborative partners
- Grant writing led to over $100,000 in discretionary funds to support outreach workers
- Collaborated to bring after-school, summer, and parent and children learning together programs to schools, the Boys and Girls Club, and the YMCA
- Organized annual Peach March
- Wrote and distributed press releases for all *ALSO* events

Kattia Cuba
29 Gordon Street
Ridgefield Park, NJ 07660
917-664-3370
kcuba2@schools.nyc.gov

TEACHING EXPERIENCE

Literacy Coach
September 2005-Present
Ryer Avenue Elementary School, PS 9, Bronx, NY (10X009)
Responsibilities:

- Supporting teachers in developing units of study in literacy, lesson planning, and delivery of instruction through modeling, mentoring, coaching, and grade level and vertical level planning.
- Providing professional development workshops to support teacher instruction and planning; and data collection and analysis
- Facilitating core Inquiry Team meetings focusing on Literacy, focusing on meta-cognitive awareness
- Grant writing

Data Specialist, UFT Teacher Center Coordinator
September 2007-Present
Ryer Avenue Elementary School, PS 9, Bronx, NY (10X009)
Responsibilities:

- Supporting teachers in administering literacy and math assessments
- Supporting teachers in collecting and analyzing data.
- Providing support to teachers for using data to drive instruction.
- Providing professional development workshops related to data administration, collection, analysis, and infusion into classroom practice.
- Developing and implementing systems to facilitate data collection and filtering for increased accountability (i.e. DRA database, instructional goal setting database, performance task data collection database, mock test item analysis spreadsheets)

UFT Teacher Center Coordinator
September 2010-Present
Ryer Avenue Elementary School, PS 9, Bronx, NY (10X009)
Responsibilities:

- Providing professional development workshops to support teacher instruction and planning; and data collection and analysis in math and literacy.
- Maintaining technology equipment and supporting teachers in using equipment
- Turn-key of PD offered through UFT Teacher Center (i.e. Danielson's Framework, CCLS)
- Providing awareness of professional opportunities offered through the UFT.
- Facilitating professional book clubs.
- Grant writing

EDUCATION

City University of New York, NY, NY
Masters of Science in Elementary Education
Certification in Elementary Education with Bilingual Extension
GPA 4.0
Graduation Date: May 2004

DePaul University, Chicago, Illinois
Bachelor of Arts in International Studies (Latin America)
G.P.A 3.0
Graduation Date: May 1997

PROFESSIONAL DEVELOPMENT WORKSHOPS

- Facilitated professional development workshops over six years, covering topics including:
- Common Core Learning Standards Related PD's (i.e. overview of CCLS Standards, Instructional shifts, text complexity, text structures)
- Performance Tasks and Citywide Expectations
- Instructional Goal-Setting
- Assessment Administration and Data Collection
- Data-driven instruction
- Scaffolding for English Language Learners
- *Quality Teaching of English Learner (QTEL)* strategies
- Developmental Reading Assessment (DRA) administration and evaluation
- Curriculum mapping
- Lesson planning
- Differentiated instruction
- Technology in the classroom
- Technology to aid in data collection
- Quality Review process
- Classroom Environment
- Classroom libraries book leveling
- Inquiry work
- Accessing data through ARIS and ACUITY

ADDITIONAL SKILLS

- Proficient in the use of NY education data systems (i.e. ARIS, ATS, NYSTART)
- Proficient in the use of the Microsoft Office Suite (i.e. Word, Excel, Power Point, Publisher) in both a PC and Mac platform
- Proficient in the creation and use of blogs, podcasts, and websites
- Proficient in the creation and editing of digital, audio, and video media
- Proficient in the use of multimedia software (i.e. GarageBand, Windows Movie Maker, Audacity, Smart Notebook)
- Fluent in Spanish

REFERENCES

Janet Allen
PS 9
Early Childhood Coordinator
Jallen4@schools.nyc.gov

Doreen Bevilacqua
UFT Teacher Center Field Liaison
dbevilacqua@uftte.org

Erica Zigelman
Principal, Middle School 322
ezigelman@schools.nyc.gov

Tara O'Brien

* 4 Wright Street, Pearl River, New York * Phone: 914-661-3357 * E-Mail: tazcobrien@gmail.com *

A dynamic, dedicated, experienced educator and visionary leader dedicated to moving students' beyond the basics, to the 4C's– communication, collaboration, critical thinking and creativity to help ALL students flourish in the 21st century.

PROFESSIONAL EXPERIENCE

Principal
Public School 64, The Pura Belpre School, Bronx, NY **August 2010-Present**

- A systemic and collaborative approach to teaching and learning along with comprehensive knowledge of instructional best practices and the structures that support student learning.
- Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- Deep understanding of 21st Century Skills and Common Core Standards.
- Expertise in the supervision and evaluation of faculty and staff utilizing rubrics to promote professional growth.
- Experience using data to establish clear and measurable goals to monitor student progress and evaluate instructional programs.
- Expertise as an instructional leader, capable of designing and guiding professional development for a diverse and experienced faculty.
- Ability to engage stake-holders, including students, parents, faculty, and community members, in a shared commitment to district and school-wide goals.
- Maintain *Google Groups* in order to strengthen communication and to support a culture of reflective practice amongst teachers.
- Lead the strategic implementation of technological resources throughout the school.
- Model and promote integrity, equality and professional behavior on a daily basis.
- Demonstrated commitment to the emotional and social development of students.
- Dedicated to inclusionary practices and a belief that all children can learn.

Assistant Principal
Public School 103, The Hector Fontanez School, Bronx, NY **September 2009-January 2010**
Public School 55, The Benjamin Franklin School, Bronx, NY **February 2010-June 2010**

- Designed and lead a series of workshops and school-wide learning walks with the Administrative Cabinet in order to train the administrative staff on how to use the quality statements to enhance teaching, learning and student progress and to target areas for improvement.
- Conducted weekly observations in K-5 classrooms in order to evaluate teacher performance and provide formal and informal feedback.
- Coordinated, implemented and supervise systems for the School-Wide Enrichment and Breakfast in the Classroom programs.
- Designed and facilitate targeted coaching sessions for K-5 Team Leaders in order to build upon areas of need and develop differentiated professional growth plans.
- Lead Data Talks with teachers in order to analyze student data, determine student needs, set and track student goals through use of programs such as ARIS and Acuity.
- Facilitated sessions with teachers for the development of professional goals using the Professional Teaching Standards; Institute and monitor a professional learning tracking plan and supervise its maintenance in order to continuously adjust professional development to meet the learning needs of staff members.
- Supervised K-5 Inquiry Team where teachers analyze student data, and track and assess progress of targeted students.
- Respond to and resolve parental concerns and student conflicts and prepare and file OORS reports when necessary.
- Supervised the compliance of the ELL department.
- Lead School Beautification Committee, addressing methods for monitoring and improving the school environment through grant writing, hall monitoring and a schedule for periodic environmental assessments and updates.

P.S. 7, The Kingsbridge School, Bronx, NY
Instructional Technology Coach **September 2007-June 2009**
Math Coach **September 2005-June 2006**
Literacy Coach **September 2006-June 2007**
Academic Intervention Specialist (Grades K-5) **September 2004-June 2005**
Self-Contained Special Education Teacher (Grades 1-5) **September 2000-June 2004**

- Conducted coaching sessions with teachers to model lessons, analyze student work, review classroom assessments, plan for instruction and provide feedback.
- Mentored and supported staff in order to develop lesson plans and behavior modifications.
- Collaborated with the principal and assistant principals to assess teacher needs and student data in order to plan relevant professional development.
- Facilitated workshops, courses, and study groups for teachers, supervisors, parents, and other members of the instructional and guidance staffs.
- Maintained required records to document professional development throughout the school year.
- Organized opportunities for staff to observe and participate in study groups
- Provided services designed to accelerate student learning in English Language Arts, Mathematics, Social Studies and Science.
- Administered DRA and E-CLAS reading assessments to in order obtain students' ability levels to drive instruction.
- Conferred with teachers and students to set goals, monitor progress, and differentiate instruction.
- Taught students with a spectrum of disabilities the foundations of reading, writing and mathematics.
- Created and modified Individualized Education Programs for each student to assist in guiding instruction and monitoring students academic, social and physical goals.
- Applied Everyday Mathematics curriculum to enhance modified mathematics lessons.
- Collaborated with paraprofessionals on a daily basis to address concerns and plan instruction.
- Participated in Teachers College Reading and Writing Workshop Study Group to learn techniques of the workshop model for reading and writing and implement in the classroom.
- Worked with families to provide consistency between home and school.

SKILLS & ACCOMPLISHMENTS

- **Learner Centered Initiatives,** *Consultant Training & Professional Development participant*
- **Teacher's College Reading & Writing Project,** *Professional Development participant*
- **Q-Tel,** *Quality Teaching for English Learners Training*
- **Grant Writer,** *Center for Arts Education, Arts Integration Initiative, Educause, National School Change Award*
- **Curriculum Mapping,** *ELA & Mathematics*
- **ELA & Math State Assessment Scoring**
- **Inquiry Team Facilitator**
- **Professional Development Workshop Facilitator**
    - **Math:** TERC, Every Day Math, Math strategies, Addison-Wesley, Math Achievement Predictor Assessment,
    - **Literacy**: Teacher's College Reading & Writing Workshop Model, Wilson, genre studies, classroom libraries, reading and writing strategies, ELA Test Prep, *Treasures,*
    - **Technology Integration**: iMovie, Pages, Powerpoint, Kidspiration, Inspiration, and Smartboard

EDUCATION

Baruch College, New York, NY, January 2010
School Building Leader Certificate
Manhattan College, Bronx, NY, May 2003
Master of Science Special Education
College of New Rochelle, August 2000
Bachelor of Arts in Liberal Arts, Minor: Sociology

CERTIFICATION

New York State Certification, *School Building Leader, January 2010*
New York State Permanent Certification, *Special Education K-12*

PROFESSIONAL MEMBERSHIPS

Member of C4L, Communities for Learning
Member of CEC, Council for Exceptional Children
Member of ASCD, Association for Supervision and Curriculum Development
Member of AFSA, American Federation of School Administrators
Member of CSA , Council for Supervisors & Administrators

09X064 P.S. 064 Pura Belpre

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

09X064 P.S. 064 Pura Belpre

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

09X064 — P.S. 064 Pura Belpre

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

Attachment A
Consultation and Collaboration Documentation Form

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

MAY. 30. 2013 3:19PM BRONX UFT OFFICE NO. 1982 P. 3/4

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

MAY. 30. 2013 3:19PM BRONX UFT OFFICE NO. 1982 P. 2/4

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Principals Union President / Lead	**Date**	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Tara O'Brien Type or print name Tara O'Brien		
Teachers Union President / Lead	**Date**	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) M Bausé UFT Rep Type or print name Therese M. Bausé		
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) Lafta Downs Type or print name Lafta Downs		

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

PROPOSED BUDGET

FOR THE OPERATION OF A

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

BASIC PROJECT INFORMATION

N.Y.C. GRANT #

N.Y.C. DOCUMENT #

PROJECT #

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

Federal /State Program **SCHOOL IMPROVEMENT GRANT 1003 (g)**
PS 64 Pura Belpre

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

$1,872,303

N.Y.C. GRANT #

0	0	0	0	0	0	0

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	3.00	89,603	268,810
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.50	124,810	62,405
Guidance Counselor	0.00	0	0
Eduacation Administrator	0.00	0	0
Social Worker	0.50	55,000	27,500
Teacher Per Session (rate per hour)	7,630	41.98	320,326
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	248	43.93	10,911
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	53	306.67	16,391
Teacher Occasional Per Diem (rate per day)	296	154.97	45,823
CENTRAL - School Implementation Manager	0.54	119,344	64,588
CENTRAL - Talent Coach	0.19	114,000	21,466
CENTRAL - Policy and Operations, New Schools	0.25	95,000	23,971
		Subtotal - Code 15	862,190

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)	3.00	41,667	125,000
Ed. Para Bulk (Per Session) (rate per hour)	0	26.27	0
School Aide Bulk Job (E-Bank) (rate per hour)	5,135	16.20	83,184
Secretary Per Session (H-Bank) (rate per hour)	0	25.87	0
		Subtotal - Code 16	208,184

N.Y.C. GRANT #

0	0	0	0	0	0	0

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Catapult Learning Vendor, Studio in the School Vendor, LitLife	135,000
686 - Evaluation Consultant	Education Through Music, Ramapo for Children	23,400
689 - Professional Development Consultant	Aussie, Digital Age Learning, Catapult Learning, Responsive Classroom, NY Historical Society, Asphalt Green, Inc	170,225
	Subtotal - Code 40	328,625

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	146,619
Educational Software	0
General and Instructional Supplies	92,500
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	239,119

N.Y.C. GRANT #

0	0	0	0	0	0	0

TRAVEL EXPENSES: Code 46

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

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

EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80

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

Item		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	
	New York State Employees	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Welfare Benefits		
Annuity		
Sabbaticals		
ARRA FRINGE		201,178
ARRA FRINGE - CENTRAL		33,007
	Subtotal - Code 80	234,185

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)	$1,872,303
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

FOR DEPARTMENT USE ONLY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	862,190
Non-Professional Salaries	16	208,184
Purchased Services	40	328,625
Supplies and Materials	45	239,119
Travel Expenses	46	0
Employee Benefits	80	234,185
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,872,303

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

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

Tracking/Contract #:

Project Funding Dates

9 1 2013 FROM — 8 31 2014 TO

Program Office Approval _____

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

Voucher # _____ $ _____ First Payment

Finance Office Approval _____

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6.7.2013

DATE — SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

PS 64 Pura Belpre

Attachment D - (1003g) Budget Summary Chart

Agency Code	
Agency Name	

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

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

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

Categories	Code	Costs
Professional Salaries	15	$ 862,190
Support Staff Salaries	16	$ 208,184
Purchased Services	40	$ 328,625
Supplies and Materials	45	$ 239,119
Travel Expenses	46	$ -
Employee Benefits	80	$ 234,185
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,872,303**

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

Categories	Code	Costs
Professional Salaries	15	$ 581,563
Support Staff Salaries	16	$ 159,636
Purchased Services	40	$ 262,648
Supplies and Materials	45	$ 271,063
Travel Expenses	46	$ -
Employee Benefits	80	$ 168,761
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,443,670**

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

Categories	Code	Costs
Professional Salaries	15	$ 574,290
Support Staff Salaries	16	$ 116,259
Purchased Services	40	$ 94,605
Supplies and Materials	45	$ 64,293
Travel Expenses	46	$ -
Employee Benefits	80	$ 143,859
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 993,306**

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

Categories	Code	Costs
Professional Salaries	15	$ 2,018,043
Support Staff Salaries	16	$ 484,079
Purchased Services	40	$ 685,878
Supplies and Materials	45	$ 574,475
Travel Expenses	46	$ -
Employee Benefits	80	$ 546,805
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 4,309,280**

BUDGET NARRATIVE: Pura Belpre (09X064)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** A variety of study groups designed to increase discourse around professional practices will be offered for teachers. One type of study group will be dedicated to best practices and professional development another study group will feature selections related to a particular pedagogical philosophy. A different group will be engage in an author study. First year = 20 teachers, second year= 10 teachers, third year = 3 teachers.	59,053	26,868	11,514	97,435	When SIG expires PSx064 would have completed the phase out process.
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** Students will be frequently assessed through both formative and summative assessments in order to determine students' performance levels and progress towards learning standards. At the culmination of each unit of study each student will complete a performance based assessment focused on the essential ideas of the unit of study in ELA and/or social studies and a performance task in mathematics, science that incorporates both multiple-choice and constructed responses. Inquiry members will meet regularly to determine student progress, effectiveness of instruction and school progress toward the goals. Based upon clear evidence and the multiple and frequent benchmarks student will receive differentiated instruction to ensure success. First year = 25 teachers, second years = 14 teachers, third year = 7 teachers	67,168	38,090		105,258	When SIG expires PSx064 would have completed the phase out process.
Instruction	Employee Fringes Code 80	**2.0 FTE in Y1 and 1.0 FTE in Y2:** The SIG grant will enable us to **hire additional licensed supplemental teachers** to provide support in the classrooms to improve student achievement.	144,000	72,000		216,000	When SIG expires PSx064 would have completed the phase out process.
Parent and Community Engagement	Professional Purchased Services (Code 40)	**Professional Development:** 1% of the budget allocation has been set aside to support meaningful parent involvement activities and parent engagement programs. The creation of positive, creative and meaningful ways to communicate student progress with parents and work with parents with language barriers to communicate with the school. Creation of tools to communicate and provide access to information in other languages.	9,200	4,723	1,080	15,003	When SIG expires PSx064 would have completed the phase out process.
Parent and Community Engagement	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** According to parent surveys and feedback from parent meetings, many parents have reported to have the need for adult education with ELA and technology. A monthly 2 day institute will take place for parents to attend in ELA and technology.	5,374	5,374	5,374	16,122	Fiscal needs will be adjusted based on parent enrollment.
School Climate and Discipline	Professional Staff (Code 15)	**1.0 FTE School Aid:** PSx064 will provide a safe, respectful and disciplined learning environment for students and staff. The positive behavior intervention mission is designed to facilitate high standards of behavior so that the learning and teaching in our school can be effective and students can participate positively within the school community. Attention to the safety and school culture needs across all three schools. x064,x311,x294 will collaborate on ensuring the safety of all of our students. The three schools will collaborate on building a team of school aides who will specifically focus on safety and school culture.	75,000	50,000	25,000	150,000	When SIG expires PSx064 would have completed the phase out process.
School Climate and Discipline	Supplies, materials Supplemental books and Software (Code 45)	**Instructional Supplies**: Rewards and supplies will be purchased to support our written behavior policy that will be clearly understood by the entire school community. **Publication** of the policy should be posted around the school, including classrooms, to promote expectation and understanding. PSx064 behavior policy, with the assistance of our **Positive Behavior Intervention System (PBIS) Team**, will be modified to incorporate tracking data from the individual student in-house occurrence reports to assist with **disciplinary decisions evidence by a 50% reduction of incidents in transitional areas**. PBIS system inclusive of rewards from the school store will engage students to adapt to the behavior model	5,000	5,000	2,000	12,000	When SIG expires PSx064 would have completed the phase out process.

BUDGET NARRATIVE: Pura Belpre (09X064)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Student Support	Professional Purchased Services (Code 40)	**Catapult Learning Vendor No:** The school should provide guidance to all teaching staff on the arrangements for administering the extended day program". The amount of time for instruction should be clearly programmed and expectations specified in the guidance. Catapult Learning provides research based, small-group intervention services and tutoring support designed to support the struggling learner using foundational reading/mathematic skills. The curriculum is aligned to the CCLS in order to create a rigorous curriculum. The curriculum is based on a systematic and explicit instruction model, which is designed to meet the needs of all children. The target population for the Catapult Learning program will be students n grades 3-5 who have been identified at the lowest third percentile on formative assessments. **The program services will be offered during 37.5 minute program**. It will be listed as an RTI Tier III intervention period.	130,000	90,000	9,200	229,200	When SIG expires PSx064 would have completed the phase out process.
Student Support	Professional Purchased Services (Code 40)	**Studio in the School Vendor:** Students will learn how to create art, critique art, and study art history via a teaching artist working alongside the classroom teacher. They will learn to use artists tools, hone their intentions and explain their choices as they persevere and solve problems through a multistep process. They will learn to envision an idea and develop it.	5,000	5,000	3,000	13,000	When SIG expires PSx064 would have completed the phase out process.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** Extended Learning Opportunities- Afterschool, Saturday, and Summer Institute Bridge Academies will provide a structured system of extra help to assist students in completing accelerated programs of study with high levels of academic and technical content. In addition, extended day will be achieved through Academies to meet the needs of students. Beginning in the fall of 2013 and running through the end of the school year. We will have afterschool programs and extended year through Summer Institute (Bridge). 240 hours X 10 teachers.	111,312			111,312	When SIG expires PSx064 would have completed the phase out process.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**Aussie:** The Aussie consultant works collaboratively with the teachers, school administrators, in order to increase student achievement by improving teacher performance. The consultant also co-developed cohesive standards-based curriculum, demonstrated best practices, conducted guided reading study groups and co-facilitated grade specific professional development sessions.	60,000	37,500	19,500	117,000	When SIG expires PSx064 would have completed the phase out process.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**Digital Age Learning Inc Vendor No:** The Digital Age Learning program is designed to integrate advance technologies into a student centered classroom. The teachers partake in integrated technologies professional development; classroom based mentoring, and customized approach to project-based learning. The approach is a unique hands-on training, which embeds rich media such as video conferencing, digital photography, iPads and other technologies in the classroom.	50,000	40,000	-	90,000	When SIG expires PSx064 would have completed the phase out process. Third year PSx064 will supplement with Learning Technology grant funds.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**Professional Development:** We propose to extend our partnership with Catapult Learning to include professional development component that would provide teachers with strategies to use to guide and plan for small group instruction based on the data collected in a cyclical fashion.	20,000	10,000		30,000	When SIG expires PSx064 would have completed the phase out process.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Professional development will be offered minimally once a week tailored to teacher needs. Professional development will initially take place more frequent as teachers begin to learn to use the Kagan model within the curriculum. The Kagan Cooperative Learning Program will be used in every classroom to foster greater academic achievement, improved ethnic relations, enhanced self-esteem, harmonious classroom climate, and a range of social skills. Vendor name: Kagan Cooperative: Kagan group will provide ongoing support in the use of Kagan strategies for cooperative learning and classroom management. Kagan will provide focused instructional supports, human resources, and behavioral supports to ensure tat our mission of a differentiated approach that will result in student achievement. Kagan structures are used to increase academic achievement, improve ethnic relations, enhance self esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Kagan teaches engagement of every student. Kagan structures require every student to participate frequently and approximately equally. Kagan structures close the achievement by creating dramatic gains for struggling students.	15,000	10,000	3,000	28,000	When SIG expires PSx064 would have completed the phase out process.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Professional development will be offered minimally once a week tailored to teacher needs. Professional development will initially take place more frequent as teachers begin to learn to use the Responsive Classroom and become oriented with the curriculum. **Responsive Classroom Vendor Name: Northeast Foundation for Children Inc**. The Responsive Classroom approach is widely used research and evidence based approach to elementary education that increases academic achievement, decreases problems behaviors, improves social skills, and leads to more high quality instruction. The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. Responsive Classroom techniques will be used to establish the school culture and will be supported with the PBIS school wide and classroom initiatives	10,000	7,500	3,000	20,500	When SIG expires PSx064 would have completed the phase out process.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**New York Historical Society's Art of History Vendor No**: The goal of the partnership addresses: Student Engagement/Student Achievement/Teacher Effectiveness Target Population The New York Historical Society's Art of History brings a new and innovative approach to teaching New York and American history into the classroom. This five session mini-residency combines art history and the visual arts with the study of historical evidence offering students the opportunity to strengthen their observation and descriptive skills. And the hands on art making provides them with tools to document what they have learned and share it in a culminating classroom exhibition. Classroom teachers received pre- and post activities for each session which can further develop students' history knowledge as well as their reading, writing and speaking skills. A planning session with participating teachers precedes each residency. The Art history supports the Common Core State Standards for Literacy and History and the NYS Standards for Social Studies and for Visual Arts.	3,025	3,025	3,025	9,075	When SIG expires PSx064 would have completed the phase out process.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	**Professional Development: The Asphalt Green Recess Enhancement Program (REP):** The goal of the partnership addresses: student achievement/social emotional growth Asphalt Green's Recess Enhancement Program transforms the culture of recess by making it an active and cooperative time for both students and staff. REP addresses a range of barriers that prevent physical activity in schools by redefining recess and making physical activity an educational tool for schools and students. We will partner with REP alongside the Phase In-schools PS 311 and PS294 to provide all students in the building with organized play activities during recreational time. This partner is vital for achievement of our goals, in particular our goal related to developing character traits that will help students become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development.	3,000	3,000	900	6,900	When SIG expires PSx064 would have completed the phase out process.
Training, Support, and Professional Develop	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Occasional Per Diem:** A variety of professional development opportunities will be offered on Wednesdays of each month. Per Diem coverage will be scheduled for teacher absences.	45,823	11,456	5,728	63,007	When SIG expires PSx064 would have completed the phase out process.
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.	102,044	53,213	15,673	$170,930	
		Subtotal Phase-out	***919,999***	***472,749***	***107,994***	***1,500,742***	
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	This work is paramount for teachers to meet with the curriculum coach to share best practices, modify instruction based on student data, look at student work for instructional implications, **collaboratively design instruction, assessments, and learning objectives** for each literacy unit, leading to more targeted instruction and higher reading proficiency. Teachers working together after school three hours a week for thirty weeks. These funds reflect the cost of 12 classroom teachers, the literacy coach, and 2 cluster teachers for a cost of $58,050 and supervisory per session of $3954 in year one. It reflects the cost of 16 classroom teachers, 2 cluster teachers, and the literacy coach for $73,530 and supervisory per session of $3954 in year two. In year three, the cost reflects 20 classroom teachers, one literacy coach, and 2 cluster teachers at $89,101 and $3954 in supervisory per session.	62,004	77,484	92,964	$232,452	The work of the teachers during this per session time will be reflected in completed units of study that will be stored at PS 294 for the foreseeable future. In addition, during the three years of SIG funds, we hope to build capacity of our teachers to take on leadership roles in the building and facilitate this curriculum work during common planning time that the school leader programs into the school day.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Curriculum kits and materials will be available to teachers in the Teacher Resource Room to use to enhance the Core Curriculum materials purchased through NYSTL funds. These kits range in price from $229.00-$1200.00. These kits will be purchased through **Teacher Created Materials** and **will include phonics kits, early readers, reader's theater, nonfiction readers, and primary source kits** for teachers to infuse in their lessons and expose students to a variety of texts.	40,000	25,000	15,000	$80,000	These curriculum materials will be stored in the Teachers Resource Center and be available to teachers and students for the foreseeable future.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	These funds will be used to purchase **four computers from Apple Company** for teachers so that teachers can access online student data during prep and common planning time. Through the constant monitoring of student data, teacher teams will design and adjust curriculum during common planning and inquiry time to best meet the individual needs of their students.	8,000			$8,000	These computers will remain in the Teacher's Resource Room at PS 294 for the foreseeable future.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Professional Purchased Services (Code 40)	**Education Through Music** will serve as a partner to PS 294 in the opening years of the school to provide music education to students, since the student enrollment at that time will not warrant a full time music teacher. The Education Through Music teacher will be onsite 1.5 days in year one, 2 days in year two and 3 days in year three. They will provide music instruction to students through units that the organization has created to support the CCLS shifts, expose students to music based literature, have students write about music/musicians, and provide teachers with strategies through a monthly newsletter and periodic PD at the school on using music to enhance instruction in their classrooms.	18,000	36,000	36,000	$90,000	In the fourth year of PS 294, the enrollment will warrant hiring a fulltime music teacher. The school leader will work with Education Through Music closely throughout years 1-3 to develop the music teacher so that they can be considered for fulltime employment through the DOE using Fair Student Funding.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	These funds will be used to purchase Apple ipads and ipad charging/security carts for students to use in the classroom. **Each year we will purchase 90 Apple ipads and 3 security carts**. These will serve as one class set for each grade to share and deliver instruction in an engaging way, to expose students to digital literacy sources. Students will use ipads to take Go Math assessments and their scores sent digitally as disaggregated data to the teacher and school leader.	43,800	43,800	0	$87,600	The ipads will be secured each evening so that they can be used by students at PS 294 for the foreseeable future. Fair Student Funding funds will be used after the expiration of the SIG funds for staff to be assigned to maintain the ipads and the school literacy coach and a technology consultant will support teachers in using the ipads in an engaging way.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	These funds will be used to purchase guided reading books from **Houghton Mifflin Company**. They will be split between classrooms and the Teacher's Resource Room for teachers to access and build students' literacy skills and develop reading proficiency in students through small group guided reading. The instruction will be delivered by the classroom teacher and will serve to move student's independent reading levels.	25,000	50,000	0	$75,000	The guided reading books will be stored in the classrooms and Teacher's Resource Room and will be available to teachers and students at PS 294 for the foreseeable future.
Parent and Community Engagement	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly per session** - to fund teachers to stay for evening parent meetings to present on topics relevant to parents. Topics will include ways to support literacy development at home and how we live by our core values at PS 294. These funds reflect two teachers presenting at 10 meetings throughout the year, for two hours.	2,580	2,580	2,580	$7,740	At the expiration of the SIG funds, we at PS 294 hope to have worked with the Parents Association to launch a Parent Teacher Association. The PTA will have the option of using Title I family funds to offer per session to our teachers to continue these meetings in the future.
Parent and Community Engagement	Supplies, materials Supplemental books and Software (Code 45)	These costs reflect the purchasing of **8 desktop computers from Apple Company** at $2000/each to be placed in our Community/Parent Coordinators room to use when holding classes/workshops with parents. We will purchase computer software through other funding to install programs on these computers to teach English to parents who sign up to use the program. The Parent Coordinator will be located in the Community Room and will oversee the equipment, classes, and parent visitors to the building.	16,000			$16,000	These computers will remain in the Community Room and will remain at the use of the parents for the foreseeable future.
Parent and Community Engagement	Support Staff (Code 16)	**Per diem for 2 bilingual school aides** in the **summer of Year 1**, **3 bilingual school aides** in the **summer of Year 2**, and **4 bilingual school aides** in the **summer of Year 3** to work with the school leader to engage parents and community members. In Summer 2013, PS 294 will be a new school, enrolling children for the first time and marketing themselves to the community as a safe, academically challenging place to send your children. They anticipate a lot of excitement and interest in the school, and possibly some confusion about the phase out and the two new schools. These school aides will be working 5 hours/day, 4 days/week for eight weeks.	5,184	7,773	10,368	$23,325	In the summer of year four, we believe that PS 294 will have built a reputation for itself in the community and that the need for so much summer support will not be necessary. If it is, school funds will support 1-2 school aides for the summer.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
School Climate and Discipline	Supplies, materials Supplemental books and Software (Code 45)	These funds will be used to purchase **classroom computers from Apple Company**. These computers will serve to enhance the school environment to create learning space and opportunities for students to access information via the internet and computer based software. The school currently does not have classroom computers and these are necessary for students to become technology literate and have a classroom environment which is reflective of the world in which we live. These funds will be used to purchase two apple computers for each classroom.	40,000	40,000	0	$80,000	These Apple classroom computers will be maintained by a per diem technology teacher who will be available weekly through Fair Student Funding after the expiration of the SIG.
School Climate and Discipline	Support Staff (Code 16)	**5 FTE school aides in Year 1, 3.3 FTE school aides in Year 2 and 2.6 FTE school aides in Year 3** - School aides will be assigned specific roles related to safety and school culture to address the needs of all students on campus. The three principals from the three schools will meet as a Building Council to determine the specific responsibilities of each school aid and daily posts they will assume. The school aid members of the "Safety and School Culture Support Team" will be provided with the clear expectation that they will ensure the safety and creation of positive school culture across all schools. Thus, they will play a vital role in helping all three schools to meet this goal. They will be required to know and understand the core values of each school, they will know each child and be aware of behavioral policies agreed upon by the Building Council. Each member will be trained by an assigned member from each school on following safety protocols, how to speak to children in a positive yet effective manner, and who to contact in cases of emergency situations.	50,000	50,000	40,000	$140,000	Each school leader on the X64 campus has agreed to retain the school aides hired under SIG grant funds after the expiration of the SIG using Fair Student Funding.
School Climate and Discipline	Support Staff (Code 16)	**Per diem for school aides** who will assist in maintaining a smooth arrival and dismissal as the X64 campus houses a large after school program from a community based organization. The amounts for each year reflect 185 hours in year one, 115 hours in year two, and 55 hours in year three for school aides to assist for a per diem rate of $16.20/hour. School funds will supplement the cost in addition to SIG funds.	3,000	1,863	891	$5,754	Fair Student Funding funds will be used at the expiration of the SIG funds to retain this school aide to help oversee arrival/dismissal and the transition into the after school program.
Student Support	Professional Purchased Services (Code 40)	Four days of Professional Development at $1350/day onsite by the **Ramapo for Children** company to provide supports and techniques for teachers to manage problematic behavior in a positive way by building relationships with and among our students to build culture in our school.	5,400	5,400	5,400	$16,200	Professional Development services will be provided after the expiration of the SIG using school funds.
Student Support	Professional Staff (Code	**1.0 FTE Literacy Coach** - support students and teachers through working with staff to align instruction to CCLS, to create rigorous CCLS aligned learning tasks for pre and post unit assessments, to model lessons for teachers, to facilitate common planning and teacher inquiry meetings, to provide professional development onsite to staff, to attend professional development offsite and turnkey information to staff, to work with teachers in creating and achieving professional goals. The literacy coach will also work with students requiring Tier II intervention.	62,405	62,405	62,405	$187,215	The literacy coach will stay on at PS 294 after the expiration of SIG funds and be funded through Fair Student Funding (FSF).
Student Support	Professional Staff (Code	**1.0 FTE Bilingual Social Worker** - to provide services to students in crisis and work to build capacity in classroom teachers to support students in crisis. She will be the go-to person for families with concerns about their child's emotional well-being. She will also work with the school leadership team to evaluate the positive behavior supports at the school and to modify if necessary.	0	0	75,900	$75,900	The enrollment of PS 294 in year four will warrant a fulltime social worker through Fair Student Funding.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Student Support	Supplies, materials Supplemental books and Software (Code 45)	These funds will be used to purchase **Leveled Literacy Intervention Kits from Houghton Mifflin Company** for teachers to use to support the literacy development of their students. These kits are a proven Tier I intervention resource that will be available for all teachers. The cost reflects 9 classroom kits each year at $2500 per kit.	22,500	22,500	0	$45,000	These classroom kits will stay in each classroom for future use by teacher and students at PS 294.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Per Diem coverage for an F-status Reading teacher** to work with the lowest third of students as determined by Fountus and Pinnell Reading Assessments. The teachers will work two days a week for 36 weeks at a rate of $227.65/day for year one and two. Two teacher will each work two days a week for 36 weeks in year three at a rate of $227.65/day. This work with students will support the struggling children to reach reading proficiency by the end of the year.	16,391	16,391	32,781	$65,563	In year four at PS 294, enrollment numbers will justify the need for a fulltime reading teacher to work with our lowest students in grades K-5 funded through Fair Student Funding.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Extended learning time** to offer after school literacy intervention to our first and second graders in year one, our second and third graders in year two, and our second, third, and fourth graders in year three. There will be two after school classes of ten students on each grade for two hours per week. We will run three, 8-week cycles. At the end of each cycle, whole school student data will be analyzed to determine if students will stay in the afterschool program for the following cycle or whether those seats will be offered to other students.	8,256	8,256	15,480	$31,992	The leadership team is working to create a partnership with a Community Based Organization that can continue offering afterschool programs to our students after the expiration of the SIG funds. Many of these Community Based Organizations partner with the school to write grants to fund these projects.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Extended learning time** to offer after school math intervention to our first and second graders in year one, our second and third graders in year two, and our second, third, and fourth graders in year three. There will be two after school classes of ten students on each grade for two hours per week. We will run three, 8-week cycles. At the end of each cycle, whole school student data will be analyzed to determine if students will stay in the afterschool program for the following cycle or whether those seats will be offered to other students.	8,256	8,256	15,480	$31,992	The leadership team is working to create a partnership with a Community Based Organization that can continue offering afterschool programs to our students after the expiration of the SIG funds. Many of these Community Based Organizations partner with the school to write grants to fund these projects.
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.	52,497	53,791	71,983	$178,270	
		Subtotal Phase-In # 1	***489,273***	***511,499***	***477,232***	***1,478,003***	
Curriculum	Professional Purchased Services (Code 40)	Curriculum maps in literacy will be developed with the aid of a **LitLife consultant** who will write first two units of study in literacy for grades K-2 with teachers and literacy coach. At least 45% of all students will show an increase of at least one performance level on reading and writing, compared from benchmark assessment at the beginning of the year compared to the end of the year. The costs will cover curriculum design, planning with teachers, and classroom visits.		10,500	10,500	$21,000	The expectation is that after the 3 years of support, the Curriculum Coach and Grade Leaders will become adept at creating and revising units and guiding the continued revision of units. Should we need to continue this support, we will use Title I for supplemental PD sessions.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Curriculum	Professional Staff (Code	**2.0 FTE Supplemental Intervention Teacher (Year 1) and 1.0 FTE Supplemental Intervention Teacher (Years 2 and 3)** - One of our overall goals is that students will show increased proficiency in ELA and Mathematics. At least 30% of students will demonstrate a level 3 or 4 proficiency level on the New York State ELA exam and 35% will demonstrate a level 3 or 4 proficiency level on the New York State Math exam and students will show increased proficiency in ELA and Mathematics. There will be a 10% increase of students performing on level 3 and 4 in ELA and Mathematics, as gleaned from NYS ELA & Math exam data between Year 2 and Year 3. This will allow for there to be additional support, and in the next year these teachers will become the classroom teacher of a class added on to our new school.	124,810	62,405	62,405	$249,620	Since teachers will become a classroom teacher of a new grade the following year they are hired, they will be funded through TL Fair Student Funding in the following years.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Our goal is to ensure that our students become adept at using technology to communicate, create, research, and learn. This relates to Goal #3 in Year 1, 2, and 3: Students will use technology authentically to research, collaborate, and present information to others. 65% (in Year 3 it will be 100%) of students who enrolled in Year 1 and continue through Year 3 will have at least 2 projects per academic year created through the use of technology included in their student portfolios. We will purchase **220 iPads (approximately 20 per classroom)**. A pack of 10 iPads with 32GB each will cost $4090. We will purchase a total of 22 bundles.	20,450	49,080	20,450	$89,980	We will apply for Learning Technology Grants, Reso A funds, and other technology grants to update our technology equipment.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	**Fountas & Pinnell Leveled Library Intervention kits and Assessment kits** will be purchased towards the goal of increasing and monitoring reading performance level among students performing below grade level. Students will be assessed with kits, and then Level 1 and 2 students will have response to intervention through the intervention kits. Every 6 weeks, the students will be re-evaluated for determining growth and next steps. Each class will have access to an intervention and assessment kit. Dual Language classrooms will have kits in both English and Spanish. Assessment kits are $378 each, across all years, we will have a total of 20 kits. The intervention kits range from $2500 for Grades K-2, and $4500 for grades 3-5.	0	9,000	6,768	$15,768	When the funding from this grant is finalized we will have purchased all kits necessary to serve all of our students.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Classroom libraries will be purchased towards the goal of increasing reading performance level. At least 45% of all students will show an increase of at least one performance level on the reading compared from benchmark assessment at the beginning of the year to the end of the year. **Classroom libraries will be purchased through GL Group (Booksource)**. Each classroom library is approximately $4,500 each (x6 classrooms). In addition, we will purchase books to create a Spanish guided reading bookroom to support teachers, and supplement our English bookroom. We will purchase libraries for each year that we get 2 classes, until we can have books for all 12 of our classrooms by the time we are at full capacity.	0	5,623	10,000	$15,623	Classroom libraries will be supplemented with eBooks and additional new books with the use of Title I, Title III, and NYSTL funds.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	**Guided reading books** will be purchased to provide teachers with materials to use to instruct their students in reading fluency and comprehension. At least 45% of all students will show an increase of at least one performance level on reading, compared from benchmark assessment at the beginning of the year compared to the end of the year. This cost reflects the cost of a grade 3 level set of guided reading books for a book room that all teachers may use to obtain these resources.	0	13,060	0	$13,060	This purchase is a comprehensive set that will supplement the Grade K-2 set that will be purchased through Title I funds. Once this is purchased, we will only need to supplement books on an as-needed basis (lost book as part of a set), in which case NYSTL funds will be used.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	Our goal is to ensure teachers use technology to enter and analyze data daily, weekly, and monthly. It is also another goal that our students become adept at using technology to communicate, create, research, and learn. We will purchase approximately **15 desktops for classrooms**. (approximately 2-3 per classroom). In addition, we will purchase printers and scanners for every classroom.	18,369	8,000	10,075	$36,444	We will apply for Learning Technology Grants, Reso A funds, and other technology grants to update our technology equipment.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly teacher per session** - to teach after school summer intervention to support struggling students. It is the expectation that the 270 after school hours be distributed so that the program runs approximately 1.5 hours per week offering after-school for approximately 10 months. **Year 2: 270 hours x 4 teachers= 1080 hours x 41.98=$45,338.40; Year 3: 270 hours x 6 teachers= 1620 hours x 41.98=$68,007.60** This will help towards the overall goal that students will show increased proficiency in ELA and Mathematics. There will be a 10% increase of students performing on level 3 and 4 in ELA and Mathematics, as gleaned from NYS ELA & Math exam data between Year 2 and Year 3.		45,338	68,008	$113,346	Partnerships will be sought with Digital Age Learning and other organizations focused on STEM, Literacy, and the Arts to write joint grants that will support our students through after-school activities. **Title III funding will be used to supply after school activities for ELLs.**
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per session** - for the supervision of the after-school and summer intervention program to support struggling students. It is the expectation that the 270 hours be distributed so that teachers spend approximately 1.5 hours per week offering after-school for approximately 10 months. Funds will be allotted so that a supervisor oversee the program. **Years 2 and 3: 270 hours x 1 supervisor= 270 hours x 43.93=$11,861.10 x 2 years =$23,722 (w/out fringe).** This will help towards the overall goal that students will show increased proficiency in ELA and Mathematics. There will be a 10% increase of students performing on level 3 and 4 in ELA and Mathematics, as gleaned from NYS ELA & Math exam data between Year 2 and Year 3.	0	11,861	11,861	$23,722	Partnerships will be sought with Digital Age Learning and other organizations focused on STEM, Literacy, and the Arts to write joint grants that will support our students through after-school activities. Title III funding will be used to supply after school activities for ELLs.
Parent and Community Engagement	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly teacher per session** - to offer parents and community members training on educational topics and technology to build a strong parent and community connection. It is expected that the sessions are monthly and that they are 1-3 hour sessions, depending on what the needs are according to a survey that will be provided. For teacher per session **Year 1: 30 hours x 2 teachers= 60 hours x $41.98= $2,518.80 x 3 years= $8,131.**	2,518	2,518	2,518	$7,554	Title I and Title III funds will be used towards providing per session funds for teachers to provide parent and community workshops.
School Climate and Discipline	Professional Staff (Code 15)	**0.5 FTE Social Worker** - PS 311 and PS 294 **will collaborate on hiring an additional Social Worker** (as there is a shared campus-wide social worker who is part of the SBST team) to provide supplemental support to students with social-emotional needs. The goal is for the social worker is to develop the character traits of students. At least 75% of students who enrolled in Lucero in Year 1 and who continue through Year 3 will demonstrate a Level 3 or 4 proficiency level on at least 5 of the 7 highly predictive character traits (optimism, curiosity, self-control, grit, gratitude, social intelligence, and zest). **The cost of hiring a social worker is $55,000 per year (without fringe benefits). Each of the two new schools will pay half of that salary ($27,500) each year for 3 years.**	27,500	27,500	27,500	$82,500	**The Social Worker will continue to be funded through Title I funds after the third year.**
School Climate and Discipline	Support Staff (Code 16)	**5 FTE school aides in Year 1, 3.3 FTE school aides in Year 2 and 2.6 FTE school aides in Year 3** - for improving safety and school culture across all three schools on the PS 64 campus. The hiring of 15 school aids in Year 1 will cost $225,000. Each school will contribute $75,000 towards Year 1 school aid hiring. In Year 2, we will reduce the amount of school aides to 10, which will cost a total of $150,000 (each school will pay $50,000). In Year 3, 8 school aides will be hired, which will cost a total of $120,000 (each school will pay $40,000).	75,000	50,000	40,000	$165,000	Safety and School Culture support school aides will continue to be funded through Title I funds after the third year.
Teacher Evaluation (APPR) Implementation	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly teacher per session** - to ensure that teachers understand the APPR process and that they are provided with concrete examples of what is being sought in teacher planning and instruction. The principal, coaches, and Network team will provide training to the teachers. It is expected that at least 4 two-hour sessions be provided to teachers per year focusing in on APPR domains and components for each year. For teacher per session **Year 1: 8 hours x 13 teachers=104 hours x $41.98= $4,365.92. Year 2: 8 hours x 16 teachers=128 hours x $41.98= $5,373.44. Year 3: 8 hours x 19 teachers= 152 hours x $41.98= $6,380.96**	4,365	5,373	6,380	$16,118	We will seek out support from the Network to provide training on-site. We will schedule time during common prep periods and lunch periods for sessions to occur, as needed.

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Teacher Evaluation (APPR) implementation	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per session** - to ensure that teachers understand the APPR process and that they are provided with concrete examples of what is being sought in teacher planning and instruction. The principal, coaches, and Network team will provide training to the teachers. It is expected that at least 4 two-hour sessions be provided to teachers per year focusing in on APPR domains and components for each year. For supervisor per session **Year 1: 8 hours x 1supervisor= 8 hours x $43.93= $351.44 x 3 years= $1,054.32 (w/out fringe).**	351	351	351	$1,053	Since training will be provided on site, during the school day, this funding will no longer be necessary.
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.	46,637	32,641	33,684	$112,962	
		Subtotal Phase-In # 2	***320,000***	***333,250***	***310,500***	***963,750***	
		Subtotal Phase out + Phase in # 1 + Phase in # 2	***1,729,272***	***1,317,497***	***895,726***	***3,942,496***	
District-level expenses for Phase out and Phase ins. 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): 0.56, 0.49, 0.49.	64,588	56,231	42,975	163,794	
District-level expenses for Phase out and Phase ins. 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): 0.19, 0.16, 0.16.	21,466	18,688	14,283	54,437	
District-level expenses for Phase out and Phase ins: Director of Policy and Operations, New Schools	Professional Staff (Code 15)	The Director acts as a liaison between the DOE's Networks, Offices of Superintendents, Enrollment, Portfolio and Space Planning. Provides guidance and support to turnaround school leaders regarding enrollment and operational issues around school opening. Director also works to develop New School Development policy regarding funding, community engagement and enrollment, as it pertains to students moving from phase-outs to phase-ins. FTE (Y1,Y2,Y3): 0.25, 0.23, 0.23.	23,971	22,137	17,803	63,911	
Fringes central positions (Phase out and Phase ins)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	33,007	29,117	22,518	84,643	
		Subtotal Central Positions	***143,031***	***126,174***	***97,579***	***366,784***	
		TOTAL SIG	***1,872,303***	***1,443,671***	***993,306***	***4,309,280***	
Other sources of income		Non-Core Instruction Tax Levy	508,021	501,914	487,126	*1,497,061*	
		Title 1 for Priority and Focus Schools	200,408	132,879	58,815	*392,103*	
		Other Title 1 allocations	1,117,185	905,511	665,278	*2,687,974*	
		TOTAL	***3,697,917***	***2,983,975***	***2,204,525***	***8,886,418***	