New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			**LEA Beds Code:**
New York City Department of Education			305100010051
Lead Contact (First Name, Last Name)			
Mary Doyle			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Performance School			320700010385
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PreK - 5 (3 - 5 in 2013-2014)			
Total Number of Students Served by the Priority School Identified in this Application			**School Address (Street, City, Zip Code)**
578			750 CONCOURSE VILLAGE WEST, BRONX NY 10451

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

Turnaround	Restart	Transformation	Closure
☒	☐	☐	☐

Certification and Approval

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

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	June 7, 2013
Type or print the name and title of the Chief Administrative Officer	
Dennis M. Walcott	
DO NOT WRITE IN THIS SPACE	RECEIVED JUN 7 2013 CONTRACT ADMINISTRATION

ORIGINAL

A. District Overview

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

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

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

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

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

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

Frank Hernandez has been identified as the interim acting principal for P.S. 385 Performance School. He has experiences as a teacher's assistant, classroom teacher, mathematics coach, data specialist, and assistant principal. Through his many roles in the school system, he has served as an instructional leader, supporting teachers in their professional development, fostering a culture of reflective practice, and bringing a data-driven approach to instructional planning.

Alexa Sorden will lead P.S. 359 Concourse Village Elementary School, which will replace P.S. 385. She has been an educator in the Department of Education for the past 13 years, educating students in kindergarten through third grade, leading curriculum development and instructional strategy support supports ELLs and SWDs and providing professional on the Common Core Learning Standards and the Danielson framework to provide rigorous instruction to promote student achievement. Mrs. Sorden was most recently asked to become the principal of a struggling school in District 4 where under her leadership, attendance improved to 92.8% and OORS incidents dropped more than 80%. Mrs. Sorden is completing the New School Intensive program this 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 P.S.385 Performance School's plan are:

- Editure/AUSSIE
- Tequipment
- Habits of Mind

Major partners that are identified to work with P.S. 359 Concourse Village Elementary School include:

- Creative School Services
- Ramapo for Children
- Education through
- Turnaround for Children
- Frank Cunningham, Inc.

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 Performance School, students with disabilities comprise 24% of the school's population, 6% points higher than the citywide elementary school average. English Language Learners comprise 26% of the school's population, 11% points higher than the citywide elementary school average. Only 14% of the students at the school are proficient in English Language Arts, putting the school in the bottom 1% citywide. Only 12% 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.

Section Bii: Labor Mgmt

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools[9]

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

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

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

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

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

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

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

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

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

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

ARTICLE NINETEEN
UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

Section Bii · 8m

Department of Education
Dennis M. Walcott, Chancellor

Children First. Always.

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:
Schools can provide supplemental compensation to support:

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

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

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

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

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

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

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

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

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

Attachment(s):

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

MT:bf

Section Bii Network Directory

Spring 2012 - 2013 Network Directory

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

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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.

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Current Schools per borough/level		Vision Statement
Network: Leader: Contact:	N109 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.

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

Network Information		Count of 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.

Spring 2012 - 2013 Network Directory

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

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.

Spring 2012 - 2013 Network Directory

Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	N401 Mobilizing Collective Capacity Roxan Marks rmarks@schools.nyc.gov	Brooklyn: 11 Manhattan: 1 Bronx: 10	Elem: 13 JH/I/MS: 2 K-8: 7	**Mission/Philosophy:** The mission of Network 401 is Mobilizing Collective Capacity. We aim for excellence and provide high quality differentiated supports for schools in order to improve learning outcomes for all students. We aim to develop the expertise and effectiveness of staff as we mobilize and build capacity in our community to ensure that our support impacts student achievement and enhances teacher pedagogy. Our goal is to empower school leaders, teachers and staff to prepare and lead our students towards college and career readiness. **Organizational Structure:** An assigned "instructional point" provides direct support for the school. Professional development is not a folder of materials or an isolated event - it is a process. That process is part of being a reflective practitioner, of asking, "How can I make a difference to promote student achievement?" The question is, "How do I put wheels on this and get it on the road to mobilize capacity." **Special Expertise:** We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (reaching the goal, applying learning to meet real-world challenges).
Network: **Leader:** **Contact:**	N402 Cristina Jimenez mjimenez5@schools.nyc.gov	Brooklyn: 3 Manhattan: 3 Queens: 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.

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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.

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

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

		[illegible]	[illegible]	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	

Spring 2012 - 2013 Network Directory

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

Department of Education

Spring 2012 - 2013 Network Directory

District 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.

Spring 2012 - 2013 Network Directory

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.

Network Leader Contact	Current Schools by Borough & Level		Vision Statement
Network: N608 Leader: Rudolph Rupnarain Contact: 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: N609 Leader: Debra VanNostrand Contact: dvannos@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: N610 Brand: Transition Support Network Leader: Steven Chernigoff Contact: schernig@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.

Spring 2012 - 2013 Network Directory

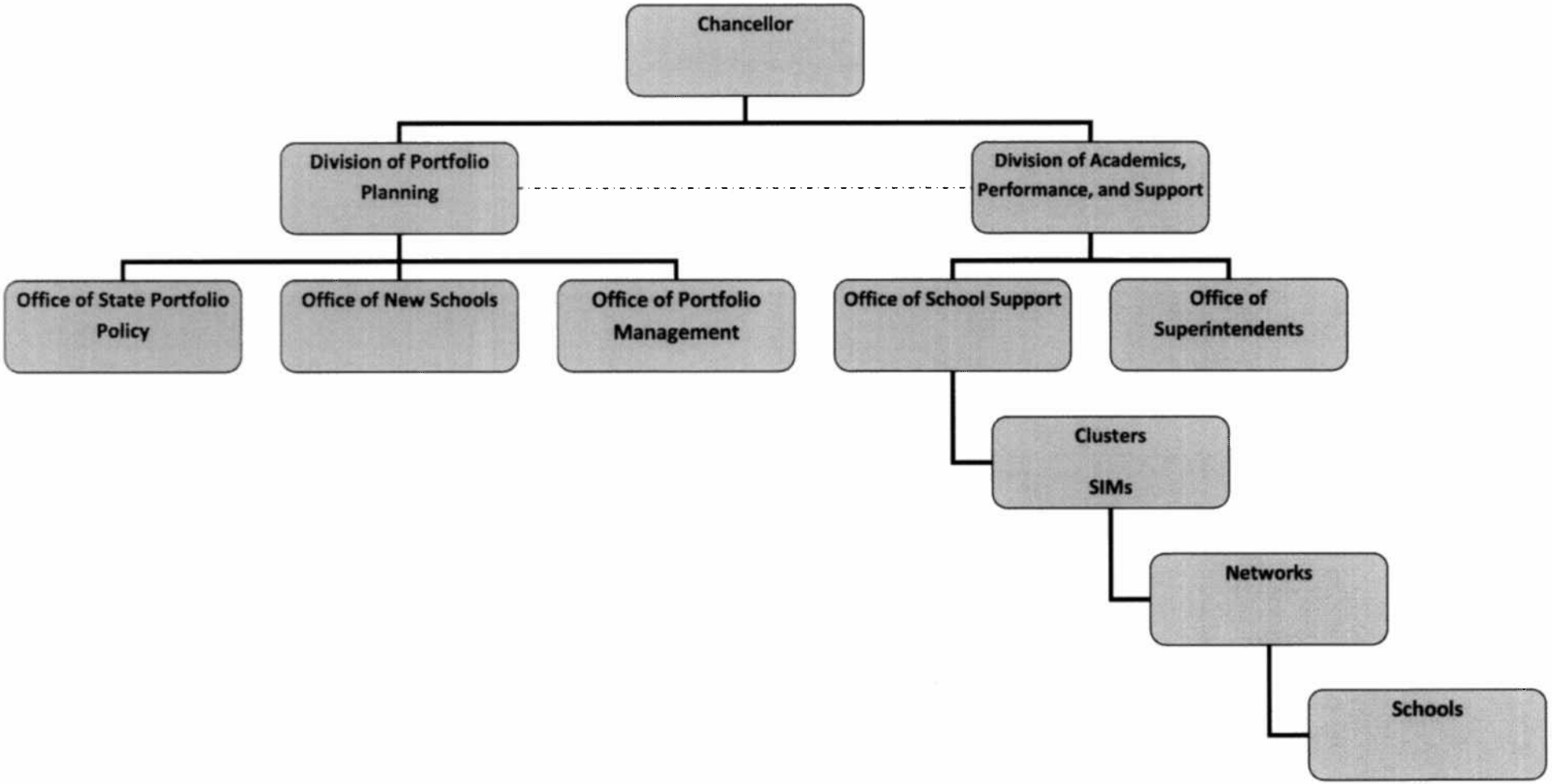
Network Information		Current schools per borough/level		Vision Statement
Network: **Leader:** **Contact:**	N611 Roberto Hernandez Rhernandez@schools.nyc.gov	Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1	Elem: 2 K-8: 5 Secondary: 6 High School: 14	**Mission/Philosophy:** CFN611 understands the 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.

				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.

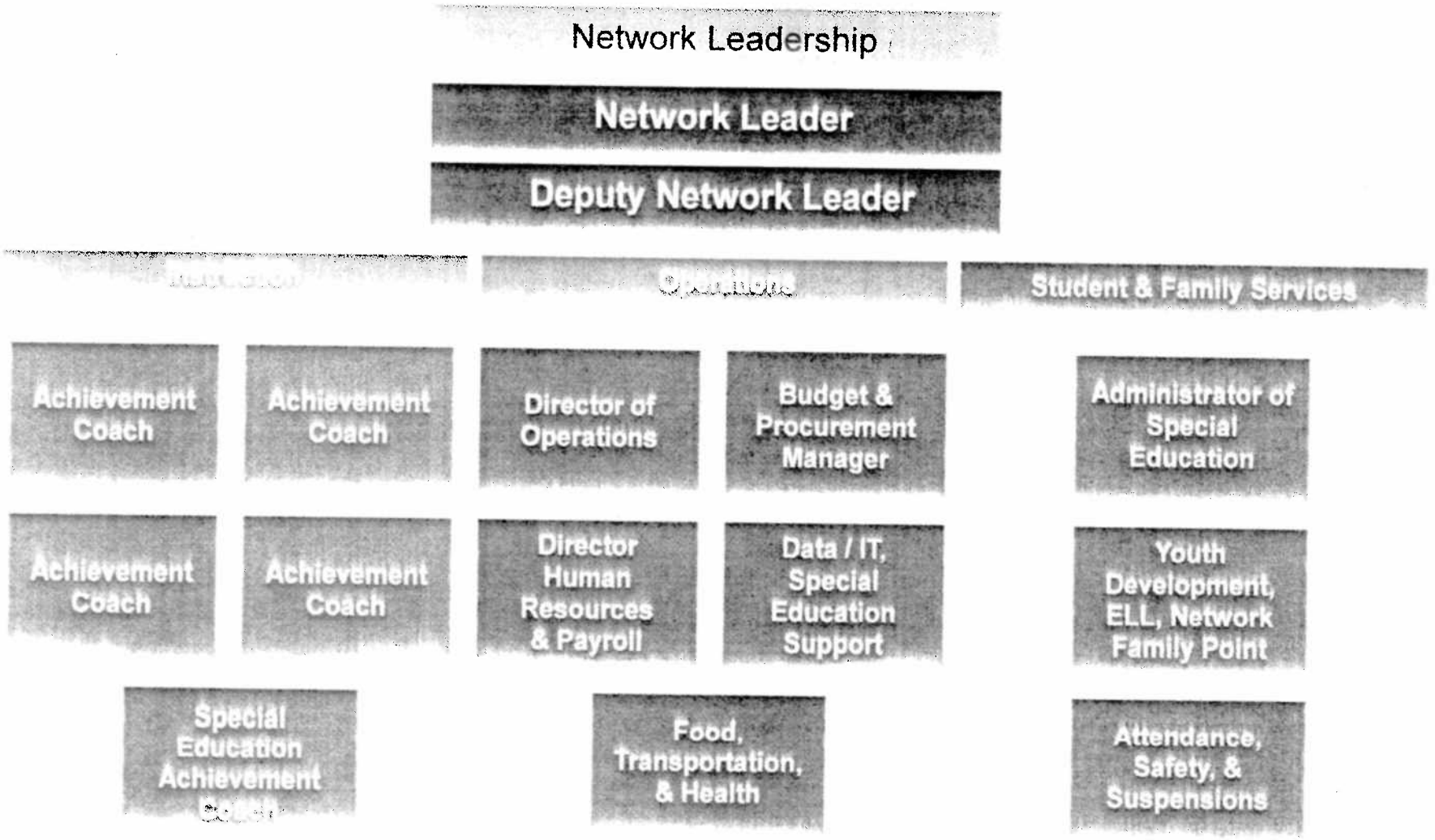
Network Information		Current schools per borough/level		Vision Statement
Network: **Brand:** **Leader:** **Contact:**	Cluster 5 Teaching Matters PSO Lynette Guastaferro lguastaferro@teachingmatters.org	N/A		**Mission/Philosophy:** The Teaching Matters PSO is an innovative support organization focused 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 Ci

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



NYC Department of Education

Note: not all networks are configured the same way.

Section C 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

A. School Overview

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

The visions, missions and goals described in this plan reflect those of two schools: the Priority School, 07X359 P.S. 385 Performance School, which is phasing out, and the new school, P.S. 07X359 359 Concourse Village Elementary School (CVES), which is phasing in to replace the Priority School under the Turnaround model.

P.S. 385 Performance School:

The Priority School's vision is that all children can and should become lifelong learners. Children learn differently, and if they do not learn through the initial approach then methods must be adjusted to fit their learning style. Through an integrated curriculum, P.S 385 aims for all students to master the Common Core State Standards in all content areas. The mission of the leadership of P.S. 385 Performance School is the future success of all of its students. The school seeks to instill high expectations in all students and staff. P.S. 385 is committed to on-going staff development, best teaching practices, and meaningful parental involvement. The school's culture expects every student and staff member to be dedicated, hardworking, and caring. These elements, along with a safe, orderly and nurturing environment, will serve as the linchpin to a strong educational foundation for children.

As the school begins to phase down, it will aim to achieve the following goals:

1. To improve teacher effectiveness, with meaningful, formative feedback, and next steps from short, frequent cycles of formative classroom observations and the formal observation process.
2. Improve Reading and Math instruction by implementing a rigorous standards-based reading/writing, and math curriculum that aligns to the new Common Core State Standards and results in an improvement in student performance on the New York State ELA and Math exams.
3. Engage all teachers in horizontal/vertical teacher teams with the focus of studying the significance of our school-wide emphasis on the instructional shifts in reading, writing and math.

P.S. 359 Concourse Village Elementary School:

The P.S. 359 Concourse Village Elementary School (CVES) vision is to foster responsible and productive citizens with strong critical thinking and academic skills. P.S. 359 aims to achieve this through a rigorous and thought-provoking curriculum, delivered by passionate and motivated educators in a safe and nurturing environment, supported by families. The mission of the phase in school is to provide a safe and nurturing environment where all students are cognitively stimulated and academically challenged by a rigorous curriculum. P.S. 359 seeks to motivate students on a personal level through its core values of perseverance, optimism, willingness, empathy, and respect. The focus of these core values is to foster confident well-rounded leaders who will grow-up to become critical thinkers and socially responsible adults, who will positively impact the world around them.

As the school begins to phase in, it will aim to achieve the following goals:

1. Create a safe and nurturing environment that promotes school unity and the celebration of making positive choices.
2. Engage students' critical thinking skills through the implementation of a Common Core Learning Standards aligned, rigorous curriculum.
3. Create a culture of ongoing improvement and instructional best practices in line with the instructional shifts and the demands of the common core.

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

P.S. 385 Performance School:

The first goal is grounded in Charlotte Danielson's Framework for Teaching. It will be used to develop evaluation procedures that simultaneously ensure high quality teaching and promote professional learning. The Principal, Assistant Principal, and teachers will collaborate in order to set and monitor teacher goals, using the 3 Priority Competencies from Danielson's Framework for Teaching, as designated by the NYCDOE Citywide Instructional Expectations for 2013 (Planning Coherent Instruction, Using Questioning and Discussion Techniques, Using Assessment in Instruction). Coaches, Assistant Principal, and Consultants will support teachers through professional development opportunities and mentoring. The principal and Assistant Principal will utilize the Framework for Teaching for informal classroom observations and formative classroom visits. Teacher growth will be supported through frequent observations with specific evidence-based feedback to teachers, provided on a timely basis (within one week after 75% of observations). Monthly one-on-one meetings with teachers will focus on the attainment of their professional goals to measure student learning. Professional development opportunities provided by Lead Teachers, Assistant Principals, and Consultants will be planned to meet the developmental needs of teachers. New teachers will receive the maximum support, and experienced teachers will have leadership opportunities to help support their professional learning throughout the school. Staff development will be monitored and revised, based on the results of student data and teacher effectiveness. The Framework for Teaching will be used as a foundation to inform professional discussions before and after classroom observations.

The second goal focuses on the idea of ensuring that each student has access to a Common Core aligned curriculum that supports them in achieving proficiency levels. Teachers will engage in professional development that allows them to be immersed in the Common Core Standards. They will critically analyze the standards to deepen their understanding of what the new grade levels student are. They will learn and practice innovative teaching strategies that will support students' acquisition of skills in reading, writing and math. Lead teachers will be hired to support this effort. There will be math and literacy Lead Teachers who will share one classroom. They each will spend half the day teaching their expert content area and the other half supporting their colleagues in implementing common core aligned lessons. The support will include, but not limited to, co-planning, demo lessons, co-teaching, debriefing sessions, low inference observations, and analysis of student work to inform instructional next steps. The Administrators will work closely with the Lead Teachers to further support the professional development of all classroom teachers.

The third goal will be achieved by dedicating ample time to common planning both within and across grade levels. Common planning by grade level will continue to be scheduled into the school day with common preps periods for grade level members to meet weekly. The priority school will incorporate common vertical planning sessions across grade levels. During these planning sessions, teachers will be able to engage in professional dialogue about the expectations for each grade level, what students should be able to know and do by the end of the school year to be prepared for the next. These sessions will also be expected to yield well developed curriculum maps that reflect what needs to be taught and learned so that students are at proficiency levels. Lastly, vertical planning will allow the leadership at P.S. 385 to flag gaps or redundancies in instruction.

P.S. 359 Concourse Village Elementary School:

In an effort to support the mission of creating a safe and nurturing environment, P.S. 359 will partner with Ramapo for Children. Ramapo has a well-established track record for providing professional development in effective classroom management strategies. Given the challenges of the priority site, this expertise is the reason for the partnership. Additionally, P.S. 359 aims to use Ramapo's support to further develop its school culture. Since developing a strong culture is so crucial in the first year, the phase in school will work with Ramapo on team building activities to strengthen both professional and student relationships.

In addition to Ramapo, CVES will implement a School-wide Positive Behavior Intervention System (PBIS) with school rewards that celebrate students' good choices. The intention is to develop a systematic approach toward managing behavior throughout CVES. As a new school, setting clear expectations will support the implementation and effectiveness of the program. Teachers will receive professional development from trained NYC Department of Education specialists as well as a variety of resources to become proficient in understanding the implementation process of our school's PBIS model. The intention is to develop a systematic approach toward managing behavior throughout the school. Additionally, the school's vision is for staff member who becomes the Individualized Education Plan (IEP) specialist to lead the PBIS initiative.

CVES will focus on adhering to its instructional core, targeting curriculum, pedagogy, and assessment. The school will partner with Creative School Services and Frank Cunningham, Inc. to engage in ongoing rigorous curriculum enhancement with a focus on promoting critical thinking skills. The curriculum design will address students' interest as well as deepen their content knowledge across subject areas. Creative Schools Services consultants and Frank Cunningham will work alongside the instructional coach and teachers to develop targeted CCLS aligned tasks to measure what students know and are able to do in relation to standards. Furthermore, the consultants will support the process of developing CCLS aligned rubrics that will provide specific feedback on student strengths and next steps.

To further engage in curriculum enhancement, we will partner with The Danielson Group, which will support staff understanding and application of Charlotte Danielson's concepts to positively

impact student learning. With the support of The Danielson Group, teachers will receive school-wide targeted professional development geared toward the instructional common core shifts along with an understanding of how to implement the framework into their daily practice. The use of these resources is meant to guide teachers toward achieving effective instruction that meets the needs of all learners. The following action steps will be implemented to ensure success of the phase in school goals:

- The IEP specialist to be hired will be expected to serve as the PBIS specialist; this person will be responsible for implementing, monitoring, and assessing the program's success. Our PBIS specialist will track the program's impact as well as document next steps needed to maintain a safe and orderly environment.
- Time will be allotted to review curriculum, research best practices, and engage in deep assessment analysis. Weekly meetings, pre-scheduled assessment review, and action planning sessions are expect to provide the necessary work time consistent engagement and curriculum improvement. During these sessions, student progress will be monitored and effective learning activities will be planned and differentiated for their needs. .
- The school model will rely on the Danielson Framework for Teaching to support its professional growth. Consultants will provide guidance on the framework to enhance instruction. Goals and growth will be track to drive next steps in pursuit of improved student achievement.

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

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

See Attachment B for each school.

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

The priority school is located in District 7 in the South Bronx. Performance School earned an" F" grade in student performance, a "C" in student progress as well as school environment, and had an overall progress report score of a "D." [1]

In the 2012-2013 school year, P.S. 385 served 543 students. Of this population approximately 61% were Hispanic, 36% Black, and 3% Asian, Native American, or White students. English Language Learners (ELLs) represent about 24% of the population and Students with Disabilities (SWD) represent about 24% of the population. 96% of these students are eligible for free or reduced lunch.[2]

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

A New York State School Quality Review conducted from May 1st and 2nd of 2012 found the following:

---

[1] ELA and Math proficiency percentages are based on the 2011-2012 New York City Progress Report.
[2] Enrollment and demographic data cited here are based on the 2012 audited register.

- There is limited evidence that the school systematically shares data trends, including the analysis of subgroup performance, with staff to establish goals and set school wide priorities.
- There is limited evidence that informal teacher visits provide sufficient, specific, or actionable written feedback detailing next steps needed for teachers to improve their practice.
- Strong emphasis on building community to improve student behavior and attitude has led to a limited focus on the development and improvement of specific student learning goals. There is limited evidence that progress targets for identified subgroups have been a part of the school-wide strategic plan.
- Although the school offers an extended day program, there is limited evidence the school has a comprehensive Academic Intervention Services (AIS) program during the regular school day to support these students beyond the provision of RTI services.
- There is limited evidence that training consistently targets specific strategies and areas in which teachers need additional support. There was limited evidence that the PD offerings are part of a school-wide strategic plan linked to AYP goals.
- Based on interviews conducted by the review team with teachers and students, staff has access to computers and other technology hardware but programs that target reading and writing development are not widely available.

iv. Results from systematic school review

In the Educational Impact Statement (EIS) prepared by the NYCDOE and approved by the Panel for Educational Policy (PEP) to phase out P.S. 385 Performance School included the following information:

- The overwhelming majority of Performance School students remain below grade level in English Language Arts ("ELA") and Math. Only 14% of students were performing on grade level in ELA—putting the school in the bottom percentile of elementary schools Citywide. Only 12% of students were performing on grade level in Math—putting the school in the bottom percentile of elementary schools Citywide. In both ELA and Math proficiency, Performance School ranks last among District 7 elementary schools.
- The D received on its New York City Progress Report for 2012 marks a further decline in performance after the school received C grades in both 2010-2011 and 2009-2010.
- Performance School was identified by SED as a Priority school, defined by SED as one of the bottom 5% of schools in the state.
- Safety issues have been a concern at the school. On the 2011-2012 New York City School Survey, only 64% of teacher respondents believed that discipline and order were maintained at Performance School.

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.

P.S. 385 Performance School:

The Performance School will focus in on a curriculum design that is robust in targeting Common Core Learning Standards. Students performing below grade level in literacy will be offered intervention services, using the Fountas & Pinnell Leveled Literacy Intervention program. In addition, Response to Intervention (RtI) will be used to target students and the type of intervention required in both literacy and math. Assessments will be administered periodically to diagnose and monitor areas of improvement.

A Data Coach will also guide our team in reviewing student work and other assessments to make instructional decisions. A Curriculum Coach will also meet with staff once per week to provide professional development in the design of curriculum that is framed within a backward-designed, social-issues approach. Together, the Literacy and Data coaches will provide ongoing support for differentiated instruction and daily formative assessment practices to ensure student understanding, and to mine for gaps in understanding so that they may be addressed. This work will also focus on training teachers on how to help students to identify the specific next steps they will need in order to achieve mastery of Common Core standards.

In order to develop teacher effectiveness in lesson planning and instruction, teachers at P.S. 385 will meet on an ongoing basis with the Curriculum Coach and the Network Math Coach. The priority school will partner with the Network to provide teachers with support on the teacher effectiveness rubric. In this way, teachers will make connections between the rubric and pedagogical practice.

P.S. 359 Concourse Village Elementary School:

CVES will have students who are both new to the school, and students who are transferring from P.S. 385. Considering the needs assessment of P.S. 385, CVES will prioritize interventions that will help the transferring students' success on NYSED ELA and Math exams. This involves CVES's targeted efforts to deliver rigorous curriculum with high-quality instruction, as well as teaching students intrinsic motivation skills. The first year is crucial to the success of these students. As such, CVES will utilize Creative School Services and Frank Cunningham, Inc. to support staff in the design of CCLS-aligned curriculum and tasks, and The Danielson Group to support high-quality instruction. In order for these academic efforts to successfully translate into improved student outcomes, CVES will utilize the professional development from Ramapo for Children to help create a safe and supportive classroom and school environment. Additional school wide structural supports, such as common planning time and AIS instruction, will build staff capacity to effectively support these students.

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 P.S. 385 Performance School and replace it with a new school that will better serve future students and the broader community. Outright closure of the Priority School is not feasible since there is no guarantee of seats at other schools for all the remaining students. By gradually phasing out one grade a time, the Priority School continues to provide its current students with the opportunity to graduate from the school until it closes down in June 2016. At the same time, as the change agent for the school site, P.S. 359 Concourse Village Elementary School, will phase-in one grade at a time, prepared to address the challenges faced by the closing school under a new mission, leadership, and faculty.

P.S. 385 Performance School:

In order to strengthen the curriculum weakness areas, the school will assess which additional resources and strategies (for example appropriate-level text), for ELL students and Students with Disabilities will be effective. Teacher teams will meet to create effective lesson plans in terms of Depth of Knowledge questioning. Program schedules will be revised in order to afford opportunities for teachers to collaborate and share best practices.

Key Design Elements:

- Using the Charlotte Danielson framework rubric, students will increase engagement in accountable, evidence-based discussions. In addition, classroom teachers will increase targeted questioning in lessons.
- Classroom teachers will be expected to increase implementation of differentiation strategies for ELL students and Students with Disabilities as measured by analyzing teacher lesson plans and classroom observations by Administration and measured by the progressions of language rubrics.
- Independent reading time in the classroom will be increased and measured by classroom observations, lesson plans, and program schedules.

P.S. 359 Concourse Village Elementary School:

As the Turnaround for the school site, CVES has placed significant focus on purchasing curriculum aids aligned to the common core such as Go Math, my World, and Interactive Science. Complex text samples from www.engageny.org and Common Core aligned texts from American Reading Company have been collected by the leader of CVES to support the reading and writing curriculum. Possible challenges will be aligning the instruction to the demands of the Common Core. However, this challenge will be addressed through key design elements:

Key Design Elements:

- Use of common core-aligned curriculum within ELA and Math
- Critical thinking skills embedded in all curricula
- A culture of improving best practices facilitated by quality professional development vendors and leadership

ii. Process for model selection and stakeholder engagement.

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

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

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

P.S. 385 Performance School:

The principal who will preside over P.S. 385 Performance School as it phases out must be someone who is prepared to motivate staff to continually improve their practice through a transitional period, while keeping acute focus on improving student outcomes.

P.S. 359 Concourse Village Elementary School:

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

ii. Principal's biography

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

P.S. 385 Performance School:

Frank Hernandez will oversee the school as it phases down. Frank Hernandez grew up in the South Bronx and is a graduate from the New York City public school system. His experiences as a teacher's assistant, classroom teacher, mathematics coach, data specialist, and assistant

principal has shaped his vision of educational leadership. Through his many roles in the school system, he has served as an instructional leader, supporting teachers in their professional development and fostering a culture of reflective practice. Mr. Hernandez has extensive experience in data-driven instruction and led school teams on inquiry work and instructional planning through data analyses. Along with his background, his approach to challenges with a problem-solving attitude and desire to be part of the solution has fueled his interest in leading Performance School. He is currently a Fordham University Graduate student pursing a doctoral candidate degree in Urban Education.

The principal is committed to ensuring that students continue to have access to a full academic experience along with student support services.

P.S. 359 Concourse Village Elementary School:

The new principal who will lead the new school replacing the Priority School is Alexa Sorden. Alexa Sorden has been an educator in the Department of Education for the past 13 years. She started her career as an elementary school teacher, educating students in kindergarten through third grade. As a kindergarten teacher, she served as an exemplary model for District 6. Teachers from throughout the district regularly observed her instructional practice in an effort to refine their own craft. Soon after, she became a Literacy Coach, and for three years developed and enhanced a school-wide literacy curriculum for grades K-6. As Literacy Coach, she not only developed curriculum, she also mentored teachers, modeled lessons and conducted data analysis as the school's Data Specialist. In 2009, Ms. Sorden joined the Leadership Support Organization and became the Coordination for Early Intervention Services. In this role she supported twenty-five schools with curriculum development, instructional strategies to supports ELLs and SWDs as well as provided professional development. In 2010 As a result of her expertise she was offered a position as the 3-5 Assistant Principal in a struggling school in District 10. As an Assistant Principal, she supported teachers with developing effective classroom management systems and lesson planning and preparation. In 2011, she rejoined the LSO, which was now known as CFN 606 and worked as the Director of Student Achievement. In this role Mrs. Sorden concentrated on supporting seven schools with understanding the Common Core Learning Standards, the Danielson framework, and how to use both tools to provide rigorous instruction to promote student achievement. In her most recent position, Mrs. Sorden was asked to become the principal of a struggling school in District 4. Under her leadership, attendance has improved to 92.8% and OORS incidents have dropped more than 80%. As the instructional leader of the school, she has implemented daily common planning time, developed the curriculum, set school-wide expectations, and created a safe and nurturing environment for all children

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

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

undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance.

P.S. 385 Performance School:
See attachment D for Assistant Principal job description and duties chart.

P.S. 359 Concourse Village Elementary School: During the first few years of the school, it will not have an assistant principal position in place. The school's Children First Network, in collaboration with the School Implementation Manager, will work closely with the school to ensure implementation of its core instructional and student support elements under SIG.

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

P.S. 385 Performance School:
The Principal and Assistant Principal will co-develop a formative assessment observation schedule and low-inference observation tool in order to conduct six to eight (6 to 8) rounds of informal observations across the 2012-2013 school year. They will discuss student data and student work in order to establish targeted next step instructional goals. These conversations will serve as the basis of formative observations and provide opportunities for targeted feedback. Teachers will be provided opportunities to self-assess based on selected domains and specific competencies within the domains vis-à-vis post-observation conferences and timely written feedback provided by the Principal and Assistant Principals.

In order to evaluate the effectiveness of this goal, teachers will serve as members of a collaborative team that communicates weekly with school leaders on the transparency of the process. This process will be seen as a tool that will support teacher practice and improve student performance. The reflective practice of teachers and school leaders will support individualized professional development focused on Danielson's priority competencies. Each teacher will complete a self-assessment and a post self-evaluation on the progress made throughout the year. Mid-year conversations will take place between teachers and administration to discuss trends and next steps as well as a plan to support their growth and development.

The assistant principal will support the principal with the following:

- Provide professional development on a new instructional framework that supports authentic literacy and college and career readiness.
- Individualized professional development plans for each teacher with delineated steps for progress and movement across the Danielson Framework will be provided to teachers using ARIS Learn.
- Instructional leads and consultants will facilitate professional development, lab sites, and inter-visitations to support teachers' professional development.
- Professional development sessions for teachers using the CCLS Library will integrate specific components of the Danielson Framework for Teaching (2011 Revised Edition) as a

means for improving instructional practices and improving learning outcomes for all students.

P.S. 359 Concourse Village Elementary School:

Leadership support will include the following personnel: principal, instructional coach, bilingual guidance counselor, intervention specialist, IEP/PBIS specialist, and a representative from each grade. Each member will be responsible for implementing the SIG plan, assessing its progress, and thoughtfully pursuing the improvement of student outcomes. For example, the IEP/PBIS specialist will serve a dual role, which will require supporting instruction and behavior management. The SIG plan focuses on creating a safe, nurturing, and academically stimulating environment therefore the IEP/PBIS specialist will focus on creating a safe, welcoming, and rigorous environment where all children can succeed. An instructional coach, to be hired/determined, will provide professional development, support best practices, model lessons, work alongside teachers, and track the plan's path to success.

E. Instructional Staff

i. Current school staff overview and changes needed for model

With the opening of a new replacement school and the shift in grades to be served at the Priority School's by start of the model implementation in September 2013, there will be key changes in the staffing needs at this school site.

P.S. 385 Performance School:

Since this is a phase-out school, for the 2013-2014 school year, school staffing will consist of individuals who have the most seniority in the school. Many of these individuals have served in positions other than grades 3, 4 or 5 therefore it is critical that professional development be targeted to the specific needs of these teachers. The school leaders will commit to high quality training for these teachers so that they will provide students with the best education possible.
Teachers will be supported with designing effective lessons that must incorporate evidence of one or all of the identified teacher development competencies that support the implementation of the Common Core standards: (1e) Designing coherent instruction, (3b) Using questioning and discussion techniques and (3d) Using assessment in instruction.

Key staff will be identified to assist in the implementation of the instructional strategies/activities that support the development of standards based curriculum such as:

- Differentiation strategies/activities that encompass the needs of identified student subgroups.
- Identifying targets to evaluate the progress, effectiveness, and impact of the strategies and activities. This will include involving teachers in decision-making on use of academic assessments.
- Creating meaningful timelines for implementation.
- Assisting to leverage key personnel and other critical resources to implement these strategies/activities,

P.S. 359 Concourse Village Elementary School:

The ISD process will be used to hire experienced and knowledgeable personnel. P.S. 359 aims to acquire strong instructional leaders who are invested in student success. Weekly check-in meetings will focus on assessing plans to set and track goals. Scheduling time to consistently dialogue and gain staff input on strategies, assessing strategy effectiveness, and determining next steps frequently will keep staff engaged and focused on achieving student success.

P.S. 359 will strive to become an integrated co-teaching (ICT) model school and, as such, intends to have two teachers in every classroom. It is expected that with two exceptional teachers in every classroom the need for push-in and pull out services will be reduced. Grade 2 students will be looped with their teachers for the 2014-2015 school year. This plan requires hiring highly qualified upper grade teachers because they will be able to bring the rigor and independence needed to manage a 2nd grade classroom.

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.

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

P.S. 385 Performance School:

Since the school is phasing out and will consist of grades 3, 4 and 5, staffing will rely primarily on seniority basis. Leadership will identify key staff members who are strong in instruction so that they will support the goals of the school by facilitating teacher team meetings. Together teachers will look at student work and plan CCLS aligned units and lessons.

The Assistant Principal will maintain the collected CCLS-aligned units, lessons, and rubrics following the analysis of CCLS Math and ELA aligned tasks. In order to evaluate the effectiveness of this goal, teachers will meet to examine Common Core aligned student work and determine the implications for teaching and learning. Performance tasks will include multiple entry points to support all learners including students with disabilities and English Language Learners.

SETTS and ESL teachers will collaborate with the teachers of the students they are servicing so that articulation is seamless and transparent. The push-in model will be utilized wherever possible to provide coherency.

P.S. 359 Concourse Village Elementary School:

The entire school will have a critical role in implementing our SIG plan however the following individuals will serve as the point personnel for supporting the plan's success: instructional coach, intervention specialist, bilingual guidance counselor, and grade level representatives. The expectation is that each individual will support teachers with implementing strategies to achieve success. The point personnel will model, plan, co-teach, and mentor teachers through the process of meeting our goals. Through our weekly check-in meetings we'll be able to track our progress and revisit our plan as needed.

We will inform our staff of the model being implemented via SLT, cabinet meetings, and faculty conferences. In addition, we will share our detail action plan and review it with teachers sharing the expectation that holds all members responsible and accountable.

As a new school, Concourse Village Elementary School screens, selects, and hires through the 18D process as outlined in the NYCDOE/UFT Collective Bargaining Agreement.

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

P.S. 385 Performance School:
The new school is currently in the process of interviewing instructional staff (please see next question for more details). During this process, candidates are informed about the Turnaround model design where the new school is replacing the Priority School, and are invited by the new school to apply for available teaching and other staff positions.

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

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

F. Partnerships

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

P.S. 385 Performance School:
See attachment F for partnership chart.

P.S. 359 Concourse Village Elementary School:

- **Creative School Services (CSS):** this organization will serve as the main source for in-house professional development. Literacy and mathematics consultant from CSS will work beside the instructional coach to develop curriculum, lesson plans, and common assessments.
- **Ramapo for Children:** Ramapo will support community/culture building and provide teachers with supports for dealing with disruptive behaviors and setting clear expectations.
- **Education through Music (EtM):** EtM will bring music to life at CVES. They will begin a violin program in the 1st grade and follow the cohort through 5th grade with the goal of developing a group of talented violists.
- **Turnaround for Children (TfC):** TfC will help create positive learning environments that foster healthy intellectual, social, and emotional growth in every student.
- **Frank Cunningham, Inc.:** Frank will provide support to enhance the math curriculum map so as to include common core alignment with performance tasks that will supplement the Go Math curriculum. In addition, he is proficient in the Standards for Mathematical Practice and the Instructional Shifts. With these tools, he will support and develop staff instructional methods. Lastly, while working with teachers he will focus on the following Danielson competencies (1e, 3b, 3c, and 3d) to complement the professional development received by The Danielson Group.

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

iii. Partner accountability

P.S. 385 Performance School:
School leadership will monitor the success of all partnerships with consultants in collaboration with the Director of Editure. Teacher observations and benchmarks will inform these evaluations and further direct next steps for ongoing support.

P.S. 359 Concourse Village Elementary School:
We will develop a system for tracking progress. For example, teacher feedback, student work, and classroom observations will play a major role in assessing our partner's effectiveness/impact on our school community. If the services do not yield the expected outcomes we will revisit our decision and partner with an organization that will support our schools' needs.

G. Organizational Plan

i. Organizational chart
See attachment G for each school.

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

P.S. 385 Performance School:

With the principal and administrative cabinet team carrying the ultimate responsibility for the school, leadership will set forth a reflective structure to ensure the voices of all constituents are heard and that the efforts of all are focused on the three goals of this plan at the core of the school plan:

- To improve teacher effectiveness
- To improve instruction and student performance in ELA and math
- To engage all teachers in horizontal/vertical teacher teams

Included in the teachers and staff are literacy and math coaches, grade level leaders, guidance counselors. These valuable members of The Performance School community will work collaboratively in teams to ensure that inquiry, curriculum and RTI are strategically addressed and school performance is effectively monitored during the three year phase out. It is anticipated with the school programming that there will be multiple opportunities for collaborative teams to meet independently and collectively throughout the week and year.

P.S. 359 Concourse Village Elementary School:

At the new school the cabinet, SLT, PD team, Grade Level Inquiry, and Teacher Teams will serve as groups for decision-making. These groups will serve as an integral part of the school community. They will make decisions based on student' needs as evidenced in ongoing formative and summative assessments. They will evaluate curriculum choices and make sound decisions based on which direction will yield the greatest impact on student learning.

Each group below will serve a role in our decision making process:

- **SLT:** this group will review the school as whole, they will be provided all the data collected from the other groups to evaluate, monitor, and plan to ensure a successful path. The path for success at Concourse Village Elementary School assumes students' at least on or above grade level, parents involved, teachers working collaboratively, and evidence of a safe and nurturing environment for all.
- **PD team:** this group will focus on delivering support geared toward enhancing professional craft. This group will develop its focus from the citywide instruction expectations along with classroom observations. A major focus will be on differentiating our professional development so that teachers are getting what they truly need to continue nurturing their instructional practice.
- **Grade Level Inquiry and Teacher Teams:** These groups will consist of teachers on the same grade level who focus on grade level data. They will use this data to assess and monitor academic program effectiveness and make decisions about what's working and what's not. Our goal is to consistently take pulse on academic and personal progress of students to

ensure each child's needs are met. This information will be used to design targeted programs for students to support their long-term success.

The primary method for guiding professional growth will be the Danielson Framework. We will engage in 8 observations per teacher, per year; six informal (12-15 min snapshots) and 2 formal observations. The school principal will be solely responsible for the "official" observation process however will rely on the instructional coach to observe daily teacher practice and provide teachers with regular feedback geared toward consistently improving their craft. In addition, teachers will engage in inter-visitation sessions to observe one another through our "Professional Growth Partner" process; this process requires collaboration among teachers. In addition, this process will require teachers observe one another and provide feedback on a regular basis. The goal is for teachers to get into the habit of providing feedback while learning from one another in an effort to create a tight knit professional community.

iii. Annual professional performance review (APPR) process

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

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

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

P.S. 385 Performance School:

During the 2012-13 school year, 07X385 introduced the 2012-2013 Citywide Instructional Expectations, which emphasize teacher development focused on supporting all students to meet the Common Core standards. The program, based on one overarching goal (A high-quality teacher in every classroom for every student), was fostered by high-quality support and ongoing professional development for all teachers. School level support was provided in partnership with network to deepen the understanding of teacher effectiveness. School administration supported teachers in the following areas:

- Curriculum & Instruction: Effective lessons must incorporate evidence of one or all of the identified teacher development competencies that support the implementation of the Common Core standards: (1e) Designing coherent instruction, (3b) Using questioning and discussion techniques and (3d) Using assessment in instruction.
- Professional Development: Provide professional development on a new instructional framework that supports authentic literacy and college and career readiness.
- Individualized professional development plans for each teacher with delineated steps for progress and movement across the Danielson Framework will be provided to teachers using ARIS Learn.
- Instructional leads and consultants will facilitate professional development, lab sites, and inter-visitations to support teachers' professional development.
- Professional development sessions for teachers using the CCLS Library will integrate specific components of the Danielson Framework for Teaching (2011 Revised Edition) as a means for improving instructional practices and improving learning outcomes for all students.
- Supervision: The Principal and Assistant Principals co-developed a formative assessment observation schedule and low-inference observation tool in order to conduct six to eight (6 to 8) rounds of informal observations across the 2012-2013 school year.
- The Principal and Assistant Principal discussed student data and student work in order to establish targeted next step instructional goals. These conversations will serve as the basis of formative observations and provide opportunities for targeted feedback.
- Teachers were provided opportunities to self-assess based on selected domains and specific competencies within the domains vis-à-vis post-observation conferences and timely written feedback provided by the Principal and Assistant Principals.

It is anticipated that components of this work will continue and deepen in the 2013-14 school year, 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.

P.S. 359 Concourse Village Elementary School:

07X359, will implement the Danielson framework as a tool to guide our professional growth. As noted previously, teachers will select from one of two options during the Initial Planning Conference. Option 1 is to receive 1 formal observation and a minimum of 3 informal observations; Option 2 is to receive a minimum of 6 informal observations. I will be solely responsible for the "official" observation process however I will rely on my instructional coach to observe daily teacher practice and provide teachers with regular feedback geared toward consistently improving their professional craft. In addition, teachers will engage in inter-visitations sessions to observe one another's craft through our "Professional Growth Partner" process, which requires teacher to work together in partnership toward perfecting the art of effective teaching. This process will require that teachers observe one another and give feedback on a regular basis. The goal is for teachers to get into the habit of providing feedback while learning from one another in an effort to create a tight knit professional community.

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

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

P.S. 385 Performance School:

School 07X385's tentative calendar is provided in attachment G, 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.

Monthly Learning Walks with a topical focus on environment, questioning, assessment, conferencing, differentiation and grouping. Remaining learning walks will focus on topics identified by Leadership.

P.S. 359 Concourse Village Elementary School:

School 07X359'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.

Tentative Calendar:

- September-January 3 informal and 1 formal, per teacher; or minimum 6 informal per teacher.

- February-June-3 informal and 1 formal, per teacher; or minimum 6 informal per teacher.
- Weekly PD sessions geared toward enhancing professional practice as per addressing school goals as well as needs as per observations. This time will come from our extended day requirement, which we will use year one to strengthen our professional practice.
- 4-week PD cycle focusing on Danielson-1e, 2b, and 2d (connected to Quality Review)
- 6-week PD cycle focusing on 1e, 3b, 3c, and 3d (connected to Quality Review)
- Network PD (bi-monthly sessions)
- Weekly Book Study meetings focused on questioning and discussion (we're engaging in a yearlong book study in an effort to strengthen our questioning and discussion skills so that our teachers make it a habit of asking questions that get students to think deeply across content areas)

II. Educational Plan

Both the phasing out Priority School and the phasing in new school are committed to providing educationally sound programs for all of their students each year. The educational plans described below 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 school launches a new, comprehensive programming at the school site, geared toward the needs of its student community.

i. *Curriculum*

P.S. 385 Performance School:

The Performance School will adopt The Pearson School English Language Arts Curriculum team who has partnered with the New York City Department of Education to develop ReadyGEN to address the ELA Common Core Standards.

To help ensure the successful implementation of ReadyGEN, Pearson along with the NYC DOE will provide a comprehensive learning pathway for all teachers implementing ReadyGEN. The professional development plan for ReadyGEN is designed to provide teachers with the ability to leverage ReadyGEN curricula resources to affect instructional change in the classroom.

ReadyGEN:

- engages students with complex text and its academic language through the use of units of study designed around text sets at each grade level
- asks students to extract and employ evidence from text, and use text sets to understand evidence within and across texts to support writing to sources
- builds content knowledge through theme based units of study that balance literary and informational text

- exposes students to narrative, informative, and opinion/argument writing so that they can successfully cite evidence in all genres through Writing Workshop

The Performance School will also adopt the Go Math program that was incorporated into Core Curriculum. In addition, SED is producing curriculum that will be complete by December 2013 and posted on EngageNY.

P.S. 359 Concourse Village Elementary School:

CVES will open with PreK through 2nd grade. The following is the curriculum we have selected across content areas:

- **Go Math:** Go Math is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. GO Math has been specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the manner in which lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the CCSS Mathematics with depth and without having to develop new materials.
- **myWorld:** MyWorld Social Studies utilizes storytelling to bring Social Studies content to life. The interactive digital solution makes Social Studies personal for every student in a way that's easier for you. With myWorld Social Studies, we'll be able to get to the heart of Social Studies. myWorld Social Studies connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today's classroom. There's an innovative digital component, which is seamlessly integrated, providing a blended program that is engaging, effective and easy to use
- **Pearson's Interactive Science**:

  This program follows three approaches to learning about science:

  1) *Reading:* Innovative write-in student edition allows students to get all of the content, interactivity, and practice they need between the covers of a single book.

  2) *Inquiry:* Features a variety of hands-on and minds-on inquiry options to keep all your students engaged. From directed, to scaffold practice, to full inquiry, there are options to meet the way you teach and the time you have for labs.

  3) *Digital:* Features a complete online digital course at MyScienceOnline.com where teachers can set up and manage their class and where students can interact online with active art simulations, directed virtual labs, animated art, and get extra help.

- **Reading & Writing**: P.S. 359 has developed a reading and writing curriculum that follows the CCLS. It uses the common core to develop tasks and plan modules aligned to the final performance tasks. CVES has vetted this curriculum using the rubric used by Senior Common Core Fellows to ensure the modules are aligned to the common core and the instructional shifts.
- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

ii. ***Instruction***

P.S. 385 Performance School:

In order to improve teacher instructional practice, school leaders will continue to implement Charlotte Danielson's Framework for Teaching to ensure the instructional strategies are used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. The plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction will be through consistent frequent formative classroom observations. These observations will provide teachers with specific and timely feedback as well as accompanying professional development to support improved practice in the following identified competencies: (1e) Designing coherent instruction, (3b) Using questioning and discussion techniques and (3d) Using assessment in instruction. This effort coupled with planning opportunities for teacher teams to collaborate will foster meaningful improvements in school quality and quantity of instruction.

In addition, Tequipment will train and certify all teachers on the use of smart boards. They will provide professional development which creates a sustainable model for the use and integration of technology throughout the instructional process.

To round out this professional development, additional instruction will be made available to the students. After school academies that occur during the week, on Saturdays, and during holiday weeks will be structured to provide additional opportunities for students to meaningfully access academic subjects.

P.S. 359 Concourse Village Elementary School:

We will use the instructional shifts to implement the teaching expectations into each module's instructional outline. We will deliver our instruction using the workshop model and will we utilize the components of balanced literacy to develop strong readers and writers. Additionally, we will implement the same model to address mathematics. We believe literacy is embedded

throughout all content areas. However, an area we want to strengthen is our students' mathematical fluency. Therefore, we will look closely at the shifts to make decisions about our instructional practice. As we implement our professional development plan and engage in the observation cycle we will look for the instructional shifts in our daily instruction.

iii. *Use of Time*

P.S. 385 Performance School:

School Systems/Processes are as follows:

- All 3rd – 5th graders will participate in Extended Day.
- Two 5th grade classes will be departmentalized (ELA/SS and Math/Science).
- Mid to high level 2 students will participate in an Enrichment CCLS aligned after school program in enhance students' performance and progress levels.
- Saturday Academy will commence in January 2014 for remediation.
- RtI in mathematics will be provided to students in select 3rd – 5th grade classes.
- Service providers including SETSS, ESL, and speech teachers will push-in to the classroom to provide additional support to students.

See attachment H for sample schedule.

This schedule makes provisions for:

- The integration of academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging;
- A range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce retention risk or number of drop outs, and increases the likelihood of graduation;
- The learning needs and interests of all types of students; especially those who may benefit from approaches and experiences not offered in the traditional classroom setting;
- Including design elements that improve student academic, social, and emotional outcomes; including opportunities for enrichment programs such as in music and art;
- Delivery of instruction in any core academic subject is offered in the program under the supervision of a teacher who is NYS certified in that particular content area.

Before/after-school programs and Saturday academies; sessions offered during school breaks; summer school; summer programs including bridge programs; summer school; etc. are provided for enrichment, skill development,

P.S. 359 Concourse Village Elementary School:

The anticipated schedule for the school (see below) allows for the combination of periods to facilitate block scheduling of ELA and Math periods. Concurrently, the schedule allows for

block scheduling of cluster periods so instructional staff have extended periods of time to co-plan, look at student work, or attend professional development.

Bell Schedule

1. 8:45-9:40
2. 9:40-10:25
3. 10:25-11:15
4. 11:20-12:15 LUNCH
5. 12:20-1:10
6. 1:15-2:05
7. 2:10-3:05

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

P.S. 385 Performance School:

Methods for data-driven instruction are as follows:

- The Acuity periodic assessments will be administered 3X a year with feedback to students and parents/guardians for 3rd through 5th grade students.
- Students in 3rd through 5th grade will be assessed every 6 weeks to measure performance and progress in mathematics performance and progress every 6 weeks to measure students ELA/ Fountas and Pinnell reading level in fluency and comprehension.
- Common planning time on grade level and across grade bands, as well as Inquiry teams, will allow adequate time for analysis and lesson planning adjustments.
- Additional PD will be made available to support teachers in DDI

PD provisions mentioned in previous sections will address the DDI needs of staff

P.S. 359 Concourse Village Elementary School:

Data-Driven Instruction is crucial to the CVES school model's success. The data gathered will inform us of what's working and what areas need additional support. The ELA curriculum has formative assessments embedded along with end of module assessments. These assessments will take place at the end of the module in reading and writing. There will be six end of module assessments. In addition, P.S. 359 will engage in running record assessments formally two times per year to assess students' reading level and make decisions about reading groups. However, teachers will have weekly conference notes to make decisions about students' reading progress. Running records may be conducted for students who are struggling and need to make rapid improvement. In mathematics we will conduct end of module assessments to measure students' understanding of the concepts taught. We will have an assessment calendar with pre-selected days to review the data and make decisions about students' academic progress.

v. ***Student Support***

P.S. 385 Performance School:

Student supports at the priority school will include the following:

- **Instruction:** Teachers will support students' social and emotional development across the content areas by providing multiple entry points for students including students with disabilities. Building on work started in January 2013, students will continue to explore Costa's Habit of Mind. Students will self-reflect to identify and monitor their progress towards mastery of each habit. **Data:** Teachers will collect and analyze summative assessment data according to AYP subgroup. Teachers will implement Tier I, Response to Intervention in order to minimize the number of referrals to the Pupil Personnel Team.
- **Pupil Personnel Team:** PPT committee members include school psychologists (monolingual & bilingual), speech providers, social worker, a SETSS and IEP teacher, family workers, and administrators. The PPT will meet bi-weekly in order to discuss initial referrals as well as monitor the progress of students with IEP's. Recommended students will receive at-risk services for the duration of 6 weeks to monitor students' performance and progress. PPT members will use the Pre-Referral Intervention Manual to develop a common language and provide meaningful feedback to teachers.
- **ASTOR Services for Children and Families:** P.S. 385 will continue their pre-existing partnership with ASTOR (a free Community Based Organization) to support social and emotional health. A school-wide initiative will take place to screen students in grades 3 through 5 to determine eligibility for additional testing to support students' social and emotional development. ASTOR services will be extended to entire families to ensure developmental health on a community level. Given the need, a satellite clinic will be established in our school to provide on-site monitoring of students social and emotional needs.
- **Instruction:** Teachers will support students' social and emotional development across the content areas by providing multiple entry points for students including students with disabilities. Building on work started in January 2013, students will continue to explore Costa's Habits of Mind. Students will self-reflect to identify and monitor their progress towards mastery of each habit. Performance school will also use the Response to Intervention model to serves it's at-risk students.

P.S. 359 Concourse Village Elementary School:

Student support at CVES will be facilitated through the bilingual guidance counselor, IEP/PBIS specialist, and parent coordinator to ensure all students are in school every day. The counselor, IEP/PBIS specialist, and parent coordinator will be on the attendance team. Student attendance is crucial and those who are absent and/or late will raise a red flag and will require one-to-one attention, along with parent check-in meetings. Furthermore, students exhibiting emotional stress, and academic failure will receive targeted support and an action plan will be developed to assess the students' response to the intervention. CVES will have access to the services of Turnaround for Children, an organization with a proven track record of helping teachers motivate students in the classroom.

P.S. 359 Concourse Village Elementary School:
The phase in school will offer the following supports:

- After school support will be offered to the lowest performing third of students on Wednesday and Thursday, with 90 minutes of targeted instruction in reading and mathematics.
- Test Prep Saturdays will target all second grade students and focus on them on the art of testing; 3 hours focused on reading and mathematics beginning April 2014.
- Summer School will be offered to first and second grade students who are struggling with reading, writing, and mathematics from July 8th-31st.
- Enrichment will be provided to students who are performing well and want to participate in academic activities playwriting and performance via 90 minutes of readers' theater July 8th-31st.

As the school grows to full scale, it will aim to use extended time to increase the school day by 30 minutes for students in 3rd grade and above (pending SBO vote). This time would be used to facilitate small group instruction and provide targeted instruction with a focus on closing the achievement gap from September 2014-June 2015.

vi. ***School Climate and Discipline***

P.S. 385 Performance School:
Performance School is committed to collaboration and achieving their goals. They aim to foster a respectful teaching and learning community where school leaders, teachers, students, and families support each other in improving student performance.

P.S. 385 is also committed to building a school environment where all members of the school community respect the physical and emotional safety of its members. The disciplinary approach of the school will support children to internalize those values and integrate behaviors that reflect these skills.

P.S. 359 Concourse Village Elementary School:
The previously mentioned, IEP/PBIS specialist will lead the efforts to promote a safe and orderly school environment. School rubrics will indicate the expectations, parents will be informed, and students will abide by "Our Community Expectations." P.S. 359 aims to become a responsive school where positive communication and behavior are promoted. We will distribute "POWER" dollars every time a class or a student is caught meeting or exceeding our school-wide expectations. In addition, all classrooms will have our POWER points system to promote student collaboration as well as to hold students responsible and accountable for their behavior. For example, groups will earn POWER points for working together, following the agreements, completing their work, and being prepared (etc…). The groups with the most points at the end of

each month will earn a special prize such as lunch with the teacher, lunch with the principal, an educational trip, or movie tickets (etc...). This initiative is intended to motivate students to work together as a team until it becomes habit.

vii. *Parent and Community Engagement*

P.S. 385 Performance School:

To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

To increase Parents, Families and Community Engagement:

- Parents will be provided with workshops to better understand the CCLS, ELA and the Standards for Mathematical Practice.
- Parents will be provided with workshops to better understand text features and characteristics at each independent reading level.
- Parents will be provided with strategies to support literacy at home.
- ARIS parent link to monitor student performance and progress.

P.S. 359 Concourse Village Elementary School:

Incorporating parents and community members into school-based planning and shared decision-making will occur in the following ways:

- **School Leadership Team (SLT):** Parents in the SLT will be selected to represent multiple students in the school such as students with disabilities, ELLs, and general education.
- **Parent Teacher Association (PTA):** The PTA will contribute to decision-making that concern school safety and student enrichment opportunities.
- **Literacy and Math Workshops:** Parents will be encouraged to participate in a six-session workshop series focused on promoting literacy and mathematics.
- **Positive Relationship Workshops:** Parents will be encouraged to participate in three workshop sessions on developing positive relationships with their children. Our goal is to cultivate responsive parents.
- **Learning Leaders (LL):** The LL program will work with families through school day and after school volunteer opportunities to help integrate them into the school community.
- **Family Night:** CVSE will host family night three times throughout the school year, to engage students and their families in educational games and provide information to parents so they can be more connected with the school community.

I. Training, Support, and Professional Development

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

i. School leadership/staff involvement in SIG plan development

P.S. 385 Performance School:

Subsequent to District 7 Community Superintendent meetings, the School Leadership Team, staff, and parents and network representatives met to discuss what is working at The Performance School, what needs to be improved, and how the community can work together to better serve students. AS a result of this year long conversation, this plan was developed by school and network staff.

P.S. 359 Concourse Village Elementary School:

Currently, the network and planning committee have supported the development of this plan. I have reviewed the phase out school's data and made attempts to foresee the needs based on schools' past performance. Furthermore, the new school leadership has researched methods used by successful schools in an effort to implement research-based strategies.

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

See attachment I for professional development events in year one of implementation for each school.

iii. Plan for training, support and professional development

P.S. 385 Performance School:

The priority school schedule/plan for training, support, and professional development is as follows:

- August 2013: summer planning
- Sept 2013 Data analysis/needs assessment
- October, 2013: planning and goal setting
- November, 2013-ongoing: network support and school implementation
- March, 2014-ongoing: MY benchmark assessment and mid-year goal evaluation and revision;
- June 2014-ongoing: year-end review and assessment

P.S. 359 Concourse Village Elementary School:

Targeted goals for 2013-2014 are explicit modeling, shared reading and questioning, as well as classroom discussion. Professional development sessions will address each targeted goal. P.S. 359 will evaluate the goals during the classroom observation process, review of student work, and teacher's lesson plans.

The professional development sessions will be embedded into the schedule via the weekly after school meetings that will take the place of extended day requirement. Teachers will meet for 75-minute increments, two times per week. They will use this time to look at student work and participate in PD tailored to meeting the needs of the school via classroom observations and student data. Support will be based on the three instructional priorities mentioned above.

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.

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

P.S. 385 Performance School:

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.

Transparency and communication will be critical to ensuring successful implementation of the SIG plan. The table below outlines methods, times, and places that will be used for regularly and systematically updating parents, families, the community, and other stakeholders on the implementation of the SIG plan.

See attachment J for methods of regularly updating stakeholders on the priority school SIG plan.

P.S. 359 Concourse Village Elementary School:

The School Leadership Team will meet to devise a parent presentation regarding the implementation of the SIG plan. These meetings will direct the creation of quarterly reports, which will be shared with families via community town hall meetings. The quarterly reports will illustrate the progress benchmarks, strategies, and progress toward achieving the school goals. At full scale, P.S. 359 will have accumulated testing data, which will represent our growth as a school. Testing data will be shared regularly with parents in presentations and working groups to show areas of strength, need, and add context to next steps.

K. Project Plan and Timeline

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

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

P.S. 385 Performance School:

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

Goal 1:

To improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process.

Key Strategies for Goal 1:

- The Principal and Assistant Principals will co-develop a formative assessment observation schedule and low-inference observation tool in order to conduct six to eight (6 to 8) rounds of informal observations across the 2013-2014 school year.
- The Principal and Assistant Principals will meet to discuss qualitative data from observation reports and revise professional development plan as necessary.
- Teachers will be provided opportunities to self-assess based on selected domains and specific competencies within the domains vis-à-vis post-observation conferences and timely written feedback provided by the Principal and Assistant Principals.

Goal 2:

Improve Reading and Math Instruction by implementing rigorous, standards based, reading/writing, and math curriculum that aligns to the new Common Core State Standards and results in an improvement in student performance on the New York State ELA and Math exams.

Key Strategies for Goal 2:

- In order to track the performance of students in ELA and Mathematics, an assessment schedule will be published for the teachers to follow. Benchmark, diagnostic, formative and summative assessments will be part of the collection process.
- Teacher teams will work alongside school leaders and modify units of study to provide multiple entry points for students.
- Teacher teams will design pre- and post-performance tasks that may be used to assess progress on ELA and mathematics, with support from school leaders.
- Students will set monthly goals based on the data they receive about their performance.

Goal 3:

Engage all teachers in horizontal/vertical teacher teams with the focus of studying the significance of our school-wide emphasis on the instructional shifts in reading, writing and math.

Key Strategies for Goal 3:

- Teacher teams and school leaders will guide teacher review of student work and other assessments to make instructional decisions. Once a week teachers will review formative data and once every four to six weeks they will review periodic assessments. School leaders will also provide PD related to setting instructional goals based on data provided to the school-wide team once or twice per month. Additionally, summative assessments will be part of the collection process.
- Teacher teams will work alongside school leaders to modify units of study and provide multiple entry points for students.
- Teacher teams will design pre- and post-performance tasks that may be used to assess progress on ELA and mathematics, with support from school leaders.

- Students will set monthly goals based on the data they receive about their performance.

P.S. 359 Concourse Village Elementary School:

- **Shared Reading:** This instructional approach in which the teacher explicitly models the strategies and skills of proficient/fluent readers. This method exposes children to complex texts, develops fluency, and implementing reading strategies that develop meaning. Shared reading will be the established literacy model for how to ask and answer questions to better understand what we read.
- **Questioning & Discussion:** Questioning and discussion will be a primary focus of the new school; for lesson retention, research indicates that asking questions is second only to lecturing. Teachers will spend 35-50% percent of instructional time spent asking questions. To guide question and discussion practice, teachers will consider how effective the questions in raised during lessons are for student achievement. Additionally, teachers will be pressed to improve the rigor of their student posed questions using current educational research provided by consultants and leadership.
- **Explicit Modeling:** Through this approach teachers will focus on the importance of explicitly modeling what is expected so that students have a clear picture of set expectations. Students have a better opportunity to meet or exceed expectations when those expectations are messaged and modeled clearly. When teachers explicitly model and the student persist in struggling, teachers can more easily dig deeper to the cause of the gap.
- **Positive School Culture:** Creating a safe and nurturing environment will support our vision of developing a strong community. With the use of PBIS in place P.S. 359 will support positive behavior and unite our community by strengthening our shared mission to want to succeed academically and personally.

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

P.S. 385 Performance School:

Early wins will serve as early indicators of a successful SIG plan implementation, increased buy-in, and support between September and December. Some of these early wins include:

- **Increase in reading levels:** An increase in reading levels will be an indicator of the effectiveness of our reading practices (as we plan on offering various interventions to address students: i.e. Guided Reading, Leveled Literacy Intervention) across the grades. This data will be gleaned through developmental reading assessments, which include fluency and comprehension analysis.

- **Increase in writing performance:** Increased writing performance will be an indicator that our units of study are helping students to become proficient writers. To determine growth, we will conduct a comparison of student growth on pre- and post-performance tasks.
- **Increase in math performance:** Increased math performance will be an indicator that our units of study are helping students to become proficient mathematicians. To determine growth, we will conduct a comparison of student growth on pre- and post-performance tasks.

P.S. 359 Concourse Village Elementary School: At Concourse Village Elementary School, early wins will be evidenced by frequent cycles of observation that will demonstrate students engaged in discussions that promote their thinking. Another early win will be vibrant classrooms where students feel safe and nurtured by loving educators who want to see them succeed. These early wins will lead to hard data indicating student progress from one module to the next. We will use our assessment data specifically tracking writing to assess students' progress. We will also use the data to measure the impact our instruction is having on student learning.

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

P.S. 385 Performance School:
Data indicators that will be analyzed no less than a quarterly basis are listed below:

- **Increase in reading/phonemic awareness levels:** An increase in reading levels will be an indicator of the effectiveness of our reading practices across the grades. This data will be gleaned through developmental reading assessments, which include fluency and comprehension analysis. Teachers will create charts that reflect performance level and growth, as well as detail on specific reading and phonics and phonemic awareness strands. The teachers will receive a copy of their data report. Teacher teams will review data alongside school leaders. The principal will have monthly one-on-one meetings with each teacher, who will identify instructional strategies that will be used to address specific areas of need and to identify instructional goals for the month. Students are parents will receive print outs of performance charts. In addition, students will set monthly goals based on the data provided.
- **Increase in writing performance:** Increased writing performance will be an indicator that our units of study are helping students to become proficient writers. To determine growth, we will conduct a comparison of student growth on pre- and post-performance tasks. Teacher teams design pre- and post-assessments for each writing unit and create graphs that indicate areas of strength, need, and growth. Teachers will make decisions about how to revise the curriculum based upon this data. The principal will have monthly one-on-one meetings with each teacher, who will identify instructional strategies that will be used to address specific areas of need and to identify instructional goals for the month. Students are parents will

receive print outs of performance charts. In addition, students will set monthly goals based on the data provided.

- **Increase in math performance:** Increased math performance will be an indicator that our units of study are helping students to become proficient mathematicians. To determine growth, we will conduct a comparison of student growth on pre- and post-performance tasks in the same method that will be applied to collect school wide data on writing performance. See above.

P.S. 359 Concourse Village Elementary School:

The phase in school will examine leading indicators of success on a quarterly basis. The data will consist of writing performance tasks, running record, and math performance tasks. These activities will be analyzed by classroom teachers, instructional coach, and intervention specialist. The findings will be shared with the School Leadership Team. This data will be used to plan effective next steps in terms of our curriculum and professional development support.

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

P.S. 385 Performance School:

As the phase out school, goals for years 2 and 3 will continue build in 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:

1. **Teacher effectiveness:** At least 60% of the teachers will be "effective according to Danielson's Framework based on frequent cycles of formative classroom observations and the formal observation process.
2. **Student Achievement:** 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 the reading, writing, and math assessments, as compared from benchmark assessment at the beginning of the year compared to the end of the year using a Common Core aligned curriculum in ELA and Mathematics.
3. **Teacher Teams:** All teacher teams will meet 45 – 90 minutes a week to enhance teaching and learning opportunities as well as implement standards based curriculum.

P.S. 359 Concourse Village Elementary School:

As a growing school and for continuity, the goals of CVES will be the same throughout the duration of the SIG period. Once these original goals have been sustainably achieved at each grade level, new goals will be assessed. This school will reach full scale in September 2016 and with each cohort of teachers, P.S. 359 will aim to tighten the planned school systems. The phase in school acknowledges that developing curriculum may take years to master and that teaching is to at a priority site is often complex. To aid faculty in these challenges, the school is committed to ongoing professional development and targeted support that will ensure our goals and result in the high student achievement.

07X385 Performance School

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

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	School's Baseline Data (2010-11)	Target for 2013-2014	Target for 2014-2015	Target for 2015-2016
I. Leading Indicators							
a. Number of minutes in the school year	min		54591	54600	60100	60100	60100
b. Student participation in State ELA assessment	%		99.20%	100%	100%	100%	100%
c. Student participation in State Math assessment	%		99.20%	100%	100%	100%	100%
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	90%	91%	92%	93%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	1.0%	0.9%	0.8%	0.8%
h. Number of discipline referrals	num		66	13	10	8	5
i. Truancy rate	%		1.0%	2.3%	2.1%	1.9%	1.8%
j. Teacher attendance rate	%		95.2%	96.1%	97%	98%	98%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num				75	75	75
m. Hours of professional development to improve leadership and governance	num				30	30	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num				100	100	100
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	83	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	85	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	15.1%	Please see memo	Please see memo	Please see memo

r. Students scoring "proficient" or higher on Math assessment	%		57%	14.3%	Please see memo	Please see memo	Please see memo
s. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num		0	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a
v. High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w. Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x. High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

07X359 Concourse Village Elementary School

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

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	n/a	1,294	1,348	1, 388
b. Student participation in State ELA assessment	%		98.9%	n/a	n/a	100%	100%
c. Student participation in State Math assessment	%		99.20%	n/a	n/a	100%	100%
d. Drop-out rate	%		n/a	n/a	n/a	n/a	n/a
e. Student average daily attendance	%		93.0%	n/a	95%	96%	96%
f. Student completion of advanced coursework			n/a	n/a	n/a	n/a	n/a
g. Suspension rate	%		1.9%	n/a	1.9%	1.5%	1.0%
h. Number of discipline referrals	num		66	n/a	10	7	5
i. Truancy rate	%		1.0%	n/a	0%	0%	0%
j. Teacher attendance rate	%		95.2%	n/a	95%	96%	96%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l. Hours of professional development to improve teacher performance	num			n/a	60	60	60
m. Hours of professional development to improve leadership and governance	num			n/a	50	50	50
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 memo	n/a	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	n/a	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		44%	n/a	Please see memo	Please see memo	Please see memo
r. Students scoring "proficient" or higher on Math assessment	%		57%	n/a	Please see memo	Please see memo	Please see memo
s. Average SAT score	score		n/a	n/a	n/a	n/a	n/a
t. Students taking PSAT	num		0	n/a	n/a	n/a	n/a
u. Students receiving Regents diploma with advanced designation	%		n/a	n/a	n/a	n/a	n/a

v.	High school graduation rate	%		n/a	n/a	n/a	n/a	n/a
w.	Ninth graders being retained	%		n/a	n/a	n/a	n/a	n/a
x.	High school graduates accepted into two or four year colleges	%		n/a	n/a	n/a	n/a	n/a

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

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

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

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

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

d. **Drop-out rate**

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

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

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

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

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

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

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

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

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

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

• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson's *Framework for Teaching* and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll	• PD to implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which NYSED has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll • PD to implement virtual/blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which NYSED has approved an alternative assessment, and in which increased percentages of historically underserved students will enroll • PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs • Teacher team meetings in which teachers plan lessons and units that integrate the Common Core instructional shifts can be a form of professional development if teachers are supported in doing this work

Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on

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

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

07X385 Performance School

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Editure/AUSSIE Professional Development provides customized, job-embedded, research-based professional development and works side-by-side with administrators, coaches, and educators to provide professional learning across the school community to realize instructional, curriculum, and systemic changes. The work is designed to improve the effectiveness of teaching by improving instructional practices through the gradual release of responsibility model. Topics include whole school improvement, data-driven instruction/assessment for learning, digital age teaching and learning, raising literacy or math proficiencies and much more.	1. 11X121 2. 10X310 3. 10X382 4. 5. 6. 7. 8. 9. 10.	1. rdonnel@schools.nyc.gov 2. ecaron2@schools.nyc.gov 3. acowell@schools.nyc.gov 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Tequipment integrates interactive whiteboard and its software into daily classroom instruction, as well as ask participants to reflect on their own teaching styles and curricula. Participants will learn both theory and practice of how to effectively integrate interactive whiteboards into their daily instruction. The skills	1. X396 2. X279 3. X310 4. X054 5. 6. 7. 8. 9. 10.	1. ntine@schools.nyc.gov 2. Jdalton2@schools.nyc.gov 3. Ecardona2@schools.nyc.gov 4. mpardo@schools.nyc.gov 5. 6. 7. 8. 9. 10.

learned will be used to create lesson activities.		
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Habits of Mind Teaches students the intelligent behaviors they need to succeed in school and later in life. Teachers and students learn how the habits of mind help students at all grade levels successfully deal with the challenges they face in school and beyond. Consultant models lessons and teaching strategies that weave the habits of mind into daily instruction in language arts, math, social studies, and other subjects.	1. X045 2. X085 3. 4. 5. 6. 7. 8. 9. 10. 1. 2. 3. 4. 5. 6. 7. 8. 9.	1. Agiorda3@schools.nyc.gov 2. thusted@schools.nyc.gov 3. 4. 5. 6. 7. 8. 9. 10. 1) 2) 3) 4) 5) 6) 7) 8) 9)

07X359 Concourse Village Elementary School

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Creative School Services Brian Green 914-843-0407	11. PS 366	11. Renzo Martinez: rmartin@schools,nyc.gov
	12. PS 130	12. Lourdes Velazquez: lvelazq@schools.nyc.gov
	13. PS 677	13. Judy Touzin: jtouzin@schools.nyc.gov
	14. PS/IS 187	14. Cynthia Chory: cchory@schools.nyc.gov
	15. CFN 606	15. Petrina Palazzo: ppalazz@schools.nyc.gov
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Ramapo for Children Lisa Tazartes Director, Ramapo Training ltazartes@ramapoforchildren.org 212-754-7003 49 West 38th St. Fl 5 New York, NY 10018	1. PS 96 (X096)	11. Marta Garcia: mgarcia@schools.nyc.gov
	2. PS 65 (X065)	12. Jasmine Gonzalez: jgonzalez@schools.nyc.gov
	3. Holcombe L. Rucker (X332)	13. Mickisha Goss: mgoss@schools.nyc.gov
	4. Bronx Writing (X323)	14. Linda Harris: lharris@schools.nyc.gov
	5. CFN 203 - Children's First Network 203	15. Shamon, Mary: mshamen@schools.nyc.gov
	6. K174 (IS 174K Dumont)	16. Mason, Ingrid: IMason@schools.nyc.gov
	7. X042 (PS 42X)	17. Ivette Matos: imatos2@schools.nyc.gov
	8. M206 (PS 206 Jose Celso Barbosa)	18. Camille Forbes: cforbes2@schools.nyc.gov
	9. X333 (PS 333X)	19. Arthur Brown: abrown26@schools.nyc.gov
Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Education Through Music 122 East 42nd Street, Suite 1501 New York, NY 10168 Phone: 212-972-4788	11. P.S. 72	11. Margarita Colon: mcolon@schools.nyc.gov
	12. P.S. 76	12. Louise Sedotto: Lsedotto@schools.nyc.gov
	13. P.S. 103	13. Farid Reyes: freyes@schools.nyc.gov
	14.	14.

Fax: 212 972 4864	15.	15.
	16.	16.
	17.	17.
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)
Turnaround for Children, Inc. 25 West 45th St., 6th Floor New York, NY 10036 Phone: 646-786-6200 Fax: 646-786-6201 E-Mail: INFO@TFCUSA.ORG	10. P.S. 531 Archer Elementary	10) Zak Haviland
	11. P.S. 50 The Clara Barton School	11) Kim Nohaicka
	12. P.S. 85 Great Expectations	12) Ted Husted
	13. P.S. 536	13) Sasha Medina
	14. P.S. 325 Fresh Creek Elementary School	14) Jacqueline Danvers-Coombs
	15.	15)
	16.	16)
	17.	17)
	18.	18)
	19.	19)

Attachment D:

Section D. School Leadership

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

Assistant Principal	
Job Description	Assistant Principal: Scott Elson Direct Supervisor of grades 3,4, & 5
Duties	Supervision of Literacy instruction (3-5) Supervision of Social Studies Instruction (3-5) Supervision of Library Services Supervision of Special Education Teachers Testing Coordinator (State Assessments/ City Interim) Analysis of testing data (3-5) Grade Team meetings (3-5) Inquiry Team Member Observation of Special Education teachers and paraprofessionals grades 3-5

Attachment F:

Section F. Partnerships

I . Partner organizations working with the school and their roles under SIG

Partnership	**The role which they will plan in the school's model**	**Rationale**
Editure Professional Development: AUSSIE	Consultants will be hired to support the school's initiative of developing CCLS units of study and the facilitation of looking at student work	The consultants will provide guidance to teachers in the development of their units as well as the execution of their lessons.
Tequipment	This company will train and certify all teachers on the use of smart boards. They will provide professional development which creates a sustainable model for the use and integration of technology throughout the instructional process	This training will allow teachers to have another tool to create engaging lessons utilizing SMART board technology.

Attachment G:

Section G. Organizational Plan

i. Organizational Chart

P.S. 385 Performance School:

P.S. 359 Concourse Village Elementary School:

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

P.S. 385 Performance School:

Month	Professional Development	Audience
August 2013	CIE 2013-14, Danielson Framework overview	All staff
September	Danielson Framework overview-staff survey	All staff
October	Differentiated Framework domain PD	All staff grouped by domain work
November	Looking at student work-strengthening inquiry	All staff
December	Conferencing with students	All staff
January	Tiered support and extensions for students	All staff
February	Data trend analysis	All staff
March	Subsequent topics determined by identified needs from learning walks, surveys and observations.	All staff
April	"	All staff
May	"	All staff
June	"	All staff

Administrative Observation Task	Timeframe
Informal Observations	by the end of November
Formal Observations	by the end of December
Mid Year Conversations	by the end of February
Informal Observations	by the end of April
Formal Observation	by the end of May
End of Year Conversations	by the end of June

07X385 Performance School

Attachment G, School Organization Chart

Leadership will set forth a reflective structure to ensure the voices of all constituents are heard and that at the core of the school organization, the efforts of all are focused on the three goals of this plan:

- To improve teacher effectiveness;
- To improve instruction and student performance in ELA and math;
- To engage all teachers in horizontal/vertical teacher teams.

Management and team structures will demonstrate competency in

Developing school culture and practices that rely on data to inform learning, professional development, and, decision making

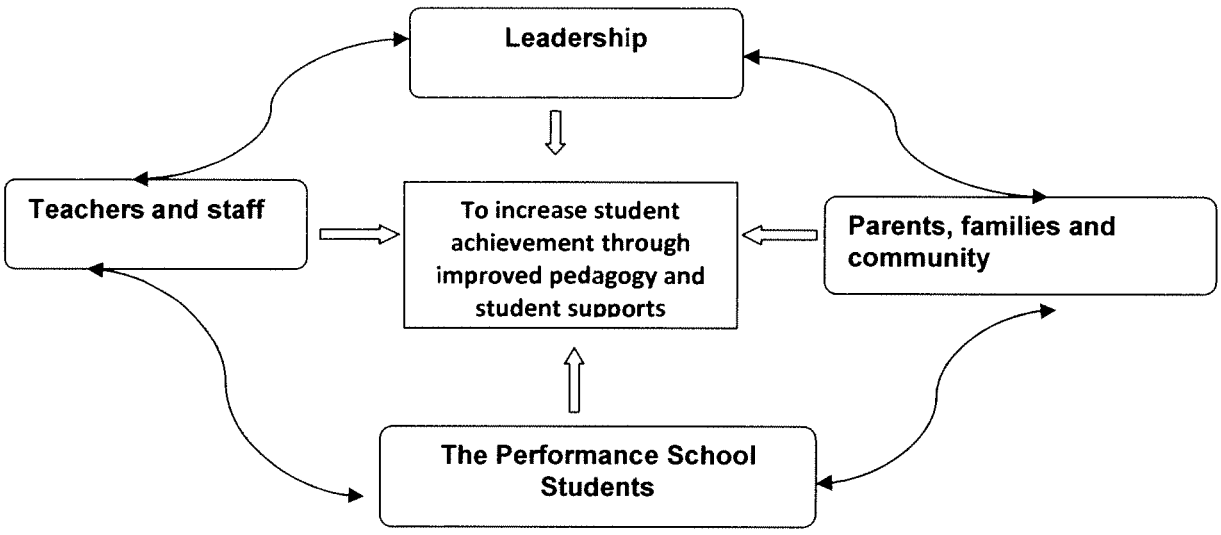
Utilizing systems to align curricula to state standards. Curricula include rigorous habits and tasks across grade levels and subjects. Teaching strategies and routines promote high level student engagement.

Aligning resources and making informed organizational decisions in consort with the school's goals and long term range plans.

Ensuring the professional Learning Communities at the school are purposeful and aligned with goals. There is a shared leadership in order to develop effective succession plans.

Having established strong internal and external partnerships to provided targeted, data informed child/youth development support services

Diagrammatically, this reciprocal and cohesive management structure is represented:



Attachment i.

Section I. Training, Support, and Professional Development

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

P.S. 385 Performance School:

Year One Implementation Period

Professional Development Activity	**Agent/organization responsible for delivery**	**Desired measurable outcomes**	**Analysis and Reporting**
CCLS Literacy-Ready Gen	Ready Gen consultant/ AUSSIE	Staff will be able to implement CCLS literacy units of study	PD surveys Informal and formal Observations and learning walk summaries
CCLS Math Go Math	Go Math consultant/ AUSSIE	Staff will be able to implement CCLS math units of study	PD surveys Informal and formal Observations and learning walk summaries
Habits of Mind	Habits of Mind consultant	Staff will support student in the application of Habit's of Mind	PD surveys Informal and formal Observations and learning walk summaries
CIE 2013-14, Danielson Framework overview	School Staff and AUSSIE	Staff will understand the Framework components including developing coherent lessons, questioning, and assessment.	PD surveys Informal and formal Observations and learning walk summaries
Differentiated Framework domain PD	AUSSIE	Staff will deepen their understanding of the Framework components	PD surveys Informal and formal Observations and learning walk summaries
Looking at student work-strengthening inquiry	AUSSIE	Grade level teachers will share a lens to analyze and evaluate student work	PD surveys Informal and formal Observations and learning walk summaries
Conferencing with students	AUSSIE	Grade level teachers will deepen understanding of conferencing with students	PD surveys Informal and formal Observations and learning walk summaries

Tiered support and extensions for students	AUSSIE	Effective use of differentiation for a variety of learners	PD surveys Informal and formal Observations and learning walk summaries
Data trend analysis	AUSSIE	Using class/grade/school data to inform planning	PD surveys Informal and formal Observations and learning walk summaries
Parent Community Engagement	Parent Coordinator and consultants	Engaging families as partners in education	PD surveys Informal and formal Observations and learning walk summaries
Integrating technology throughout the instructional process	TEquipment	Teachers will create engaging lessons utilizing SMART board technology. creates a sustainable model for the use	PD surveys Informal and formal Observations and learning walk summaries

P.S. 359 Concourse Village Elementary School:

Year One Implementation Period

Organization	Event	Desired Outcome
Ramapo	School Culture & Classroom Management	Yearlong process-our desired outcome is a strong school community where everyone is invested in the school's success. In addition, to helping teachers implement strategies geared toward depleting disruptive behavior issues.
Creative School Services	Classroom Instruction	Yearlong process-our desired outcome is to work closely with consultants to improve our professional practice and meet the needs of all students.
Turnaround for Children	School Culture/Management	Yearlong process-our desired outcome is to implement a strong school culture. We want students, teachers, and parents to have a vested interested in our school's success.
Education through Music	Developing a love of music	Yearlong process-we will partner with Education through Music to include an enrichment piece for all students. It's important to embrace the arts and provide our students with a skill they can carry over into their adult life.
Frank Cunningham Inc.	Classroom Instruction	Yearlong process-our desired outcome is to work closely with consultants to improve our professional practice and meet the needs of all students.

Attachment I.

Section J. Communication and Stakeholder Involvement/Engagement

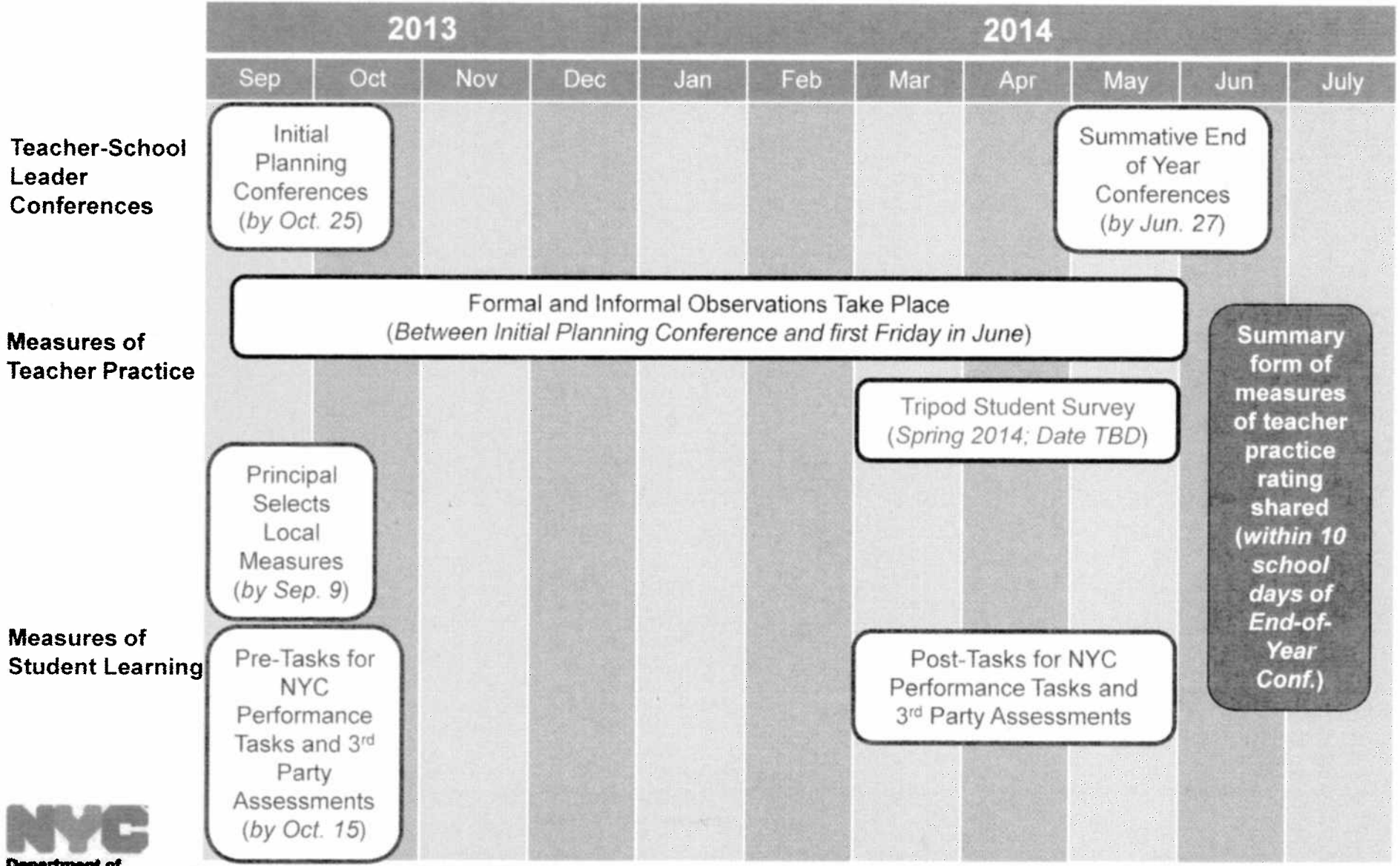
ii. Method of regularly updating school stakeholders on SIG plan implementation

P.S. 385 Performance School:

Methods	Who?	Times	Places
School Leadership Team meetings	Parents, Teachers, Community Stakeholders, Principal	Monthly	School Library
Parent Association meetings	Parents, Teachers, Principal	Monthly	School Auditorium
Breakfast with the Principal	Parents, Principal	Monthly	School Auditorium
School Newsletter	All Stakeholder	Monthly	Paper Version will be backpacked with students; Community Partners will be provided with a copy.
School Website & Blog	All Stakeholders	On-going	Website: PS385X.org

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

Section 2: Modifying Instruction: High Standards & Academic Intervention

High Standards

A1. Describe the assessments you will use to identify student learning trends, modify instruction, and ultimately increase student achievement.

Global Advocacy Prep educators will use a variety of formative and summative assessments to identify students' needs to plan and modify our instruction in an effort to intentionally increase student achievement. The following are some of the assessments we will use to identify student learning trends and track progress throughout the school year:

- Fountas & Pinnell Running Records (three times per year to track their reading progress and determine what reading support will be needed to increase reading comprehension)
- Writing benchmarks (beginning and end of year to demonstrate growth)
- On-demand writing (will be used to continuously assess students' level of understanding of content and writing development growth)
- Conference sessions (all teachers across content areas will engage in daily conference sessions to consistently engage in discussions with students about their learning as well as to monitor strategies students are using to support their learning)
- Beginning of year transitional exams (to assess what skills and content knowledge students were able to transfer from the previous grade)
- Pre & post math unit assessments (to assess what students' learned throughout a unit of study as well as use the information to inform lesson and unit development)
- Math extended responses (to assess students' ability to articulate their understanding)
- Performance based assessments (to assess the students' mastery of a unit of study)
- Exit slips (will be used to assess understanding of the lesson's teaching point/ concept)
- NYS ELA and Math exams (this data will be used as a summative assessment; we will conduct an item analysis to assess areas of strengths and challenges and therefore select key standards of focus)
- NYSESLAT (this data will be used as summative assessment in an effort to gauge language proficiency)

The goal with administering and using the assessments above is to provide our educators with a variety of assessments that will help us capture a clear snapshot of our students' academic strengths and next steps. Teachers will engage in weekly Common Planning Time (CPT) sessions to discuss learning trends/patterns to therefore plan

effective instruction guided by students' data. The information gathered will help us make decisions about instructional grouping as well as identify students in need of response to intervention. Small group instruction is one of the key components within our instructional model used to find commonalities and address needs of multiple students.

A2. Given the fact that students will enter your school at different levels, how will you challenge all of them to work to their maximum potential?

Global Advocacy Prep has a profound belief in the power of setting high expectations however the high expectations will be accompanied by support(s) to ensure students accomplish their goals. Therefore, the data will always be readily available to challenge and support students. In an effort to ensure we're on track toward helping students maximize their potential. We will:

- Analyze current data with students
- Set goals based on the data
- Develop an action plan
- Monitor/track student progress
- Revisit and revise as needed

Teacher teams will differentiate unit performance tasks to ensure we're meeting the needs of **all** learners. We will tier our tasks to include high level performance tasks so that students who are capable feel academically challenged.

A3. What types of school-level data do you believe are most important to focus on in the first year? What is your plan for collecting, reviewing and utilizing data at the whole-school level?

Our belief is that every interaction with our students serves as a form of assessment. However, during our first year, we know that the daily conference sessions across content areas will serve as a valuable source of information because it will provide "*on the spot*" pertinent data about students' development as learners as well as assess how students are transferring what they know across content areas. In addition to looking at student work to constantly revisit and modify their instructional plans to meet the students' academic needs, our educators will review and share their conference notes during Common Planning Time to think critically about student progress.

In addition, our first year focus will be on the CCLS performance tasks across content areas. We want to monitor and track our students' ability to meet the demands of the Common Core. We will place a major emphasis on this form assessment as it is important to understand what our students are able to do in comparison to what they need to be able to do. Understanding this data will allow us to make appropriate curriculum decisions geared toward impacting student achievement.

Academic Support & Interventions

B1. (a) When will you provide the support?

At Global Advocacy Prep we believe that the ICT model will serve as the foundation for our academic support plan. Our goal is to develop highly effective teachers who complement one another instructionally as well as possess the ability to create classroom environments that challenge and support student learning. Therefore our ICT model will serve as the first line of defense in closing the achievement gap.

In addition, in an effort to support English Language Learners from various cultural backgrounds we will implement an ESL self –contained model to support the language development of **all** students. Our ESL specialists and general and special education teachers will work collaboratively to meet the needs of our diverse student population. The goal is to tailor the curriculum and instruction to meet a wide range of students' learning needs. As our teachers work together, they will be able to address issues of oral proficiency connected with read-aloud(s) and vocabulary acquisition as well as fluency and comprehension strategies for deeper understanding.

However, while collaboration and classroom instruction will serve as the first line of defense at Global Advocacy Prep we also believe in providing support during and after the school day. With that said, our ***Excellence is the Only Option Program*** will serve as an added layer of academic support. The program will have a three-pronged focus to promote academic challenges and address the needs in ELA, math as well as support students' social-emotional development. Our goal is to utilize the youth development aspect to further increase the possibilities of academic success for **all** students. Embedded in our instructional practices will be the Academic and Personal Behaviors, which help set students up for long-term success. We will utilize research-based intervention materials to strengthen students writing and reading comprehension skills, in particular the necessary skills needed to lead them toward attaining and exceeding grade level expectations.

The social-emotional aspect will be supported through the Connect with Kids program videos. We will use the videos to promote discussions around common issues, read about it, and write information and argument pieces about the topics presented. We want to bridge the academic and social-emotional piece to have a lasting impact on student achievement.

B1. (b) What staff will be involved and how?

In collaboration, our administrative team, instructional support leaders, and our ESL, general and special educators will develop authentic data-driven curriculum. The *Universal Design for Learning* principles will guide the development of our curriculum

allowing us to remove any barriers that may prevent our students from attaining independent mastery of content. The staff members involved in developing academic support and why are as follows:

- All teachers (we believe all teachers should have the capability of providing academic support in the classroom)
- Global Advocacy Intervention Specialist(s) (will work with the lowest third on a targeted action plan of academic improvement; the specialists will also support teachers)
- Administration (we believe administrators are instructional leaders and must play an avid role in contributing to the development of academic supports needed to impact student achievement)

B1. (c) What will students do during this time?

During the academic intervention sessions students will receive targeted instruction as per the data in either one-to-one or small group settings. There may be situations when students are pulled-out or will receive support via the push-in model in an effort to support a class lesson. During the academic intervention sessions, students will be active participants; they're expected to interact with the content as well as know how to monitor their own progress.

B1. (d) What is your system for giving students' feedback and setting academic goals?

Students will receive constant feedback during conference sessions as well as in the form of progress report meetings. Students will receive progress reports every six-eight weeks accompanied by a meeting with teachers to discuss progress made and to either revise or modify their action plan or set new goals. Our sole purpose for engaging in this process is to keep student constantly informed about their academic progress.

B1. (e) How will you keep track of the system's effectiveness for every student?

After goals have been set and documented, students and teachers will work on reaching long-term goals by following through with the implementation of an action plan. Students will be divided into cohorts and educators will meet with their cohort three times per year to track their progress toward meeting their goals. The formative assessments used throughout the units of study will help to determine the effectiveness of the system on student achievement.

B2.

At Global Advocacy Prep we have opted to support students with special needs and English Language Learners. Our entire school community will implement the **same** curriculum however we will use flexible programming to meet the needs of all scholars. We will use the IEP's present levels of performance to plan effect instruction conducive

toward having an impact on student learning. We will then use our tracking and monitoring system to ensure students' are making progress.

B3.

Beyond compliance with state and city mandates Global Advocacy Prep believes the following excerpt highlights our belief system for promoting language proficiency progress across content areas among ELLs:

"First, at the organizational level, teachers must emphasize cooperative learning in untracked, heterogeneous classes with varying proficiency levels. Second, teaching must focus on developing students' critical thinking, embedding content in meaningful contexts for students, and creating opportunities for ELLs to produce oral and written English and to engage in intellectual conversation. Third, students' cultural backgrounds and experiences must be respected, and teachers will collaborate to develop ways to break down any alienation between the community we serve by embracing the culture and language of students, and by welcoming parents and community members into the school in innovative ways."

The following instructional strategies are embedded into our instructional model and are instrumental for ELL student success:

- small-group instruction
- cooperative learning
- guided, repeated, and choral reading
- building background knowledge
- reciprocal teaching
- scaffolding

At Global Advocacy Prep we understand the importance of creating an environment that is student centered and by embedding the strategies above ELL students and all students will receive the support needed to obtain academic and success.

#

FRANK O. HERNANDEZ

Fhernandez22@schools.nyc.gov

3 Arlington Street Apt. 1B
Yonkers, NY 10710

Home: (914) 346 - 8347
Cell: (917) 371 - 1127

OBJECTIVE: A challenging career as a Principal where my experience, knowledge and skills can be utilized to support teachers, students, parents, and community in all endeavors leading to the enhancement of students' social and academic prowess.

EDUCATION:

Fordham University — **New York, NY**
Doctor of Education (Ed. D.) in Urban Education — Expected May 2014

Fordham University — **Lincoln Center**
Master of Science in Education — May 2007

Fordham University — **Tarrytown, NY**
Master of Science in Teaching- Childhood Education 1 - 6 — May 2005

Hunter College- CUNY — **Bachelor of Arts**
***Major**: English Language Arts **Minor**: Africana & Puerto Rican/Latino Studies* — January 2004

PROFESSIONAL QUALIFICATIONS:

- ◊ School Administration and Supervision Certificate *2007*
- ◊ New York State Professional Certificate in Childhood Education *2006*

EXPERIENCE:

NYC Department of Education — **Bronx, NY**
Assistant Principal — August 2008 to Present

- ◊ Serve as an instructional leader of grades 3 - 5, providing and monitoring implementation of professional development - through classroom visitations, grade level meetings, conferring, and team planning.
- ◊ Instructional leader who assists in selecting, managing, motivating, and evaluating teachers to ensure the students can achieve their academic goals.
- ◊ Implement instructional and assessment strategies by collecting and analyzing both qualitative and quantitative data, facilitating discussions amongst teachers and staff and working with the Principal to plan and provide professional development.

- ◊ Create partnerships and effectively communicate the vision of how students learn with teachers, parents, community and other educational stakeholders.
- ◊ Implement and monitor school-wide behavioral expectations and policies; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.
- ◊ Assist in maintaining effective programs to strengthen and monitor student attendance and individual student progress.
- ◊ Provide workshops and seminars for parents/guardians on NYS testing, subject matter content, homework, discipline, etc. to promote parental support and participation in students learning.
- ◊ Keep abreast of new information, research, innovative ideas and techniques to ensure maximum educational benefits for students.
- ◊ Assist with the effective planning and organization of the school day, year, and personnel.
- ◊ Plan, schedule and coordinate school activities and projects.
- ◊ Assist with the administration and allocation of the school budget.
- ◊ Work cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment.
- ◊ Address building management concerns by working with the custodial staff, office staff, teachers and Network staff including implementing school-wide safety and emergency protocols.
- ◊ Attend Special Education staffing and IEP meetings, and facilitate Instructional Support Services including implementing and monitoring interventions for at-risk and special education students.

New York City Department of Education **Bronx, NY**

Math Coach & Data Specialist September 2007 to June 2008

- ◊ Develop and support a culture reflective practice among teachers.
- ◊ Coach teachers, model lessons, and provide feedback to colleagues in order to implement teaching and learning of New York State content and performance standards in mathematics in grades K - 4.
- ◊ Conduct planning meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within the Everyday Mathematics Program.
- ◊ Assist teachers to embed formative and summative assessments into daily instructional activities.
- ◊ Differentiate support for teachers based upon demonstrated need.
- ◊ Organize opportunities for staff to observe and participate in discussion and conferences as part of the peer coaching process.
- ◊ Work closely with the principal and assistant principals to assess teachers' needs and student data and to plan relevant professional development.
- ◊ Facilitate workshops, courses, and study groups for teachers, supervisors, parents, and other members of the instructional staffs.
- ◊ Plan and train educators on effectively analyzing and using data to improve student achievement.
- ◊ Maintain data on all students with particular focus on AYP subgroups in order to close the achievement gap.

New York City Department of Education **Bronx, NY**

Fourth Grade Teacher September 2006 to June 2007

- ◊ Planned and conducted activities for a balanced program of instruction, demonstration, and work time that provided students with opportunities to observe, question, and investigate.
- ◊ Administered standardized ability and achievement tests, and interpreted results to determine student strengths and areas of need.
- ◊ Instructed students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- ◊ Conferred with parents and guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- ◊ Attended professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence.
- ◊ Adapted teaching methods and instructional materials to meet students' varying needs and interests.
- ◊ Planned and supervised class projects, field trips, and other experiential activities, and guided students in learning from those activities.
- ◊ Prepared objectives and outlines for courses of study, following curriculum guidelines and standards of states and schools.
- ◊ Established and enforced rules for behavior and procedures for maintaining order among the students for whom they were responsible.

New York City Department of Education **Bronx, NY**

Fifth Grade Teacher September 2004 to June 2006

- ◊ Planned lessons across the content area and method of presentation.
- ◊ Adapted course content and complexity of interests, strengths and weaknesses of students.
- ◊ Taught classes, presented lectures, conducted workshops and participated in other activities to further educational program.
- ◊ Administered tests and analyzed the data to determine targeted action and/or any additional services students required.
- ◊ Demonstrated effective leadership and encouraged team concepts.
- ◊ Identified problems, diagnosed causes and determined corrective actions.

REFERENCES: Available upon request

07X355 Performance School

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

07X385 Performance School

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

07 X 385 – Performance School

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

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) Alexa Sorden Type or print name Alexa Sorden	
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	

MAY. 30. 2013 2:02PM BRONX UFT OFFICE NO. 1981 P. 2/2

07X385

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 5/30/13	**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) Frank Hernandez Type or print name Frank Hernandez	
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 Daniel Vargas 5/31/13	
Parent Group President / Lead Date	**Summary Documentation if Signature is Unobtainable** If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Jamaira Paramo 5-31-13 Type or print name Jamaira Paramo Jamaira Paramo	

SLT Chair Bertha O'Casey 5-31-13

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)**
Performance School

Contact Person EDUARDO CONTRERAS

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

Mailing Address **52 Chambers Street**

New York, N.Y. 10007

Telephone # 212-374-0520

Manhattan
County

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

BUDGET TOTAL

$1,503,923

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	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	2.00	75,000	150,000
Guidance Counselor	2.00	70,000	140,000
Eduacation Administrator	0.00	0	0
Social Worker	1.00	130,000	130,000
Teacher Per Session (rate per hour)	4,063	41.98	170,564
Teacher per session Trainee Rate (rate per hour)	1,308	19.12	25,000
Supervisor Per Session (rate per hour)	831	43.93	36,526
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	129	154.97	20,000
CENTRAL - School Implementation Manager	0.43	119,344	51,880
CENTRAL - Talent Coach	0.15	114,000	17,242
CENTRAL - Policy and Operations, New Schools	0.20	95,000	19,255
	Subtotal - Code 15		760,466

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Family Worker (DC37 Para E-Bank)	0.00	0	0
School Aide (E-Bank)	0.00	0	0
Ed. Para Bulk (Per Session) (rate per hour)	400	26.27	10,508
School Aide Bulk Job (E-Bank) (rate per hour)	840	16.20	13,600
Secretary Per Session (H-Bank) (rate per hour)	400	25.87	10,348
	Subtotal - Code 16		34,456

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		35,000
686 - Evaluation Consultant		0
689 - Professional Development Consultant	Turnaround for Kids, AUSSIE, Ramapo for Children, Astor, The Danielson Group, Education Through Music, Tequipment.	314,332
	Subtotal - Code 40	349,332

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	150,000
Educational Software	0
General and Instructional Supplies	50,000
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	200,000

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		133,156
ARRA FRINGE - CENTRAL		26,513
	Subtotal - Code 80	159,668

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)	$1,503,923
B. Approved Resticted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	$0

N.Y.C. GRANT #

0	0	0	0	0	0	0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0	0

PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS
Professional Salaries	15	760,466
Non-Professional Salaries	16	34,456
Purchased Services	40	349,332
Supplies and Materials	45	200,000
Travel Expenses	46	0
Employee Benefits	80	159,668
Indirect Cost	90	0
Equipment	20	0
GRAND TOTAL		1,503,923

CHIEF ADMINISTRATOR'S CERTIFICATION

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

6.7. 2013

DATE

SIGNATURE

Eduardo Contreras. Chief Operating Officer, Portfolio Planning

NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER

FOR DEPARTMENT USE ONLY

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

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

Tracking/Contract #:

Project Funding Dates

9 1 2013 FROM — 8 31 2014 TO

Program Office Approval _____

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

Voucher # $ First Payment

Finance Office Approval _____

Performance School

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	$ 760,466
Support Staff Salaries	16	$ 34,456
Purchased Services	40	$ 349,332
Supplies and Materials	45	$ 200,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 159,668
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,503,923**

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

Categories	Code	Costs
Professional Salaries	15	$ 773,425
Support Staff Salaries	16	$ 34,456
Purchased Services	40	$ 233,986
Supplies and Materials	45	$ 175,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 154,922
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 1,371,789**

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

Categories	Code	Costs
Professional Salaries	15	$ 524,247
Support Staff Salaries	16	$ 34,456
Purchased Services	40	$ 143,957
Supplies and Materials	45	$ 70,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 85,465
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total	**$ 858,125**

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

Categories	Code	Costs
Professional Salaries	15	$ 2,058,138
Support Staff Salaries	16	$ 103,368
Purchased Services	40	$ 727,275
Supplies and Materials	45	$ 445,000
Travel Expenses	46	$ -
Employee Benefits	80	$ 400,056
Indirect Cost (IC)	90	$ -
BOCES Service	49	$ -
Minor Remodeling	30	$ -
Equipment	20	$ -
	Total Project Budget	**$ 3,733,837**

BUDGET NARRATIVE: Performance School (07X385)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Purchased Services (Code 40)	The school will engage with **Editure PD (AUSSIE) for literacy and math professional development, across the grades and all teacher teams**. Consultants will be hired to support the school's initiative of developing CCLS units of study and the facilitation of looking at student work so that differentiated strategies are implemented across classrooms to meet more students' needs. The consultants will provide guidance to teachers in the development of their units as well as the execution of their lessons. Year 1 will include 60 days ($1200 per day); year 2 will include 40 days (same rate); year 3 will include 20 days (same rate).	60,000	48,000	24,000	$132,000	By the end of the grant period the school will have phased out.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per session** - Teacher per session to support the literacy and math training described above. **Year 1 will include 600 hours (30 hours for 20 teachers), and years 2 and 3 will include 300 hours.**	25,188	12,594	12,594	$50,376	By the end of the grant period the school will have phased out.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per session** - to support the curriculum improvement supports described above, for which teachers are also receiving per session. **Year 1 will include 3 supervisors at 30 hours each (total of 90 hours). Year 2 will include 15 hours for 3 supervisors (45 hours total), as will year 3.**	3,954	659	659	$5,272	By the end of the grant period the school will have phased out.
Instruction	Professional Purchased Services (Code 40)	A combination of **AUSSIE and Tequipment** will train and certify all teachers on the use of smart boards as well as practice techniques to improve instructional delivery. This training will allow teachers to have another tool to create engaging lessons utilizing SMART board technology.	25,000	15,500	7,500	$48,000	By the end of the grant period the school will have phased out.
Parent and Community Engagement	Professional Staff (Code 15)	**1.0 FTE Parent Coordinator** - will be hired to build a better bridge to families, strengthening the parent association, the school leadership team, and the opportunities for parents to contribute to the school community and gain key knowledge and skills through adult learning opportunities.	50,000	50,000	0	$100,000	By the end of the grant period the school will have phased out.
Student Support	Professional Purchased Services (Code 40)	Consultant will be engaged to build a support system within the school to embed the Costa "Habits of Mind" into the everyday work and experiences of students. This system will connect guidance and teacher supports for students, ensuring the needs of each student and their families are known such that academic and personal behaviors required for college readiness are fostered in the early grades and grown over time.	25,000	20,000	7,457	$52,457	By the end of the grant period the school will have phased out.
Student Support	Professional Purchased Services (Code 40)	Partnering with ASTOR on student socio-emotional supports.	21,332	5,696	0	$27,028	By the end of the grant period the school will have phased out.
Student Support	Professional Staff (Code 15)	**2.0 FTE Supplemental Guidance Counselors** - hired in year one, along with the two social workers, to ensure that all students and families' needs are known and met, thus decreasing the need in year two, which will cover one guidance counselor.	140,000	70,000	0	$210,000	By the end of the grant period the school will have phased out.

BUDGET NARRATIVE: Performance School (07X385)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Student Support	Professional Staff (Code 15)	**2.0 FTE Social Workers at $65,000 each** - will be hired in year one to enable full screening and support of all students and their families, linking to the consulting support provided by ASTOR above. One social worker will continue to be funded in year 2 by the SIG funds.	130,000	65,000	0	$195,000	By the end of the grant period the school will have phased out.
Student Support	Support Staff (Code 16)	**Family Workers** - hired for 400 hours over the year (20 hrs per week for 40 weeks at $17 per hour) for each of the three years of the grant, supporting students and doing outreach to families in coordination with the parent coordinator and guidance team.	13,600	13,600	13,600	$40,800	By the end of the grant period the school will have phased out.
Teacher Evaluation (APPR) Implementation	Professional Purchased Services (Code 40)	Professional development will be provided by consultants to build the capacity of the school leadership and teachers to evaluate and self-evaluate, using the Danielson framework, will be engaged. Staff will understand the Framework components including developing coherent lessons, questioning, and assessment. A deep dive will be done in year one, with a follow up in year two.	25,000	10,000	0	$35,000	By the end of the grant period the school will have phased out.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher per session** - Three teachers supporting students in the afterschool program, approximately 1200 hours per year (10 hours per week over 40 weeks for each of the three teachers).	50,376	50,376	50,376	$151,128	By the end of the grant period the school will have phased out.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor per session** - administrative presence for afterschool support, approximately 400 hours per year (10 hours per week over 40 weeks).	17,572	17,572	17,572	$52,716	By the end of the grant period the school will have phased out.
Use of Time	Support Staff (Code 16)	**Hourly Paraprofessional per session** - presence for afterschool support, approximately 400 hours per year (10 hours per week over 40 weeks).	10,508	10,508	10,508	$31,524	By the end of the grant period the school will have phased out.
Use of Time	Support Staff (Code 16)	**Hourly Secretary per session** - Secretarial presence for afterschool support, approximately 400 hours per year (10 hours per week over 40 weeks).	10,348	10,348	10,348	$31,044	By the end of the grant period the school will have phased out.
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.	94,822	57,846	8,840	$161,507	
		Subtotal Phase-out	***702,699***	***457,699***	***163,454***	***1,323,852***	

BUDGET NARRATIVE: Performance School (07X385)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Curriculum	Professional Purchased Services (Code 40)	**School will partner with Frank Cunningham Inc., which will provide support with enhancing our math curriculum map** to include common core alignment with performance tasks that will supplement our Go Math curriculum. In addition, he is proficient in the Standards for Mathematical Practice and Instructional Shifts therefore he will support our understanding to strengthen our practice. Lastly, while working with our teachers he will focus on the following Danielson competencies: 1e, 3b, 3c, and 3d to complement the professional development received by The Danielson Group.	10,066	15,000		$25,066	After the SIG funds have expired we will use our professional development funds to partner with Frank however for a shorter cycle. After receiving his support for consecutive years our vision is that we will become more proficient in the work and therefore need lesson support. His role will shift into guiding our practice.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	**Instructional Supplies:** Our school has decided to work collaboratively on our reading and writing curriculum therefore we will use the funds to purchase supplemental text books that support the focus of each module. We want to ensure students have the necessary resources available to engage in research about a topic and express an opinion based on the resources provided.	50,000	75,000	30,000	$155,000	After the SIG funds have expired we will still have the resources. We may need to purchase some additional materials however we believe the materials/resources purchased should suffice
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session Trainee Rate**: As a new school opening with 300 students, it is crucial the staff spends extensive time planning an preparing for success. We intend to work closely with enhancing our curriculum along with receiving in house PD to improve our practice. Furthermore, our goal is to become strategic about our assessment practice. One way we intend to achieve this goal is via our prescheduled assessment meetings, which will take place after school in addition to some Saturdays.	25,000	50,000	40,000	$115,000	After the SIG funds expires our vision is that we would be proficient in the process and may not require the same depth of time. However, we will strategically utilize our funds as well as apply for grants where applicable to sustain our vision of engaging in collaborative analysis of our curriculum, instruction, and assessment practices.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** Our three year plan is to host summer school for our second students. We want to ensure they're prepared for third grade and value the concept of time in school. The plan is to have summer school for 5 weeks, 3 days per week, 4 hours per day focused on reading, writing, and math. In addition, we intend to have an enrichment program to maintain students' interest.	30,000	40,000	50,000	$120,000	After the SIG funds have expired, school is expected to have local revenues at scale to sustain this project . Other grants can also be used where applicable.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Supervisor Per Session:** We have allocated funds for supervisor per session. Year one, the principal will be the only supervisor however years 2 and 3 our school will have an AP. The per session will be used for Second Grade Saturday Academy and after school activities.	15,000	25,000	33,200	$73,200	After the SIG funds have expired, school is expected to have local revenues at scale to sustain this project . Other grants can also be used where applicable.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Teacher Occasional Per Diem**: Our goal is to develop classroom models therefore we will allocate funds for per diem teachers to cover classes while teachers engage intervisitations of one another's classrooms and engage in real conversations about what's working and HOW the teacher was able to successfully make it work.	20,000	25,000	25,000	$70,000	After the SIG funds have expired our plan is to utilize session times and creative scheduling to ensure teachers are afforded the same opportunities of learning from one another.

BUDGET NARRATIVE: Performance School (07X385)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** We will allocate funds for Second Grade Saturday Academy beginning in spring 2014. Again, we strongly believe we must ensure 2nd grade is prepared for the demands of the common core since they will be testing in 19 months for the first time.	15,000	15,000	20,000	$50,000	After the SIG funds have expired, school is expected to have local revenues at scale to sustain this project . Other grants can also be used where applicable.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	We will allocate funds for technology. We will **purchase Smart Boards** since our science and social studies curriculum requires technology. We would like to purchase 3 smart boards and 27 computers our first year. **We will purchase additional computers each year totaling under 5,000 per unit.**	150,000	100,000	40,000	$290,000	After the SIG funds have expired we would have purchased the necessary technology needed to sustain our belief in technology in every classroom.
Parent and Community Engagement	Professional Purchased Services (Code 40)	We are interested in partnering with **Turnaround for Kids**. This organization will support with parental involvement and student social emotional services.	68,000	27,790		$95,790	After the SIG funds expire we will apply for grants to sustain the services provided by Turnaround for Kids.
School Climate and Discipline	Professional Purchased Services (Code 40)	We will participate in a three year partnership with **Ramapo for Children** with a focus on developing our school culture through team building exercises as well as receiving PD tailored toward effective classroom management skills. We also want the **Ramapo staff** to work with challenging students on skills and strategies to manage their emotions. Furthermore, parents will also be active members of this process as we seek to build the home-school connection through workshops geared toward "building strong relationships with your children".	50,000	60,000	70,000	$180,000	After the SIG funds have expired we may not be able to maintain the organization on a large scale however our goal is to sustain the partnership with a focus on student services. In addition, our vision is that our staff will be fully trained by the end of the third year therefore we would have built capacity throughout our school.
Student Support	Professional Purchased Services (Code 40)	We will participate in a three year partnership with Education Through Music. Our vision is that we will have two **music teachers working with our students 2-3 times per week on developing the art of music**. The teacher will remain with a cohort of students for three years. Our goal is to develop proficient musicians. This is an opportunity for our children to embrace a talent that will strengthen their academic skills as well.	25,000	32,000	35,000	$92,000	After the SIG funds have expired we believe we will be able to fund the program however we intend to apply for grants whenever possible to ensure our students are afforded with enrichment opportunities.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	We would like to partner with **The Danielson Group** for our first year. **Their cost per day is 4,000.** We would like to **schedule 10 sessions of PD for our teachers focused on 1e, 3b, 3c, and 3d.**	40,000			$40,000	Our goal is to become proficient within the time frame the support is allocated, which is one year. We will receive support from our network and DOE therefore we intend to build capacity throughout our school to be able to sustain the learning obtained from our first year partnership. In addition, our goal is to partner with the phase out school to receive the same professional development, which may reduce the cost for both schools.
Training, Support, and Professional Develop	Professional Staff - Hourly or Per Diem Stipends (Code 15)	**Hourly Teacher Per Session:** Our entire school staff has to be aware of our expectations therefore funds will be allocated to train all personnel members. We will engage in differentiated professional development for staff members based on need as per observation findings. In addition, staff members we received professional development according to their role. Our goal is to ensure all staff members are well-versed in their duties and responsibilities.	50,000	60,000	60,000	$170,000	After the SIG funds expires our vision is that we would be proficient in the process and may not require the same depth of time. However, we will strategically utilize our funds as well as apply for grants where applicable to sustain our vision of engaging

BUDGET NARRATIVE: Performance School (07X385)

Primary SIG activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Total Years 1-3	Sustainability
Use of Time	Professional Staff (Code 15)	**3.0 FTE Supplemental Math, Literacy and Special Ed:** We intend to allocate funds to add supplemental support to our school. We would hire an Instructional Coach, Intervention/Data Specialist, and PBIS specialist. These three roles support our school in curriculum and instruction, assessment, and behavior management. Our goal is to have additional support toward managing the every day needs of the schools. The three positions will support our school's success and ensure the SIG plan is implemented accordingly.	100,000	200,000	150,000	$450,000	After the SIG funds have expired our school will attempt to fund these positions using school funds where appropriate. Funds such as contract for excellence
Employee Fringes. Code 80	All	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.	38,334	69,409	57,172	$164,914	
		Subtotal Phase-In	***686,400***	***794,199***	***610,372***	***2,090,970***	
		Subtotal Phase out + Phase in	***1,389,099***	***1,251,898***	***773,826***	***3,414,822***	
District-level expenses for Phase out and Phase in: **School Implementation Manager** (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1,Y2,Y3): 0.45, 0.47, 0.47.	51,880	53,432	37,127	$142,438	
District-level expenses for Phase out and Phase in: **Talent Coach** (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1,Y2,Y3): 0.15, 0.16, 0.16.	17,242	17,758	12,339	$47,339	
District-level expenses for Phase out and Phase in: **Director of Policy and Operations, New Schools**	Professional Staff (Code 15)	The Director acts as a liaison between the DOE's Networks, Offices of Superintendents, Enrollment, Portfolio and Space Planning. Provides guidance and support to turnaround school leaders regarding enrollment and operational issues around school opening. Director also works to develop New School Development policy regarding funding, community engagement and enrollment, as it pertains to students moving from phase-outs to phase-ins. FTE (Y1,Y2,Y3): 0.2, 0.22, 0.22.	19,255	21,035	15,380	$55,670	
Fringes central positions (Phase out and Phase in)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	26,447	27,667	19,454	$73,568	
		Subtotal Central Positions	***114,823***	***119,892***	***84,299***	***319,014***	
		TOTAL SIG	***1,503,923***	***1,371,789***	***858,125***	***3,733,837***	
Other sources of income		Non-Core Instruction Tax Levy	715,714	590,071	396,335	*1,702,119*	
		Title 1 for Priority and Focus Schools	122,378	86,509	35,869	*244,756*	
		Other Title 1 allocations	695,303	581,071	402,386	*1,678,760*	
		TOTAL	***3,037,317***	***2,629,439***	***1,692,716***	***7,359,472***	