

ORIGINAL

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

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Log Number	Date Received

District (LEA)		LEA Beds Code	
New York City Department of Education		305100010051	
Lead Contact (First Name, Last Name)			
Mary Doyle			
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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
School For Democracy & Leadership			331700011533
Grade Levels Served by the Priority School Identified in this Application			School NCES #
6 -12			
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)
351			600 KINGSTON AVENUE, BROOKLYN NY 11203
School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation <input checked="" type="checkbox"/>	Closure <input type="checkbox"/>

Certification and Approval

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

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



A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

Budgeting: School-based budget for the Priority School is based on the FSF formula. The Priority School also receives additional funding through Title I allocations to support its goals as a struggling school. Funding follows each student to the Priority School that he or she attends

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

The current principal of School for Democracy and Leadership, James Olearchick, became an educator in the NYC public school system through the NYC Teaching Fellows Program described above.

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

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

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

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

Several district-wide training programs are also available for teacher leaders who work in low-achieving schools. First, the Lead Teacher program allows teachers to stay in the classroom

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

<http://schools.nyc.gov/AboutUs/leadershippathways/teacherleadership/default.htm>.

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

See attached chart.

E. External Partner Recruitment, Screening, and Matching

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

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

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

Major partners that will be providing services critical to the implementation of the school's plan are the Institute for Student Achievement and Counseling in Schools.

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 School of Democracy and Leadership, students with disabilities comprise 19% of the school's middle school population, about the same as the citywide middle school average.

Students in self-contained settings comprise 9% of the school's middle school population, 2 % points higher than the citywide middle school average. English Language Learners comprise 6% of the middle school population, 6% points lower than the citywide middle school average. Only 23% of the middle school students at the school are proficient in English Language Arts, putting the school in the bottom 29% citywide. Only 61% of the middle school students at the school are proficient in Mathematics, putting the school in the 64th percentile citywide. The average incoming proficiency (4th grade ELA/math) of the school's students is 2.64, which is 0.29 lower than the citywide middle school average. In School of Democracy and Leadership, students with disabilities comprise 16% of the high school population, 1% points higher than the citywide high school average. - English Language Learners comprise 3% of the school's high school population, 10% points lower than the citywide high school average. The average 8th grade ELA/math proficiency of the school's high school students is 2.51, which is 0.24 lower than the citywide high school average.

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.

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

A core goal of the New York City Department of Education (NYCDOE) is to support access to high quality schools for all students. The High School Admissions process streamlines a complicated task each year for approximately 75,000 families and 400 schools. The citywide process provides an opportunity for all students to select up to 12 choices from over 700 programs. Consistently over the past five years, more than 75% of students have received one of their top three high school choices.

Some high schools offer large zoned programs, which give priority to applicants who live in the geographic zoned area of the high school. Most high schools offer choice program options. Students and their families may choose these programs based on interest or ability. Each program maintains an admission method. Admissions methods are the various processes schools use to consider applicants for each program. Admissions methods provide a number of ways for families to access high quality programs, including auditions, academics, language proficiency (in programs that offer priority to ELLs), unscreened (random selection) and zone (priority based on home address).

Results of the 2013 High School Admissions process reflect that students with disabilities, ELLs, and students performing below proficiency¹ were matched to one of their top 5 choices at a higher rate than their non-disabled, English proficient, and proficient scoring peers.

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

¹ Students performing below proficiency are defined as those students scoring in the "low" category (bottom 16%) on the standardized reading tests.

additional weights to traditional high schools serving overage under-credited (OAUC) students. Providing schools with additional funding for AIS and OAUC further supports students that are performing below proficiency, and may also include ELLs and/or SWDs.

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

to consult with the district presidents' councils to identify concerns, trends, and policy issues, and it advises the Chancellor on NYCDOE policies.

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

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

ii. Consultation and Collaboration Form (Attachment A)

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

AGREEMENT

between

THE BOARD OF EDUCATION

of the

City School District

of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009

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

A. General Transfers

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

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

B. Hardship Transfers

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

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

C. Voluntary Teacher Exchange

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

D. Staffing New or Redesigned Schools⁹

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

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

⁹ The rights of teachers to staff the New Programs in District 79 are set forth in Appendix 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, excesses, and/or new hires. In performing its responsibilities, the Personnel Committee shall adhere to all relevant legal and contractual requirements including the hiring of personnel holding the appropriate credentials.

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

ARTICLE NINETEEN UNION ACTIVITIES, PRIVILEGES AND RESPONSIBILITIES

A. Restriction on Union Activities

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

B. Time for Union Representatives

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

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

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

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

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

2. SBM / SDM Teams

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

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

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

3. Staff Development

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

4. Waivers

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

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

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

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

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

B. School-Based Options

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

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

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

C. School Allocations

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

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

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

D. Students' Grades

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

E. Lesson Plan Format

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

F. Joint Efforts

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

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

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

G. Professional Support for New Teachers

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

SCHOOL ALLOCATION MEMORANDUM NO. 70, FY 13

DATE: October 18, 2012

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

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Priority and Focus School Allocations

ESEA Flexibility Waiver

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

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

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

The ESEA waiver grants flexibility in the following areas:

- 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

Spring 2012 - 2013 Network Directory

Section Bii Network Director

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

Network	Child's schools per borough/level	Vision Statement
<p>Network: N101 Bridges for Learning</p> <p>Leader: Marina Coffield Contact: mcoffield@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 5</p>	<p>JH//MS: 22 Secondary: 3 High School: 5</p> <p>Mission/Philosophy: We are a network of middle schools, secondary schools, and high schools spread across four boroughs. Our schools serve a broad diversity of communities, but they are unified in their progressive and innovative approaches to school improvement. Our principals are critical and creative thinkers who value opportunities to learn with and from one another to serve all their students more effectively.</p> <p>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.</p> <p>Special Expertise: Our team has deep expertise in the following areas:</p> <ul style="list-style-type: none"> - Budget, HR, procurement, and other operations areas - Data analysis / data-driven decisions - Understanding by Design - Supporting rich classroom discussion - Workshop model for reading/writing - CMP and other constructivist approaches to math - Co-planning / Co-teaching - Specialized instruction <p>Mission/Philosophy: What we stand for:</p> <ul style="list-style-type: none"> - Access for all - Continuous learning for children and adults - Community and inclusiveness - Assessment for genuine accountability and improvement - A "bottom-up" structure that provides schools the resources to accomplish their missions
<p>Network: N102</p> <p>Leader: Alison Sheehan Contact: asheehan3@schools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 16 Bronx: 1</p>	<p>Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8</p>

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: N103 Brand: Network for Sustainable Excellence</p> <p>Leader: Yuet M. Chu Contact: YChu@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p>	<p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p> <p>Mission/Philosophy: As one of the founding Empowerment and Children First networks, we embark on our 7th year as a learning organization that spans the K-12 spectrum from Yankee Stadium to Brownsville. We take pride in efficient, strategic support; sustaining effective practices; nurturing leaders; and leveraging connections across our schools to improve teaching and learning. We strive to continually expand our collective and individual capacities to create the results we aspire to as a whole group.</p> <p>Organizational Structure: As a stable team that has worked together for 5+ years, our "team especial" members know our schools intimately. New schools that join our network have traditionally been either "homegrown" from existing schools or have pre-existing connections to one of our schools. In addition to knowing each school's data, we work closely with staff members in addition to the principal to ensure our support aligns to each school's vision and current reality. We have frank conversations with our principals and together design support for their schools.</p> <p>Special Expertise: Our team has worked tirelessly to become expert in every area of school support. Our instructional coaches are deeply knowledgeable about backwards design, unit planning, lesson study, UDL, QTEL, SIOP, etc. Our YD and operations team has years of content expertise from former roles in schools, ISCs and regional offices.</p>
<p>Network: N104</p> <p>Leader: Tracey Collins, I.A. Contact: tcollins6@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p>	<p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p> <p>Mission/Philosophy: Our goal is to promote improved student performance by working with schools to support the whole student through the provision of academic and social emotional supports, common core aligned professional development, leadership coaching and leveraging relationships across schools and through partnerships with organizations that support teaching and learning.</p> <p>Organizational Structure: We are a large cross-functional network that offers tiered professional development, interventions and customized cycles of instructional and operational support to schools. We provide targeted support for English Language Learners, students with special needs and effective practices in middle school literacy.</p> <p>Special Expertise: We provide targeted support for English Language Learners, students with special needs and middle school literacy. In addition, we have established ongoing partnerships with universities to provide social work interns in our schools and social studies professional development through the American Museum of Natural History.</p>
<p>Network: N105 Brand: The Urban Assembly</p> <p>Leader: Jonathan Green Contact: JGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p>	<p>JH//MS: 5 Secondary: 5 High School: 11</p> <p>Mission/Philosophy: The Urban Assembly is dedicated to empowering underserved students by providing them with the academic and life skills necessary for college and career success. The network has a two-pronged strategic focus:</p> <ol style="list-style-type: none"> 1. The creation and support of high quality secondary schools that are open to all students. 2. The research and development of best practices that are disseminated throughout our network and the field of public education to positively benefit as many students as possible.

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Network Name	Current schools per borough/level	Vision Statement
<p>Network: N105 Brand: Network For Collaborative Innovation Leader: Cynal Kerr Contact: ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Secondary: 2 High School: 24</p> <p>Mission/Philosophy: Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> 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 ELI and Special Education, adult learning, managing resources and more. <p>Organizational Structure: Our support is organized around project managers who work with a small cohort of schools. Each achievement coach is not only a content expert, but also acts as liaison to the full team. Coaches pull in the expertise of all other achievement and administrative support as needed. We create smaller, interdisciplinary groups to address individual school issues synergistically.</p> <p>Special Expertise: CFN 106 includes early college, CTE, performing arts and international high schools, as well as several IZone schools. Partners include the International Network of Public High Schools, Institute for Student Achievement, and the Consortium. We have developed strong programs to support new schools and principals.</p> <p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>
<p>Network: N107 Brand: A Network of Dynamic Learning Communities Leader: Nancy Scala Contact: nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH//MS: 4 High School: 26</p>

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<p>Network: N108</p> <p>Leader: Lisa H. Pilaski Contact: LPilask@schools.nyc.gov</p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Elem: 6 Secondary: 1 High School: 20</p> <p>Mission/Philosophy: CFN 108 is a uniquely diverse network of elementary, secondary, comprehensive and transfer high schools across all five boroughs and ranging in size from under 150 to over 2000 students. Our mix of veteran and new school leaders shares with network team members a commitment to keeping achievement of all students at the center of our efforts. CFN 108 is a leader in advocating for fair and relevant accountability policies and practices for schools and students.</p> <p>Organizational Structure: The CFN 108 team comprises very experienced, proactive and responsive educators. The team is organized to provide relevant, individualized and highly effective leadership, instructional and operational support to our school communities through a coordinated, cross-functional approach. In addition to a liaison structure designed to streamline communications and support for individual schools, we also utilize flexible structures for prioritizing particular supports to specific schools at different points during the year.</p> <p>Special Expertise: CFN 108 offers expert coaching and support for implementing the citywide instructional expectations (particularly Common Core, UDL and Teacher Effectiveness), special education and ELL compliance, safety and attendance, academic policy, accountability, transportation, budget and human resources.</p> <p>Mission/Philosophy: CFN 109 is designed to integrate operational and instructional support for schools. The goal is to expand the philosophy of empowering the people who know schools best with as much decision-making authority as possible: principals, teachers and school staff.</p> <p>CFN 109's Shared Vision:</p> <ul style="list-style-type: none"> - Student Achievement - Youth Development - Strategic Operations - Capacity and Sustainability <p>Organizational Structure: Schools are supported with their areas of need instructionally based on all sources of data as well as specific need identified by the leader and the team through a Data Dig. This process is a collaborative effort to make coherent the school needs and support with the CLE and DOE initiatives.</p> <p>Special Expertise: The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
<p>Network: N109</p> <p>Brand: Building a Community of Collaborative Learners and Leaders</p> <p>Leader: Maria Quaii Contact: mquaii@schools.nyc.gov</p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH/I/MS: 4 K-8: 5</p>

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

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

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

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

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

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<p>Network: N210 RISE - Reaching Individual Schools Effectively</p> <p>Brand:</p> <p>Leader: Joanne Brucella Contact: jbrucel@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>ECE: 1 Elem: 10 JH//MS: 8 K-8: 9</p> <p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs.</p> <p>Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YP, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p>
<p>Network: N211 Your Source For Success</p> <p>Brand:</p> <p>Leader: Jean McKeon Contact: jimckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//MS: 10 K-8: 3 Secondary: 1 High School: 4</p> <p>Mission/Philosophy: CFN 211 is a network comprised of experienced educators dedicated to providing schools with the highest level of customized instructional and operational support. We are a diverse network supporting 30 schools, spanning grades PK-12, throughout 4 NYC boroughs. Our mission is to strengthen teacher practice and overall student achievement in each school we serve.</p> <p>Organizational Structure: The Network leader and Director of Operations, both former DOE principals, have the expertise and knowledge necessary in assisting principals in all areas of administration and instructional practice. Instructional/Achievement Coaches, individually assigned, provide onsite customized PD to meet the diverse goals of each school community. Our operational team has extensive experience in supporting and assisting administrators with daily operational needs.</p> <p>Special Expertise: Rigorous professional development is provided monthly to Principals, APs, Instructional Leads, ELLs, Special Education and Data Specialists to strengthen and support instructional practice and student achievement.</p>

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<p>Network: M401 Brand: Mobilizing Collective Capacity</p> <p>Leader: Roxan Marks Contact: rmarks@schooos.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>Elem: 13 JH/I/MS: 2 K-8: 7</p>	<p>Mission/Philosophy: The mission of Network 401 is Mobilizing Collective Capacity. We aim for excellence and provide high quality differentiated supports for schools in order to improve learning outcomes for all students. We aim to develop the expertise and effectiveness of staff as we mobilize and build capacity in our community to ensure that our support impacts student achievement and enhances teacher pedagogy. Our goal is to empower school leaders, teachers and staff to prepare and lead our students towards college and career readiness.</p> <p>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?"</p> <p>Special Expertise: We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (teaching the goal, applying learning to meet real-world challenges).</p> <p>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.</p> <p>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.</p> <p>Special Expertise: Being responsive, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>
<p>Network: M402</p> <p>Leader: Cristina Jimenez Contact: cjimenez5@schooos.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>JH/I/MS: 1 Secondary: 5 High School: 13</p>	<p>Mission/Philosophy: We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning.</p> <p>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.</p> <p>Special Expertise: Being responsive, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>

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

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Network		Current schools per borough/level		Vision Statement
Network: N405 Leader: Sandra Litrico Contact: slitric@schools.nyc.gov	Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7	ECE: 3 Elem: 21 JH//MS: 4 K-8: 5	<p>Mission/Philosophy: CFN 406 aims to provide differentiated support to our dynamic and innovative schools. By nurturing a collaborative learning community, we support data-driven instructional action plans that create meaningful changes, which accelerate student learning.</p> <p>Organizational Structure: We are partners with our schools and, as a network, we are fully committed to becoming the leading network in the city. We will provide our schools with courteous, reliable, and professional instructional and operational support.</p> <p>Special Expertise: We have a dynamic operational team, as well as knowledgeable instructional leaders, which includes experts in common core standards, universal design for learning, and other in-house school support systems.</p>	
Network: N407 Brand: Maverick Education Partnership Leader: Debra Lamb Contact: dlamb@schools.nyc.gov	Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11	Elem: 13 JH//MS: 4	<p>Mission/Philosophy: Education today needs Mavericks – people who approach common challenges in uncommon ways. Our network schools and network team share an unyielding focus on cultivating positive school communities where students and educators can thrive socially, emotionally, and, therefore, academically. Our vision for New York City's students is that they succeed both in school and in life. This is why we exist.</p> <p>Organizational Structure: Our network team serves as thought partners with our schools. We provide a broad range of high quality support for our network schools, e.g., leadership coaching, teacher development, resource management and development, student support services, and advocacy. Our dedicated network staff focuses on addressing the needs of special populations, early childhood, upper elementary school, and middle and high schools. We value the strengths of each school, and work thoughtfully and diligently for continuous school improvement.</p> <p>Special Expertise: We are experts in strategic planning, organizational learning and professional development, leadership coaching, resource management and development, talent management and development, instructional technology and virtual learning, data-driven decision-making, and creative partnerships and practices.</p>	
Network: N408 Leader: Lucius Young Contact: lyoung22@schools.nyc.gov	Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1	ECE: 1 Elem: 13 JH//MS: 1 K-8: 7 High School: 1	<p>Mission/Philosophy: Children's First Network 408, built on the tenets of developing professional learning communities, provides instructional and operational support to all schools. We place the academic success of the students we serve within our K-12 communities at the forefront of all decisions. We place a high value on professional development and we pride ourselves on building school capacity from within, as we believe instructional leaders to be the change agents in education.</p> <p>Organizational Structure: The network utilizes team members to work with school leaders and their constituents. The network team identifies trends and will craft targeted professional learning opportunities for school constituents to further advance the mission of each school. Using various forms of data and the latest research in adult development, team members will collaborate with each school to deepen the support to advance the teaching and learning of each affiliated site with the common goal of raising student achievement.</p> <p>Special Expertise: The network has successfully built a collaborative learning community. Colleagues are able to draw upon each others' successes as a means to support their own growth in creating excellent schools. New leaders are provided with learning opportunities in their early years to support their leadership growth.</p>	

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Network Information	Current schools per borough/level	Vision Statement	
Network: N409 Leader: Neal Opromalla Contact: noproma@schools.nyc.gov	Brooklyn: 26 Staten Island: 9	ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1	<p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CLEs.</p> <p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL Instruction and Compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>
Network: NA10 Brand: The ROCKS Leader: Atlagracia Santana Contact: Asantian2@schools.nyc.gov	Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1	ECE: 2 Elem: 16 JH//MS: 2 K-8: 3	<p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop Individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL Instruction and Compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>

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Network	Information	Current schools per borough/level	Vision Statement
<p>Network: N411</p> <p>Leader: Michael Alcoff Contact: malcoff@schools.nyc.gov</p>	<p>Making It Happen</p> <p>Brand: N412</p> <p>Leader: Daisy Concepcion Contact: DConcep@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15</p>	<p>JH/J/MS: 12 K-8: 1 Secondary: 3 High School: 12</p> <p>Mission/Philosophy: Effective schools have a strong instructional core, seamless operations, and comprehensive student support systems. We believe this is a direct result of strong principal leadership and are committed as a network to supporting the capacity of our school principals. When consistently and collaboratively engaged in reflective practice, effective principals foster great learning communities.</p> <p>Organizational Structure: Our professional development aligns to the belief system that students learn best by doing and thinking. Our instructional PD has a strong focus on Common Core-aligned unit design, daily lesson planning around rigorous tasks, the pedagogy to support student thinking around those tasks, and instructional strategies to allow entry points for all students. We also offer PD to build administrative capacity, the work of teacher teams, and student support systems that develop positive academic and personal behaviors among students.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - Supporting leaders of small schools in their instructional supervision and organizational capacity building. - Supporting teacher teams in their work looking at tasks, student work, and data to inform planning. - Common core aligned literacy and math curriculum and instruction for high school and middle school teachers. <p>Mission/Philosophy: Our mission is simple: to provide outstanding customer service in both instruction and operations so that schools become professional learning communities that develop students who are career and college ready. That is why we are recognized as an effective network. We believe in the Executive Coaching model and see ourselves as thought partners for principals in rolling out the CIE to fulfill the goal of having an effective teacher in every classroom delivering high-quality instruction to all students.</p> <p>Organizational Structure: The network is comprised of a cross-functional team of Achievement Coaches who have strengths in data and accountability systems and are also content area specialists. Each Achievement Coach is the primary liaison for a small group of schools. In order to meet the wide range of needs at each school, the Achievement Coach, in consultation with their principal, enlists the support of fellow network Achievement Coaches to provide an individual yet comprehensive approach to school service.</p> <p>Special Expertise: The network has been in the Teacher Effectiveness Program (Danielson) for two years. Some of our network schools are part of the citywide case study. We have been successful with grant writing and have many partnerships with universities.</p>

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<p>Network: N511 Brand: FH1360</p> <p>Leader: Jorge Izquierdo, I.A. Contact: jizquierdo@fh1360.org</p>	<p>Brooklyn: 6 Manhattan: 5 Queens: 3 Bronx: 8</p>	<p>Elem: 6 JH//MS: 11 K-8: 2 Secondary: 1 High School: 2</p> <p>Mission/Philosophy: FH1360 is committed to delivering high-quality instructional and organizational support. We believe each student deserves a rigorous education aligned to 21st century expectations for postsecondary readiness. We seek to enable schools to build systems responsive to students' academic/socio-emotional needs through the development of teacher teams and distributive leadership. Via peer-coaching, workshops, site visits, and partnerships, we collaborate with schools to establish effective leaders and pedagogical practices.</p> <p>Organizational Structure: We support school leadership and teachers through site visits to assess the learning environment. Site visits enable us to develop relationships and conversations with schools about student needs and effective modes of support. Instructional and leadership coaches review and discuss quantitative/qualitative data gathered through observations, conversations, analysis of student population, student work, and outcomes across content areas to determine the most holistic, yet individualized, approach to school improvement.</p> <p>Special Expertise: Through leadership development, we build the skills set of principals, assistant principals, and teacher leaders through coaching and workshops. Content area instructional coaches are experienced and well-versed in teaching SWDs and ELLs. We specialize in building teacher effectiveness through lab sites and peer-coaching.</p> <p>Mission/Philosophy: The CUNY SSO provides outstanding assistance to schools that share a commitment to preparing middle and high school students for success in college without remediation.</p> <p>Our schools:</p> <ul style="list-style-type: none"> - Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards. - Foster continuous teacher development driven by varied data sources and a research-based framework. - Achieve good standing on identified city and state metrics. <p>Organizational Structure: Our network support services are spearheaded by the assignment of a school support coordinator and achievement coach to each network school. The school support coordinator is a former school administrator who coordinates all aspects of school support to assist principals in achieving their goals and addressing challenges. These individuals, supported by the rest of the CUNY team, develop a school support plan in collaboration with the school leadership outlining the support the school expects during the course of the year.</p> <p>Special Expertise: The network has a history of establishing new schools in partnership with the New York City Department of Education and other partners with a focus on college preparedness. It has been able to successfully transfer this experience to existing middle and high schools that have joined the network.</p>
<p>Network: N521 Brand: CUNY</p> <p>Leader: Dennis Sanchez Contact: DSanchez@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH//MS: 3 Secondary: 6 High School: 9</p>



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Network Information	Current Schools per Borough/Level	Vision Statement
Network: NS31 Brand: CEI-PEA Leader: Joseph Blaize Contact: jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	<p>Mission/Philosophy: The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders.</p> <p>Organizational Structure: Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans.</p> <p>Special Expertise: Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.</p>
Network: NS32 Brand: CEI-PEA Leader: Ben Soccodato Contact: BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	
Network: NS33 Brand: CEI-PEA Leader: Nancy Ramos Contact: nramos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	
Network: NS34 Brand: CEI-PEA Leader: Ben Waxman Contact: BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	
Network: NS35 Brand: CEI-PEA Leader: Ellen Padva Contact: EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	
Network: NS36 Brand: CEI-PEA Leader: Bill Colavito / Gerard Beirne Contact: WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 5 Manhattan: 6 Queens: 4 Bronx: 9	

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

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Network	Current schools per borough/level	Mission Statement
<p>Network: NSO2</p> <p>Leader: Julia Bove Contact: JBove@schools.nyc.gov</p>	<p>Brooklyn: 32 Staten Island: 2</p> <p>ECE: 1 Elem: 16 JH/MS: 14 K-8: 3</p>	<p>Mission/Philosophy: We are a network committed to excellence in every aspect of the CFN initiative. The motto we have adopted this year is, "Professional Urgency." This motto has allowed us to transport our instructional focus of rigor and engagement through differentiation for all students to another level of commitment. Our instructional and operational teams provide customized service to meet instructional goals and all compliance mandates with a smile.</p> <p>Organizational Structure: Our instructional and operations staff work cross-functionally to address each and every school need in a timely, professional manner. This approach enables us to be both responsive to need and proactive in creating strategic plans to assist schools in fulfilling their goals.</p> <p>Special Expertise: Our multi-layered professional development approach is designed to support implementation of the CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>
<p>Network: NSO3</p> <p>Leader: Lawrence Pendergast Contact: LPendergast@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p> <p>JH/MS: 3 Secondary: 5 High School: 16</p>	<p>Mission/Philosophy: We are a network committed to excellence in every aspect of the CFN initiative. The motto we have adopted this year is, "Professional Urgency." This motto has allowed us to transport our instructional focus of rigor and engagement through differentiation for all students to another level of commitment. Our instructional and operational teams provide customized service to meet instructional goals and all compliance mandates with a smile.</p> <p>Organizational Structure: Our instructional and operations staff work cross-functionally to address each and every school need in a timely, professional manner. This approach enables us to be both responsive to need and proactive in creating strategic plans to assist schools in fulfilling their goals.</p> <p>Special Expertise: Our multi-layered professional development approach is designed to support implementation of the CIE and CCLS-aligned instruction at the school level. We develop cohorts of school teams through our Teacher Leadership Program, our ELA and Math Ambassador Program, Assistant Principal Institutes, and School Leadership Meetings.</p> <p>Mission/Philosophy: Specializing in high schools and middle schools, CFN 603 is at the forefront of the drive to improve College and Career Readiness. A team of passionate, dedicated professionals with extensive experience in supporting secondary schools as they engage the CCLS and teacher effectiveness, Team 603 strives to engage all stakeholders in the success of our students. At the core of our work is the belief that all decisions should be based on - and seek to improve - student outcomes.</p> <p>Organizational Structure: Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p>Special Expertise: Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N604</p> <p>Leader: Richard J. Gallo Contact: rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p>	<p>Elem: 19 JH//MS: 5 K-8: 2</p> <p>Mission/Philosophy: CFN 604 is committed to its enduring mission: <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. 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.</p>
<p>Network: N605</p> <p>Leader: Wendy Karp Contact: wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p>	<p>ECE: 1 Elem: 15 JH//MS: 3 K-8: 6 High School: 1</p> <p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready. 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.</p>

Spring 2012 - 2013 Network Directory

Network/Brand	Current school's per borough/level	Vision Statement
<p>Network: Brand: MGOS Making a Difference</p> <p>Leader: Contact: Patrina Palazzo ppalazzo@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 1</p> <p>Mission/Philosophy: CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our Pre-K-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.</p> <p>Organizational Structure: The CFN 606 team provides targeted proactive and day-to-day supports customized to meet the unique needs of each of our schools via onsite support, email, and phone. Located in 11 districts across four boroughs, collaboration across our great diversity of schools is one of our most powerful assets. Our professional learning series and instructional rounds facilitation ensure access to our vast expertise. Ranging from first year in a new school to 21 years, our principals' wisdom deepens our collective capacity.</p> <p>Special Expertise:</p> <ul style="list-style-type: none"> - CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework. - We supported school leaders in successfully opening/phasing in 14 new schools. - Our budget support is second-to-none, consistently exceeding NYCDOE expectations. <p>Mission/Philosophy: We strategically partner with our schools to develop the tools and supports that allow our schools to focus on what matters most: our students. We tailor our instructional and operational supports to schools' needs, and help them navigate the challenges of a rapidly changing environment. We have thoughtfully selected team members for each position who provide the most comprehensive support in instructional and operational areas, helping to move schools forward and to create and sustain exceptional learning environments.</p> <p>Organizational Structure: We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p>Special Expertise: Our network staff have decades of experience, including 4 former principals. Our Special Ed Achievement coach is a certified Wilson/Fundations trainer. We have two staff members that have been integrally involved in the Common Core Fellows effort. Our entire instructional team participated in the Teacher Effectiveness Pilot.</p>
<p>Network: Brand: MS07</p> <p>Leader: Contact: Elmer Myers emyers@schools.nyc.gov</p>	<p>Manhattan: 4 Queens: 1 Bronx: 24</p>	<p>ECE: 1 Elem: 22 JH//MS: 4 K-8: 2</p>

Spring 2012 - 2013 Network Directory

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

Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p>Network: M611</p> <p>Leader: Roberto Hernandez</p> <p>Contact: rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1</p> <p>Elem: 2 K-8: 5 Secondary: 6 High School: 14</p>	<p>Mission/Philosophy: CFN611 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p>Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE. Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p>Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p> <p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>
<p>Network: M512</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Neil</p> <p>Contact: mneil@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p> <p>Elem: 32 K-8: 1</p>	<p>Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p>Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p>Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

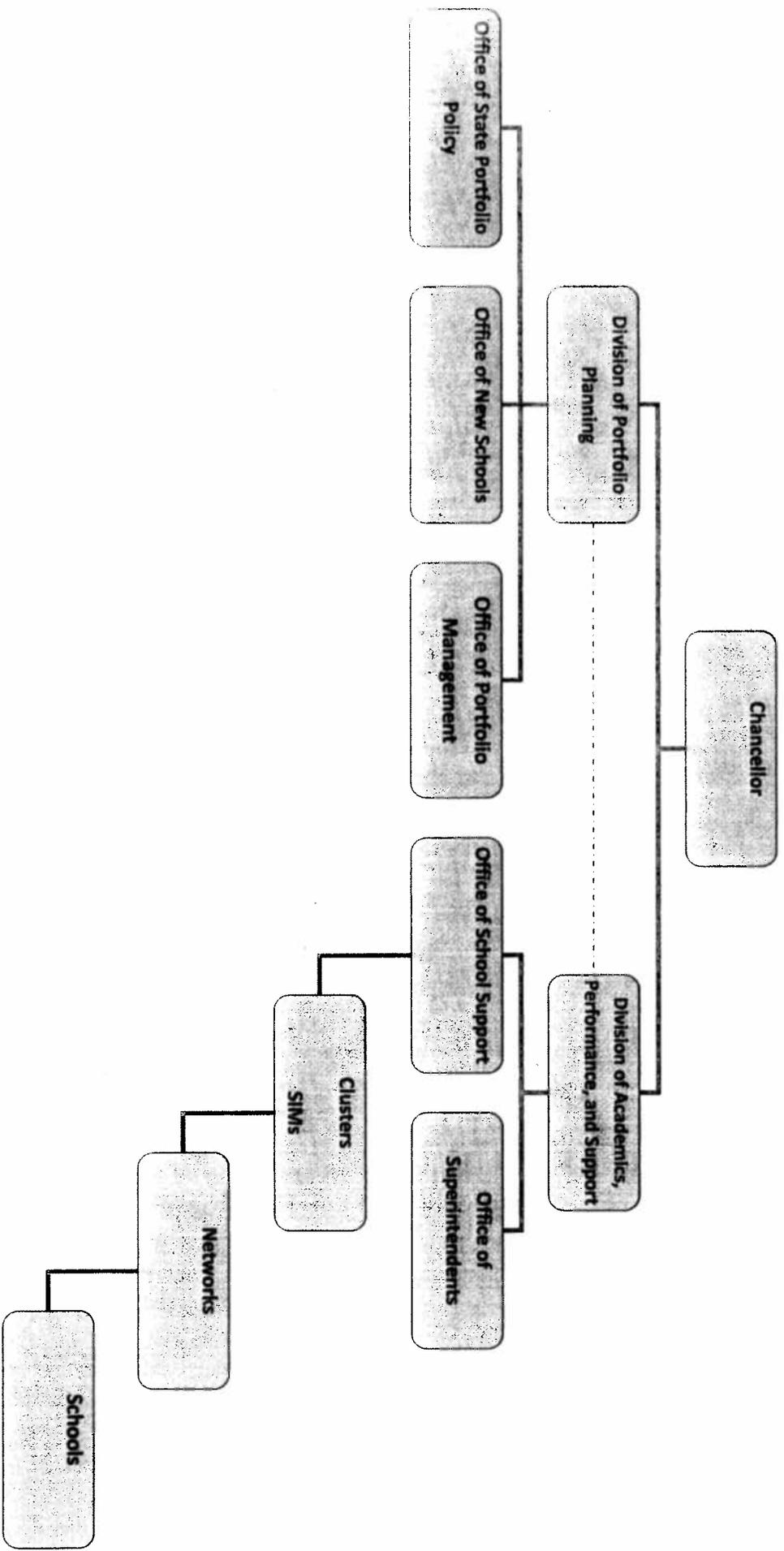
Spring 2012 - 2013 Network Directory

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

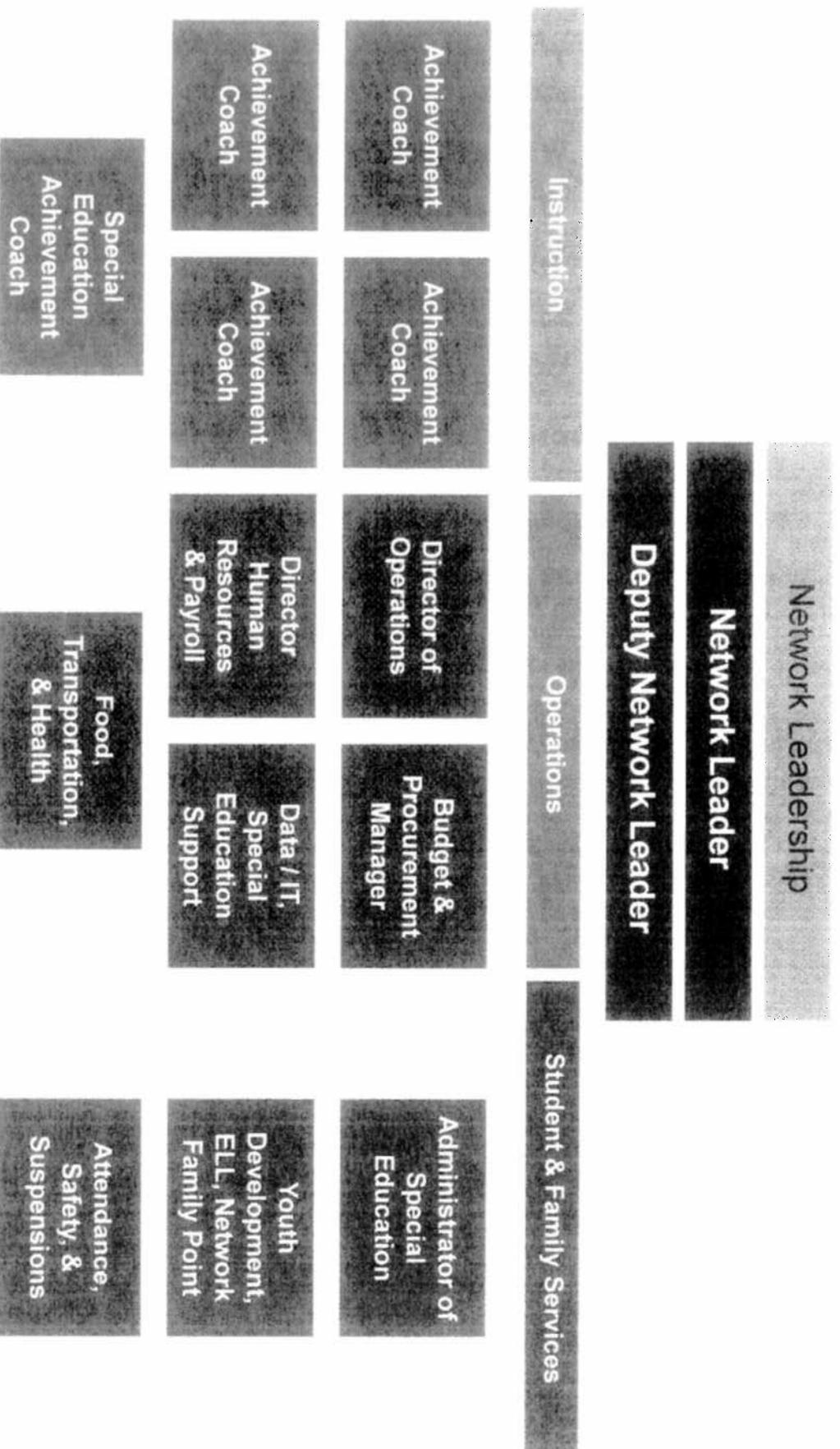
Spring 2012 - 2013 Network Directory

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

NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



Department of
Education
Dennis M. Walcott, Chancellor

Note: not all networks are configured the same way.

iii. Timeframe and persons responsible

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

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

Section D

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

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

A. School Overview

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

The School for Democracy and Leadership (SDL) is a grade 6-12 school in Crown Heights, Brooklyn. Founded in 2004 as part of the small school initiative, it currently shares its campus with four other schools. SDL's vision is to improve student learning through a shared set of beliefs that set high expectations about our ability to teach, learn, and succeed. Closely aligned to the vision, the mission of the school states:

The School for Democracy and Leadership is a 6-12 grade school working to cultivate leaders and learners who are agents of change and responsible citizens. Students will strengthen their own voices as they learn to hear and respond to the voices of others. SDL will emphasize high academic achievement, a rigorous college preparatory curriculum for every child, and a close connection to the larger community. Graduates will be confident leaders and critical thinkers whose academic accomplishments, ownership of their own learning, and sense of connection with the larger community will have empowered them to become meaningful participants in the world around them.

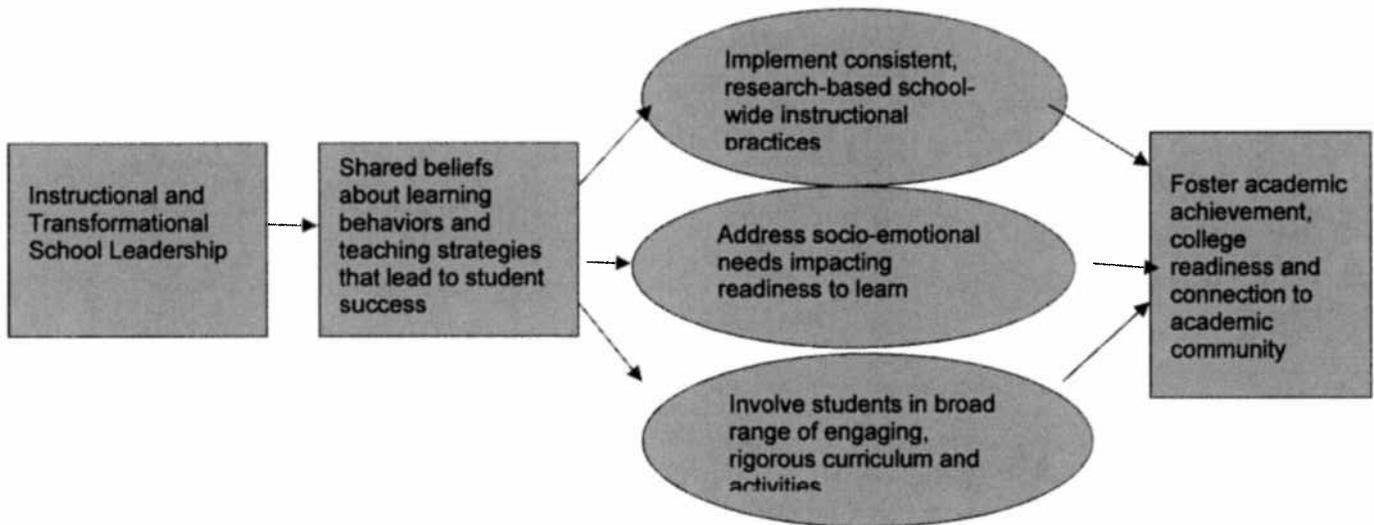
Since its inception, SDL has been a tight-knit community. It has consistently attracted teachers who are dedicated to social justice and to seeing our students succeed. Partly as a result of the school's team structure and small size, our teachers are deeply invested in the SDL students, forming close relationships with the adolescents and their families. We have always been a school that has fought for a better future for our students, even in difficult times. In fact, our relationships are the cornerstone of SDL and are the most visible attribute when you walk through the circular halls of our school. Our students and our families mean everything to us. This is why we continue to retain several of our founding staff members and why more than 20 of our 30 staff members have chosen to give up their weekends for a June planning retreat for the past two years. This is why our staff is often the last to leave the building. And this is why we are writing this grant. We have hit a rough patch and we recognize the need for assistance. We believe that with this grant, we can change the course that the school has found itself on in the last few years and fulfill its promises stated in the mission.

As a result of many factors—including lower City Progress Reports, declining enrollment, and lack of instructional supervision of staff—SDL is now faced with some incredible challenges. Our staff is stretched beyond its capacity. With the overall enrollment dwindling, we have been forced to shrink our staff, which has meant more teachers teaching multiple grades and content areas, and fewer people available to do tasks that are necessary regardless the size of the school—like test coordination and all-school events.

Our school is dedicated to helping struggling students build positive relationships with school and find their academic voice. Our declining population, however, has left us with such a high concentration of students with deep challenges that we are struggling to meet our vision. We have seen a significant spike in the number of students with disabilities, approximately 20% of all of our students now requiring special education services. We have also seen a marked rise in students who are recidivists in the juvenile detention systems or have been previously incarcerated. Many of our incoming 9th graders are also already identified as At-Risk students because they have been retained in previous years and are over-age or under-credited. Our school

would greatly benefit from more support in developing our capacity to meet these students' needs. We have noticed a cyclical relationship between classroom management and low academic rigor and student involvement. When teachers struggle to control the class, they rely on teacher-centered instruction, and when students are not challenged as learners, they act out. Our staff is very open to professional development, taking full advantage of what we are able to offer internally and with our dwindling budget, and requesting more support.

It is within this context that we have come to develop the goals of this plan. We believe that to fulfill our mission and meet our goals, we must enact transformational and instructional leadership, and develop and communicate a shared set of beliefs about learning behaviors and teaching strategies that lead to student success (Leithwood, 2013). Our theory of change is that if we 1) implement consistent, research-based, school-wide instructional practices, 2) address the socio-emotional needs impacting students' readiness to learn, and 3) involve students in a broader range of engaging and rigorous curriculum and activities; then we will be able to foster the academic achievement, college-readiness and connection to academia and the community for which our school's mission strives. This process is represented in the model at below.



To foster this change, as leaders, we must set direction for the school, develop personnel, redesign the organization and manage the instructional program (Belchetz & Leithwood, 2007; Leithwood, Harris, & Hopkins, 2008; Louis et al., 2010). An important element of setting direction for the school includes ensuring that we build a shared vision that creates high performance expectations, fosters group goals, and communicates the direction of the school, which will result in a set of shared beliefs about the ability to teach, learn, and succeed (Louis et al, 2010). These leadership practices have been established by research as necessary for successful school turnaround.

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

We believe implementing consistent, research-based, school-wide instructional practices will improve student learning through the following results: 1) we will meet more individual student needs, including our Special Education population, At-Risk students, over age/under credited students and other subpopulations; 2) the students will be more engaged; 3) curricula will better align to the Common Core; 4) teacher retention will increase; 5) students will develop higher

self-efficacy; 6) instruction will improve; 7) we will implement consistent routines and teaching strategies; and 8) teachers and students will develop higher expectations for themselves.

If we address the socio-emotional needs impacting students' readiness to learn, we believe: 1) students/families will trust the school more; 3) parent involvement will increase; 4) students will be more focused on academics; and 5) students' decision-making abilities will improve.

Furthermore, involving students in a broader range of engaging and rigorous curriculum and activities will improve student learning since: 1) there will be a higher motivation to learn; 2) student-to-student, student-to-staff, and school-to-community relationships will improve; 3) enrollment will increase; 4) students, teachers and families will be more satisfied with the school; and 5) students and staff will be more invested in SDL.

We also believe that these three core strategies will simultaneously have the following positive effects: 1) reduction in discipline issues; 2) an increase in attendance; 3) a higher graduation rate/reduced dropout rate; and 4) fewer hold overs. More pointedly, these three strategies will allow us to bring our school's mission to life. If successful, we truly will be cultivating "leaders...who are agents of change and responsible citizens." We will be able to offer all students an educational experience that is focused on "high academic achievement, a rigorous college preparatory curriculum...and a close connection to the larger community."

To implement this theory of action, we have created this three-year transformational plan. As a result of shrinking resources, we have found it difficult to offer all of the services, programs, supports and experiences that we want to bring to our staff, students and families. Our plan is quite straightforward. Aligning with several key partnerships who share similar progressive visions on education, we are looking to do the following:

1) Build teacher capacity on multiple levels. This includes content and pedagogical support, better social-emotional understanding and strategies, curricular assistance, and consistent and supportive supervision.

2) Address the multitude of needs in our dynamic student population. This includes designing more engaging offerings during and after school, delivering stronger curriculum that addresses the needs of all of our students, and supporting the students with increased social-emotional supports and services.

3) Provide breathing room and a space for teachers to grow by adding key supplementary positions. These positions will not only allow staff the time in their schedule to co-plan, meet with coaches and design new curriculum, but it will also allow many new initiatives to take wing as the staff will not be as stretched as thinly as it currently is.

4) Create a more engaging environment where students, staff and families want to be active members of the community. This includes not only increasing the supports but delivering new positive experiences that will ultimately lead to more academic investment and achievement.

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

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

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

We are committed to fostering academic achievement and commitment to school community in a population that comes to us with challenges outside of school and with negative prior experiences with school. A high percentage of our students comes to us over-age and under-credited or with experience in the juvenile justice system. This year, the student body includes a total of 351 students, with 79 middle school students and 269 high school students.

Grade	6	7	8	9	10	11	12	Total
Special Education (CTT)	5	3	1	14	14	11	11	59
Special Education (12:1:1)	3	2	2	3	1	0	1	12
Total Students	20	36	26	73	80	69	47	351

Students with disabilities

The school meets the needs of special education students by providing instruction through integrated co-team teaching, a self-contained middle school class, and a resource room. 20% of our students have been identified as needing additional support due to a disability.

Student Demographics

	Female	Male	Total
Black	146	162	308
Hispanic	16	17	33
Hawaii/ Pacific Islander/ Alaskan / Native American	0	4	4
White	1	2	3
Asian	1	2	3
Total Population	164	187	351

Males comprise 52% of the student body. Our students are mostly Black and Hispanic. The majority of students have West Indian roots, and many are first-generation immigrant students who began their education in their native countries. Specific information is not available on the percentage of students who would be first time college goers; however, from anecdotal evidence, many of the students will be the first in their family to attend college. At the end of the 2012 school year, the graduation rate was 66.6%, and the six-year graduation rate was 77.8%.

	Haitian Creole	Spanish	Fulani	French-Haitian Creole	French	Urdu	Total
Middle School	7	4	2				13
High School	12	12	1	2	1	1	29
Total	19	16	3	2	1	1	42

12% of our students are English Language Learners, most of whom speak Haitian-Creole or Spanish as a home language. We have one ELL teacher who provides services to those students.

Free and Reduced

Economic Status	Number of students	Percentage
Free Lunch	271	79%
Reduced Lunch	30	9%

Free and reduced lunch status reflects the socioeconomic status of families. 88% of our students are receiving free or reduced lunch, with most of the students qualifying for free lunch.

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

The school has participated in several reviews over the last three years, including a School Quality Review (QR) for the past three consecutive school years, an External School Curriculum Audit in Spring 2011, two years of Targeted Action Plans from CFN 106, several Network-led walkthroughs with strategic school partners, and teacher interviews conducted by a doctoral student from a university.

The QR process began with a school self-evaluation that was conducted by key stakeholders, including Grade Team Leaders, the Leadership Cabinet and the School Leadership Teams. For the last two years, this self-evaluation launched a self-reflection and evaluation of systems and initiatives. After the reviews, the same key stakeholders analyzed the results and recommendations of the review to revise goals for the remainder of the school year and beyond.

iv. Results from systematic school review

The feedback from these reviews is consistent. Key stakeholders triangulated and analyzed the feedback from these different sources, as well as quantitative data. As a result key recommendations surfaced. All three formal reports cite the school's strength in having a collaborative culture in which teachers regularly "collaborate on instruction and student learning." We hope to leverage this strength to address areas of need indicated in the reports.

The ESCA and both recent QRs gave similar recommendations around strengthening professional development. All three reviews have identified a lack of consistent shared routines, strategies and rigor across classrooms. In addition, the reviews noted that while the administration and teaching staff have made progress towards raising the level of rigor in the classroom, it is not evident in daily lessons across all rooms. Other key areas include strengthening support for students with special needs and improving literacy across the curriculum. The ESCA specifically cited lack of professional development around the teaching of reading, and stated that teachers who did receive this training "perceived it to be minimally helpful or not helpful." This need aligns to areas of identification for the state report card. Our outside consultant's synthesis of her interviews indicated that teachers, particularly teachers who took on leadership roles, named more job-embedded professional development as a key factor in their decision to remain at the school. Literacy and content teachers alike cited a need for more support working with students with low literacy levels.

The reports surface a need to improve our curriculum and assessment systems. The 2011 QR cited as a strength the school's decision to analyze and modify their mastery-project structure, and named as an area for improvement improving the mastery projects' rigor and alignment to curriculum. The 2012 QR also cited as an area for improvement "a rigorous curriculum that is aligned to the CCLS and that engages all learners in challenging tasks that require higher order thinking." The review specifically focused on improving the unit-culminating performance tasks: "The integration of mastery tasks is a promising practice; however, there was inconsistent evidence of rigorous, higher order thinking tasks across classes." This review also cited the need to "establish systems to align curricula with assessment so that instructional decisions can be revised based on student learning needs."

The last two QRs and ESCA also emphasized the need to improve social emotional support for students. The 2011-2012 review suggested that the school strengthen “the school’s culture and tone in ways that impact students’ academic success.” The ESCA cited “practices with respect to class climate, behavior plans, and regard for adolescent perspective are inconsistent, which may result in inconsistent student behavior.” This reflects a need to support teachers in managing difficult behaviors and building rapport, as well as a need to create more engaging and robust curriculum. Both these needs were also reflected in the school’s Learning Environment Survey, where the school scored below average in engagement and in safety and respect.

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

Synthesizing these reports, our leadership categorized areas of need as instruction, social services and school culture. Thus we developed our theory of action detailed above and a three-pronged strategy that begins to address each major area from the very start of the implementation of the grant. We believe that if we adopt clear strategies to address these three areas simultaneously, we will experience more effective results.

We recognize that improvement in these areas will not come with a quick fix and that the simple addition of resources will not create sustainable improvement. Therefore, as we developed this plan, we constantly returned to the idea that this plan must build our capacity and it must develop systems and curricular materials that will endure beyond the duration of the grant. For example, the plan lays out a three-year plan of support, coaching, curriculum and assessment writing from the Institute for Student Achievement (ISA) so that true improvement can be achieved and institutionalized. Similarly, our partnership with Counseling in School (CIS) not only provides immediate services to the students and their families, but it also includes direct support of teachers with classroom management professional development, direct coaching, and capacity growth for our discipline team.

We limited the number of partnerships to be able to focus on key relationships and initiatives. ISA, as a whole school reform partner, will provide significant support in our instruction. Our partnership with Creative School Services has already yielded promising curricular resources in instructional development in key teacher leaders; we look forward to building on this work. CIS will address the various social emotional needs of the students, build staff capacity, and support the development of sustainable systems. We have also planned to add several employees to help increase staff resiliency and motivation to address the cultural needs of the school. This will enable us to develop and revise systems proactively.

C. School Model and Rationale

i. Model rationale and key school design elements.

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

The school serves a high poverty population, and many students are recidivists in the juvenile detention system or have been incarcerated. In order to address our students' needs, we must address our goals of improving the delivery of instruction, providing a broader range of social and emotional needs of students and families, and fostering a more positive student experience.

The SIG grant builds on the school's current strengths. A key aspect of the organizational design is that the school operates with a team model, in which each grade has a group of 4-6 teachers that meet together on a weekly basis in common planning time (CPT). The team includes the core subject teachers as well as special education and elective teachers. Thus teachers share responsibility and strategize around students whose strengths and needs they know well. In addition, the current professional development model includes both whole group meetings and planning partners to develop curriculum. For the last year, the whole group professional development has focused on backwards design unit planning through the Understanding by Design (UbD) framework, and Common Core Learning Standards. In planning partners, teachers collaborated on units, including two CCLS-aligned units each.

We will work with partners to leverage current systems of collaboration around curriculum and students to address the identified needs. ISA will provide weekly coaching with core subject teachers that will be both ongoing and job-embedded. In addition, our literacy specialist from CSS will build on her work with teachers for the past two years to expand a research-skills class for ninth and tenth grades and to create common rubrics for writing. CIS will help to provide support to teachers in the area of classroom management, whole group professional development, grade team work on differentiated behavior intervention techniques and Educational Achievement Plans, and push-in classroom support services. These services will help to achieve alignment across the school with the current behavioral plans and expectations as well as provide new strategies for teachers who struggle with classroom management and student relationships. In order to facilitate the integration of these services into the current school culture, the school will hire a dean.

In order to further support the socio-emotional state of students and families that impact students' readiness to learn, CIS will also provide individual and family counseling, and facilitate a mentoring group for young men who are struggling to engage in school. The school will also hire a guidance counselor to support this programming in the school.

Finally, this plan will help to involve students in a broader range of academic and extracurricular activities. CIS will help the school to develop a student government that will increase student voice. Additional clubs and electives will create greater student engagement. ISA will provide the curriculum and coaching to execute a college readiness curriculum for ninth graders to help them to understand how to plan for college. Moreover, the school will hire a COSA who will create more enrichment opportunities, school-wide events and yearly traditions. By meeting the interests of the students, the school can enhance the learning environment and increase overall engagement in the school community.

By building on the current school capacity, the plan will allow us to truly transform the school as it will grow all stakeholders. It will help us to meet the three major areas of need that we have identified and create sustainable systems that will extend beyond the years of the grant.

ii. Process for model selection and stakeholder engagement.

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

D. School Leadership

i. Characteristics and core competencies sought for school principal

The critical competencies the principal needs to improve performance at School for Democracy and Leadership to improve student outcomes are those in 1) Curriculum and Instruction, 2) Personal Leadership and 3) Staff and Community.

Curriculum and Instruction - specifically the leader needs to build strong support to teachers in using effective instructional strategies to meet students' diverse learning needs. The leader needs to have deep knowledge of curriculum, instruction and assessment in order to design support systems for teacher learning.

Personal Leadership - the principal needs to embody stated values and goals to drive required change. The leader needs to develop strategic plans with effective solutions, so that the whole school is aligned to improvements. The principal will need to lead on the improvement of all teachers, mentoring early career teachers, challenging low performers and stimulating best performers.

Staff and Community – to support the instructional improvement goals, the principal needs to strengthen teams, improve classroom teaching through clear expectations, observation and coaching. Engaging the community, the principal will need both students and families to support the school's goals for improvement.

ii. Principal's biography

James Olearchik has been the interim acting Principal for School for Democracy and Leadership since August 2011. Before becoming the principal, James was the English Department Chairperson and a 9th Grade Team Leader. James received his school building license under the tenure of the former principal. During his internship the Principal went on a maternity leave and James serves on a teacher leader cabinet that supported the former AP to run the school. Since taking on the Principal role at SDL he has accomplished the following:

- Increased middle school math scores by 33% and literacy by 5% in one year
- Redesigned school-wide grading policy and Performance Task structure

- Oversaw the reorganization of detention and suspension programs, including the creation of a SAVE room, to better serve the highest need students
- Created a Leadership Cabinet in line with a distributed leadership model
- Perform informal and formal observations with staff, using Danielson framework, to grow staff capacity
- Collaborate with CAMBA and Brooklyn College to maintain and expand the school's Leading to College (College Now) program

When Jim started there was a culture of low expectations for students and teachers. There was not a culture of teacher observations or feedback. Enrollment and student achievement rates were at all-time lows. Because of the decrease in enrollment, Jim needed counsel out staff at the beginning of the year, including reducing to one assistant principal. He also needed to create a culture of high expectations - instituting accountability and support - for the staff. It can be a challenge to maintain morale and keep key staff, when the school has been labeled a priority school, with grades of D on the middle and high school NYCDOE progress reports, particularly while raising expectations and accountability for the staff. Early indicators demonstrate his capacity to transform the school. James was able to accomplish the following:

- Distributing leadership and providing support along with increased accountability, Jim has sustained staff buy-in and retained the entire teacher leadership team.
- The progress report grades jumped to B on the middle school progress report and C on the high school progress report.
- His March 2012 Quality Review that cited his leadership managing resources. Consequently, all students, both high and low achievers are offered opportunities to succeed academically and graduate with a high school diploma.
- Reviews data to monitor the progress of school initiatives and make adjustments. The Quality review cited several example of his ability to analyze data to make effective action plans that yield meaningful results. In noticing high-class pass rates, in both middle and high school, in which 65% of students' grades were based on two mastery projects per semester, the school identified that these projects were not scaffolded and did not have benchmarks so that many students failed the class at the last minute. Teachers now have benchmarks, and a weekly progress report is sent home so that both students and families are kept current, resulting in the ability to intervene and properly support student to pass requirements for the course.

Jim is exceptionally reflective, self-aware, and willing to learn. As a new principal he has:

- Sought out network support in creating systems for managing instruction and operations. He opted to participate in the teacher effectiveness training to improve his skills at teacher observations. He takes feedback from coaches as well as City and State reviews seriously, and has developed systems for involving key staff members in analyzing and planning around areas for improvement.
- Made tremendous progress on all the recommendations from the 2012 report. For example, the 2012 Quality Reviewer cited as an area for improvement: "The mastery projects are loosely aligned to curricula, without infusion of higher order thinking skills. As these comprise 65% of student grades, an unrealistic portrait of student achievement is given, severely impacting the ability to assess and improve both instructional and classroom practice." In 2013, the Quality review cited as strength the system that Jim put in for strengthening the mastery work: "school leaders have created time at least twice a week for teachers to meet during the school day, thus promoting opportunities for staff to collaborate and plan together. During teacher team meetings,

teachers work together to plan tasks and analyze student work and assessment data. As a result of collaborative planning, students are engaged in mastery performance tasks such as in Living Environment class where students designed an ecosystem which describes the relationships between the organisms within the ecosystem, made a hypothesis about the survival of the organisms based on a sample problem and devised a plan to reduce the effects of disturbance on the ecosystem. These effective decisions made by school leaders have resulted in increased engagement of students and increased opportunities for students to be immersed in meaningful work."

Please see Attachment K for Principal Resume.

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

SDL's administration works as a team. Under the current model there are two administrators; however, to meet the needs of the school effectively, as outlined in this grant, it is essential that the school employ an additional administrator. Prior to a budget loss when the current leadership took over the school, SDL was most successful when it had three administrators.

While we believe deeply in the small school model it brings with it many challenges. In a small school, to compensate for lack of staffing, the administrators must be efficient, well versed in all of the ever-changing policies and procedures, and they must work cohesively as a unit to support the school as a whole towards its goals. The administration will divide responsibilities in order to ensure expertise and effective outcomes. The proposed Assistant Principal of Instruction (API) will work closely with the principal as an instructional leader. The API will focus on overseeing all Special Education needs and compliance, supervision of the Special Education department, supervision of the Math department, supervision of the English Language Learners, and assist in the new teacher evaluation system. This assistant principal will also supplement the work of coaches in developing new rigorous curriculum. In partnership with the principal, the API will help execute the schedule for the new teacher observation and evaluation system, ensuring that observational data and feedback is aligned to the Danielson framework.

The Assistant Principal of Operations (APO) will focus on day-to-day operations so that the API and the Principal can focus on supporting instructional staff. The APO will oversee discipline to ensure safety in the building by focusing on preventative measures. The APO will also oversee the guidance and social work departments, the COSA and the partnership with CIS to ensure a positive and cohesive school climate that meets the social emotional needs of our students. This will also include supervision of after school enrichment with our existing partners, FYI and CAMBA, Build On, CORO Exploring Leadership, Global Glimpse and the NARRS Foundation.

The APO will manage the budget, procurement, per session, staff and student attendance, programming, academic progress monitoring, promotion, building scanning, data systems, grading systems, test coordination, the physical plant, technology, the school calendar, school aides, family/community outreach, the Parent Coordinator, Pupil Personal Team, Grade Team Leaders, secretary, campus shared staff, recruitment, HS and College application process, orientations, uniforms and compliance.

Working closely with the DOE's existing Cluster and Network Teams that support all schools, the School Implementation Manager serves as the project manager ensuring that schools and

networks receive appropriate guidance, technical assistance, and coaching in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. Among other responsibilities, the SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in schools undertaking the intervention models, and are responsible for meeting federal reporting requirements related to schools' interim and summative performance.

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

The current leadership team is the third administration since the school's inception in 2004. Both the principal and the current APO came directly from the classroom in the summer of 2011. The principal had a total of seven years of teaching experience, including two years at SDL; the APO had a total of eight years of teaching experience, seven of which were at SDL. During their years teaching at SDL, both played many different leadership roles, including Grade Team Leaders, Department Chairs, Programmer, and Event Coordinators. They also served on the Interim Acting Leadership Team when the principal went on family care leave.

The school's data reflects a need for an unwavering focus on instruction, evident in the decline in credit accumulation, graduation rates, enrollment, and pass rates, as well as the increase in discipline issues prior to this administration's takeover of the school. The administrators chose to divide responsibilities in order to create an instructional leadership role. The principal focuses on instruction and building teacher capacity while the APO focuses on operational and cultural functions as well as discipline. After their first year as school leaders, there were significant areas of improvement in academic achievement and safety, supporting the continuation of the leadership model into the current year.

Just as the two administrators have shared duties amongst one another, they have shared many other responsibilities with various teams. The majority of responsibilities are shared between the Grade Team Leaders and the Leadership Cabinet. Grade Team Leaders communicate and manage operational, cultural and instructional initiatives at the grade level. They meet once a week with the administration to review student data, create action plans for operational or cultural issues, and monitor the overall grade team's work, and then run weekly grade-level meetings. The Leadership Cabinet consists of key teachers, support staff (dean, guidance counselor, social worker) and our community-based organization CAMBA.

Cabinet members meet twice monthly and assist in the overall running of the school. While each Cabinet member is assigned to a subcommittee (Culture, Instruction, Operations, and Guidance), work load is shared amongst all members. Both Grade Team Leaders and Leadership Cabinet members are chosen through an application process.

The principal ensures buy-in to school initiatives by giving the leadership teams genuine voice and responsibility in planning. Both the Grade Team Leaders and the Leadership Cabinet regularly analyze data, generate priorities, propose solutions, and develop plans to supplement or revise our current initiatives. For this SIG grant application, a grant writing committee was formed to develop a general framework for the grant which was presented to key stakeholders. A final version of the grant was developed by a smaller team and was shared with the school leadership teams, who are highly invested and energized by the possibility of engaging in this transformation.

When selecting Grade Team Leaders and Leadership Cabinet members, we look for people with varied opinions and outlooks. We believe that a variety of voices helps the decision making process. With this in mind, it was expected that some members of the leadership teams would voice concerns about the way to help turn around the school. There are also members of both teams who have been with the school since its inception in 2004. They have seen many initiatives (and administrations) come and go, and they have naturally grown a bit skeptical of new plans. In order to overcome any obstacles or barriers to buy-in, the administration solicited feedback and incorporated suggestions throughout the grant writing process. We focused on articulating a clear theory of action that clearly stated their beliefs and intended results that were grounded in current research and data. Finally, the administration has committed to a regular cycle of review of the effectiveness of the grant with the assistance of both leadership teams. This commitment to self-reflection and any necessary modifications will ensure buy-in.

E. Instructional Staff

i. Current school staff overview and changes needed for model

Our staff would greatly benefit from an infusion of support in pedagogy and curriculum development. Our last two QRs have both cited developing pedagogy aligned with a shared instructional vision as a key area for improvement. This matches with data we have collected in our Danielson-aligned observations, as well as six instructional walkthroughs we have conducted with our network team and NYCDOE teacher effectiveness coaches. We have identified some instructional leaders, approximately a third of our school. Our walkthrough's reflect that these teachers use effectiveness in questioning and discussion technique and higher-order thinking classroom tasks. The other two thirds require extensive support in student-centered classes that foster higher order thinking.

Our staff is invested in the school's instructional vision, and care deeply about students. They have a deep knowledge of the student body and communicate with students regularly. They are flexible and responsive. They also communicate with families regularly and maintain detailed records about their students. They are professional and work as a community to grow to support students' social development. Our QR cited as strengths teachers' commitment to knowing students well and communicating regularly with parents.

Our staff has demonstrated openness to incorporating outside support and willingness to collaborate on developing school-wide curriculum. The staff as a whole is committed to the school's mission and shared vision on how students learn. In the anonymous interviews with the consultant as well as conversations with the school leadership, the staff has asked for additional coaching support; they are eager to grow and implement strategies and techniques that will improve their delivery of instruction in order to meet the individual needs of students. In the consultant interview, the instructional leaders cited increased professional development as a key driver that would increase their longevity at the school. Walkthroughs reflected that teachers who had the opportunity to work with our CSS coach this year incorporated her suggestions and made progress on the Danielson framework.

Our school currently has a promising practice in which all teachers collaborate extensively around curriculum planning and supporting students. We have opted for a multiple-session

schedule and extended time to allow more professional development and collaboration. Grade Teams meet weekly to discuss and manage the entire grade team as well as individual student needs. Teachers also meet at least weekly in Planning Partners to develop unit plans culminating in performance tasks, and to analyze the resulting student work. Our most recent city Quality Review cited the grade team and Planning Partner time as a strength that resulted in increased teacher leadership and collaboration. Key teachers have also worked with a consultant from CSS to develop curriculum and improve their instruction. These teachers have built their capacity in giving students higher-order thinking tasks, particularly ones that require them to analyze a text. Several of these teachers were cited in our most recent Quality Review for their ability to promote higher-order thinking. In collaboration with the consultant, teachers developed a research class that was piloted with 10th graders. Teacher leaders in other departments have requested content-area support.

Qualitative and quantitative change is needed for the school's instructional staff so that the school can achieve its theory of action. Two-thirds of the instructional staff need support in a combination of classroom management, planning and preparation, and instruction. In preparation for the implementation of the transformation model the school has begun to develop a partnership to support the staff in improving classroom management through the use of the resiliency framework. This partnership with CIS will help staff to learn the framework and to develop more positive relationships with students. The school is also nurturing a relationship with ISA, whose team of coaches will provide instructional staff with support around designing coherent curriculum and assessments, school-wide strategies, and bringing to life the shared set of beliefs about learning behaviors and teaching strategies that lead to student success.

While we believe our current instructional staff provides a solid basis for enacting changes necessary to move us toward our goals, we think that in order to have the capacity to meet our instructional goals we will need to add a few key staff positions as well as make changes to the school programming and some of the team structures.

In order to build on our promising practice of developing curriculum and looking at student work in grade teams, we need to modify the schedule in order to allow teachers to benefit from instructional support from our partners. Planning Partner meetings will be scheduled to align with the ISA content coaches. The additional staff proposed in this plan will let us dedicate more teachers' professional duties to meeting with ISA coaches to build their capacity.

Modifications to the schedule will also enable us to increase offerings to meet the needs of individual students. We will extend learning time by incorporating credited research courses in 9th and 10th grade and electives into the schedule to replace our non-credit-bearing advisory. The literacy coach will also support teachers in developing academic electives for the middle school and for upperclassmen. Advisory will continue in a modified format.

The API will be instrumental to supporting our goal of improving the delivery of instruction to meet the needs of individual students. See Section D iii for specific details. The addition of a dean will enable us to strengthen the school culture in a sustainable way. In the first year, the dean will work closely with the CIS counselors to further their own capacity to de-escalate conflict, promote strong decision-making, and develop a clear school-wide system for discipline. In the second and third years, s/he will also learn strategies for coaching teachers in promoting

classroom management, de-escalating conflicts and furthering communication with students. In this way, we will build lasting systems and the capacity to train and support teachers in implementing progressive, responsive management in their classes.

A second guidance counselor focused on students' transitions will support our goals of addressing a larger range of student and family social and emotional issues, creating positive student experiences, and meeting the academic needs of individual students. Our guidance counselor will work closely with students to develop goals and ensure that they avail themselves of opportunities at SDL and have a clear plan for next steps. An increase in our guidance department will help us to increase our community outreach and recruitment efforts. This will help our enrollment and make this plan even more sustainable. SDL's enrollment dropped substantially the year before we took over the school. This has limited our ability to offer a breadth of classes for our students. In addition to supporting our students' transition processes to high school, college and other post-secondary opportunities, our guidance counselor will focus on recruiting students who would benefit from the SDL environment in the middle and high school grades. Dedicating a guidance counselor to these transitions will enable the other guidance counselor to focus exclusively on students' needs within SDL, such as attendance, mediation, and counseling for students facing challenges and are not regularly enrolled in mandated counseling, and supporting mid-year transitions with particular attention to students transferring from incarceration facilities and other challenging situations. This will enable us to develop clear, pro-active systems for attendance, mediation, counseling for students with new needs, and welcoming transfers.

Finally, the addition of a COSA will help us to involve students in a broader range of engaging curricular and extracurricular activities. Currently, the teaching and support staff are stretched so far in their responsibilities that many do not have the time or resources dedicated to creating more positive cultural experiences, such as the Honors Program, annual grade traditions, dances, community events, special field trips, guest speakers, mentoring programs, fundraisers, clubs and other activities. The addition of the COSA will not only create more activities for the students but it will also help to increase the sustainability of this plan; as the school's reputation and offerings grow, so too will the enrollment.

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

In order to be effective in the role defined in Section D iii, the API will need to demonstrate the ability to coach teachers using the Danielson framework. S/he will need to be effective analyzing tasks for rigor and alignment to the CCLS, and looking at student work and data for evidence of growth. The API should have experience working with ELLs and students with special needs. S/he will need to be highly collaborative and receptive to coaching.

In order to be effective, the dean will need to have a progressive and supportive philosophy to working with student discipline and demonstrate a strong work ethic and deep commitment to students. In order to be effective in the role described above, the COSA will need to be highly creative and organized. S/he will need to demonstrate project management ability and coordination of events with multiple partners. S/he will need extensive experience with secondary students, and a demonstrated track record working effectively with parents.

The additional guidance counselor will be leading the post-secondary planning, college application and enrollment process, as well as recruitment. This position requires demonstrated knowledge of the transcript maintenance and college application process, as well as other post-secondary options. It requires strong communication skills and abilities to build partnerships with NYC DOE schools, colleges and universities. S/he must be effective mediating conflicts and counseling struggling students.

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

We have involved staff in developing the high-level goals as well as the specific implementation plan for this grant (see section D iv). Because current staff participated in analyzing the schools' needs, and key staff contributed to the proposal, the staff is already familiar with the big ideas. In our distributed leadership model, grade team leaders communicate and implement initiatives. When the grant has been awarded, we will introduce the model to the whole staff in the opening days, with in-depth workshops in team meetings.

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

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

F. Partnerships

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

Since the school was reconstituted in 2004, we have had an ongoing partnership with CAMBA, whose role has changed over the years. Currently, the nonprofit organization provides the school with three main services, an adolescent literacy program that works with 6th graders, an Access to Careers (ATC) program for 9th graders, and a Leading to College (LTC) program for tenth through twelfth graders. Their programming includes academic and socio-emotional support for struggling students, enrichment for advanced students, and job skills training.

Also, we have an existing partnership with CSS that has provided the school with one Common Core literacy coach who has worked with a number of teachers over the past two years. She has been well received by the staff and has supported instruction in various classrooms. She developed a tenth grade research course in collaboration with teachers, which proved a promising literacy curriculum as well as an effective professional development vehicle on literacy strategies, backwards design, and the Common Core. She will build on this work

developing a differentiated, two-year research course, and supporting teachers in developing engaging, rigorous electives. (See Section H)

We have selected two additional partners to support the transformation model. We had extensive planning conversations with both of them and considered a range of other options. We chose ISA for their alignment to our transformation goals and their proven track record with similar schools (see attachment C). In our conversations and their school walkthrough and debrief session, ISA demonstrated a coherent, concrete vision helping our community engage and challenge At-Risk students. ISA will provide content as well as leadership and school coaching. ISA will also provide the school with a college access and readiness program that will be implemented into elective programming. This organization should help to improve our delivery of instruction and to create a more positive student experience. (See Section H).

We chose CIS for their emphasis on building teacher capacity in classroom management, as well as their range of proven strategies for providing socio-emotional support directly to students and families (see attachment C). Their services will help to align behavioral expectations across the school and provide new strategies for teachers who struggle with classroom management and student relationships. CIS will also provide individual, group and family counseling. (See Section H)

ii. Evidence of Partner Effectiveness Chart (Attachment C)

iii. Partner accountability

The school will convene all partners in September to articulate the specific and measurable goals of each partner and establish systems for evaluation. For ongoing monitoring of services, after any professional development, partners will complete a basic exit evaluation slip for review by the partners and the administration. All ISA and CIS coaches will submit monthly logs to the principal, reporting on their actions and results. After each coaching session, partners will email the principal a synopsis on whom they coached and what topic was discussed. Quarterly walkthroughs will enable us to norm and monitor impact on instruction. (See section H iv, DDI)

Every six to eight weeks, lead representatives from all partners will meet with the administration to give updates on the progress of their individual work and make any necessary modifications. At the end of each semester, all partners will again convene to report to the whole group on progress, indicators of success, concerns and next steps.

If concerns arise about coaches or practices during the implementation of the plan, the principal will reach out to partnership leaders to discuss concerns. The school will allow for up to three modifications of the original plan before an intervention/planning meeting will be held to discuss the viability of the partnership. Should it prove to be an unsuccessful partnership, the school will research other partnerships and apply for a modification to the plan; this will not happen before six months of work has occurred.

G. Organizational Plan

i. Organizational chart See Organizational chart, Attachment G

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

Reorganization at SDL is a priority and begins from the top-down for the 2013-14 academic school year. The principal remains both the instructional and operational leader of the school and will oversee both the APO and the API. All three administrators will remain in constant communication with each other and both assistant principals will serve as the primary liaisons and support staff for the faculty and support staff at SDL.

While the principal will have a very active role in the design, implementation and evaluation of instruction at SDL, the API will focus on oversight of all Special Education needs and compliance, supervision of the Special Education department, supervision of the Math department, supervision of the English Language Learners, and assistance in the new teacher evaluation system. The API will also supplement the work of all coaches in developing new rigorous curriculum. In partnership with the principal, the API will help execute the schedule for the new teacher observation and evaluation system, ensuring that observational data and feedback is aligned to the Danielson framework. The Principal and the API will also be charged with holding monthly Department Chair meetings to ensure coherence on school-wide strategies and to include faculty's voice in the decision-making processes.

The APO will be the primary overseer of the daily functioning of the school. She will oversee a Discipline and Culture Team comprised of the dean, guidance department, COSA and Pupil Personnel Team to ensure that all invested parties are optimally functioning in unison to improve the school culture and climate at SDL. The school will continue with its Grade Team Leader and Leadership Cabinet structure. (See Section D iv for more details).

iii. Annual professional performance review (APPR) process

When the current administration took over the school, there was not a culture of teacher observation and feedback. The administration developed procedures for implementing both formal and informal observations without the second AP position. In the 2012-2013, the majority of all observations were completed by the principal. In the summer of 2012, the school identified key elements of the Danielson framework as its focus for the school year. In September 2012, staff members spent time examining these selected competencies, selecting two in which they wanted to grow, and rating themselves in those areas. The principal then met with the teachers about these competencies in the first six weeks of school and together they developed personal professional goals for each teacher. Throughout the first half of the year, the principal then focused on these individual goals as part of his ongoing informal observation cycle: a 10-20 minute classroom visit, a quick discussion with the teacher before the end of that day, followed up by a short email with next steps. Whenever possible and relevant, the focus of the informal observation would be on the competency that the teacher had selected in September.

For formal observations, the principal introduced the school's expectations in a group pre-observation conference. In addition, all teachers were given the opportunity to have an individual conference prior to their observation to review lesson plans and get support. Observations were followed by a post conference and written formal observation.

This fall 2012-2013, the school's network offered the principal an opportunity to participate in the DOE Teacher Effectiveness program. The principal attended a training session on the Danielson framework and then was visited for two four-hour training sessions to practice using

Danielson in preparation for the new teacher evaluation system. This spring, the principal and AP are engaging in six additional hours of job-embedded training.

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

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

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

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

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

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

H. Educational Plan

i. Curriculum.

Context: Our school currently uses almost exclusively teacher-developed curriculum. Feedback from our reviews, and the adoption of the CCLS and the instructional shifts, demonstrate the need for prioritizing the development and adoption of quality curriculum. The school has purchased a new NYCDOE-approved ELA and Math curriculum for the middle school (Scholastic Codex and Connected Math). The activities in this grant will enable us to strengthen our teacher-created curriculum. We believe that pedagogy, curriculum and assessment are interconnected and can best be supported through iterative analysis, so all the curricular initiatives below are complemented with instructional support by the same organizations as described in subsection ii below.

Curricular Outcomes:

- 100% of teachers will write and revise six units culminating in performance tasks aligned to key Common Core and NYS standards.
- 100% of teachers will use data to inform and revise their curriculum as evidenced by minutes from weekly planning partners meetings, revised unit plans and assessments, and instructional plans for struggling students
- 95% of classes will have pass rates of 80% or higher.

Curricular Evaluation:

Our Curriculum evaluation complements our Instructional evaluation (described in subsection ii). The administration will collect and review each of the CCLS-aligned units and assessments. Coaches will create action plans and monthly logs for each teacher, and these will be reviewed by the administration. In the monthly meetings of coaches and the administration to ensure that progress is being made in desired areas, we will analyze teachers' progress in designing curriculum, as well as student pass rates and assessment data. (See subsection iv DDI)

Curricular Initiatives:

Content-area Curriculum and Assessment Development from 4 ISA Content-Coaches

ISA coaches will assist in the development of assessments and performance tasks by using backwards planning to revise existing assessments and design new ones; discussing and developing multiple forms of assessment; developing assessments aligned to the CCLS; developing/adapting/adopting and using rubrics, and organizing scoring conferences.

Key Personnel/Resources: ISA coaches; all content teachers; release and professional duty time

Weekend Planning Sessions

While the school will continue to build Planning Partners into the teachers' schedule, there will be a need for extra planning time. This practice was piloted in the last two years as a "Mastery Task Clinic," in which teachers revised draft performance tasks with coaches' and network team support. Quarterly Weekend Planning Sessions will continue this format, providing teachers with

administrative, Network and coaching support to plan their CCLS-aligned units and assessments. At least 60% of teachers will participate in at least one Weekend Planning Session.

Key Personnel/Resources: Administration, teachers, network staff; per session funds

Development of 9th and 10th Grade Research Courses

The CSS Literacy/Curriculum coach will develop and implement 9th and 10th grade Global History Research electives. These courses will build literacy, research and writing skills of all 9th and 10th graders—including students with special needs and ELLs—through the lens of the Global History curriculum. Units will be planned using the UbD Framework to align to the CCSS; integrating literacy strategies to both support and extend student comprehension and thinking; developing academic language; integrating consistent instructional practices; and using consistent assessment and checks for understanding. We will build on the work we did this year initiating a research course to further our key goals. Struggling students will get the literacy support they need to succeed in ELA and social studies classes. Students will have the opportunity to develop an extensive research paper, a key factor to college readiness. This authentic product will also cultivate student voice and pride. The administration will monitor the creation of this curriculum. A benchmark assessment will be created and administered in September, January and June to monitor student progress.

Key Personnel/Resources: CSS Coach, all 9th/10th grade ELA/SS teachers; release time

Adoption of ISA's college access/readiness program

In order to better prepare students for college and career readiness, we will adopt ISA's four-year program College Road curriculum, which explores the topics of Mapping the College Landscape, College Application Process, Paying for College and Exploring Careers. This program will be piloted with the incoming 9th graders. We will supplement this curriculum with events throughout the year, such as a career and career fair.

Key Personnel/Resources: 9th grade teaching team, guidance counselors, COSA, and the ISA coach. OTPS to support college and career events

ii. Instruction

Context: We believe that instructional coaching should begin with student learning goals to identify and support teaching practices to foster those goals. Our instructional coaches are all involved in curriculum and assessment development. Looking at this curriculum, and the resulting student work, will ground their instructional coaching.

Instruction Outcomes:

- 100% of all teachers will adopt common instructional strategies
- 100% of teachers will use data to inform and revise their instruction as evidenced by minutes from weekly planning partners meetings, revised unit plans and assessments, and instructional plans for struggling students
- 90% of teachers will be rated developing or higher on the Danielson rubric.
- 50% of teachers will be rated effective or higher on the Danielson rubric. This reflects a shift of one rubric level.
- The pass rate will increase to 80%. The pass rate of special education students will increase to 70%.

Instruction Evaluation Strategy:

An ISA coach, the principal, and APs will conduct quarterly walkthroughs to norm on the Danielson rubric and to discuss trends, evidence of literacy strategies and instructional next steps. The principal and API will conduct regular cycles of observations and record ratings on Danielson per the APPR agreement. In the monthly meetings of coaches and the admin to ensure that progress is being made in desired areas, we will analyze data from Danielson observations to monitor progress and note areas of strength and areas of need. This instructional evaluation strategy complements our curriculum evaluation strategy described above.

Instruction Initiatives

Creative School Services Professional Development

We found last year that the process of planning a research-skills curriculum served as an effective vehicle for professional development for the involved teachers on the related literacy shifts. The sessions with our CSS consultant will include disciplinary literacy strategies including language work, discussion and questioning, close reading/analysis of texts (visual and written), information/explanatory and argument writing, and research skills. The coach will also help create lesson plans, facilitate inter-visitations, and prepare teachers to present instructional practices at whole staff PD sessions.

Key Personnel/Resources: CSS Coach, all 9th/10th grade ELA/SS teachers; release time

Content Area Professional Development from 4 ISA Coaches

In combination with the services detailed in the “Curriculum” section above, ISA coaches will provide instructional coaching for individual teachers in the content areas. They will observe teachers in their classes and then work together in a debrief session. Through this system, coaches and teachers will work on integrating school-wide literacy practices into lesson plans, teacher assignments, and assessment tasks; revising/creating new lesson plans to integrate literacy strategies effectively; and implementing differentiation practices into existing or new lessons and assignments. The coaches will also provide pedagogical content knowledge support by identifying most effective practices for content area teaching and learning, and by integrating those practices into lesson plans, teacher assignments, and assessment tasks. They will work with teachers to identify indicators of instructional rigor and develop a more rigorous curriculum. This intensive coaching from ISA will also help to build the school’s current staff’s capacity in regards to the implementation of the CCLS. Math and ELA coaches will provide supplemental support for the middle school teachers who will receive DOE-provided professional development for use of the Codex ELA curriculum and Connected Math curriculum. On the high school level, coaches will help to develop English curriculum and instructional practices that include informational texts as well as literature, focus on writing and discussion that makes specific claims and is based on textual evidence. In Math, the coach will specifically work with the 9th grade Algebra teacher over 30 sessions to adapt the current Algebra curriculum and instruction so that it represents a narrower and deeper focus on topics, provides coherence to prior and future learning, demands greater fluency and understanding, provides opportunities for authentic application, and emphasizes procedures and concepts simultaneously. ISA will also provide 30 sessions of coaching to teachers and guidance counselors on the college process

Key Personnel/Resources: ISA coaches; all content teachers; release and professional duty time

Leadership and School Coaching with ISA, 40 sessions

As the school leaders are only in their second year of administration, we want to build their capacity as well. First, school leaders will receive 40 sessions of direct leadership coaching. The administration and ISA team will meet regularly to review professional development outcomes, establish a schedule for the year's PD, review partner accountability and identify participating teachers. Together, they will develop coherent grading systems that reflect learning (rubrics) as well as common practices that will be integrated into all curricula and that teachers will agree to implement (e.g., writing-to learn strategies, UbD, reviewing student work protocol, etc.). ISA will also organize guided visits for administrators and teachers to ISA schools to see exemplary practices of literacy in the content areas, differentiation, CCLS-aligned rigorous instruction, and their existing Advisory program. Administration will use these common instructional strategies as a lens during the observational cycle. Finally, school administrators will participate in a Leadership Winter Institute midyear for ongoing professional development.

Key Personnel/Resources: ISA coaches, administration, leadership team.

Whole Staff Workshops from ISA and ISA's Summer Institute

ISA will lead whole staff workshops throughout the year to develop literacy in the content areas as well as further develop an understanding of the CCLS. These workshops will reiterate the common instructional strategies that the school has identified. The Summer Institute, offered in June, is a three-day conference that involves school-wide planning, teacher support, and curriculum sessions, leadership networking and counselor break-out work.

Key Personnel/Resources: These workshops will involve the entire teaching staff as well as the ISA coaches. Participation in the Summer Institute will start on a smaller scale at the end of Year 1. The Year 3 Summer Institute will serve as a final planning session for release from the grant, and we will focus on sustainability planning.

Hire a second assistant principal

The heavy demands of middle and high school grades and the changing demands for teacher evaluation require an API with a split focus on instruction, students with disabilities, and overall school culture and community. This person will oversee Special Education needs and compliance, supervise the Special Education department, supervise the Math department, and perform teacher observations. The API will also conduct teacher observations and supplement the work of all coaches in developing new rigorous curriculum.

Key Personnel/Resources: Admin, CIS, math and special education teachers, grade teams.



iii. Use of Time.

Context: In 2012-2013, the staff instituted a multi-session format that absorbed the 37 ½ minutes of Academic Intervention Services into the school day. This SBO enabled longer periods as well as an additional 9th period for students to redeem credits missed from prior years or from transferring from other districts or countries. This staff voted to continue this in 2013-2014.

In 2013-14, Advisory will be restructured to allow students to take an additional elective. All teachers will serve either as Advisors or Elective Instructors. Advisors will meet with their advisees on Mondays as a whole group for a 40-minute block, and students will take elective classes during this block for the rest of the week.

Student ID	Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50am	1	Global 2	Global 2	Global 2	Global 2	Global 2
9:00-9:50am	2	Earth Science 2	Earth Science 2	Earth Science 2	Earth Science 2	Health
9:55-10:45am	3	PE	Health	PE	Health	PE
10:50-11:45am	4	ELA 2	ELA 2	ELA 2	ELA 2	ELA 2
11:45-12:25pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:25-1:15pm	6	Integrated Algebra 2	Integrated Algebra 2	Integrated Algebra 2	Integrated Algebra 2	Integrated Algebra 2
1:17-1:57pm	7	Advisory	Research	Research	Research	Research
1:59-2:50pm	8	Honors Society Seminar	Spanish 2	Spanish 2	Spanish 2	Spanish 2
2:52-3:50pm	9		Drama Club	Course Extension Earth Sci	Drama Club	Course Extension Earth Sci

9th and 10th graders will take Research electives (see Curriculum section), and high performing 10th graders, as well as all 11th and 12th graders, will chose academic electives. Middle school students will rotate through a cycle of arts, library, technology and language courses, many of which are not currently offered to the middle school students. During elective classes, advisors will pull out students for individual conferences and do family outreach.

As a result of a strict adherence to the citywide promotional criteria, there are certain subgroups of students who have struggled to move to the next grade. In previous years, these students repeated the entire cycle of grade-level courses again, often with the same teachers. Realizing that this is not a successful strategy, the school has decided to hand-program holdover students into bridge cohorts. This will allow struggling students to move forward in subjects they have completed successfully and receive remediation in other areas. The school will continue to operate on the regular NYCDOE calendar.

Use of Time Outcomes:

- 70% of students will earn 10 or more credits each year. This reflects more than a 10% increase in current credit accumulation rates.
- Daily student attendance rate will increase by 3% in 2013-2014
- 75% of students who need to complete missed credits will earn at least one missed credit

Use of Time Initiatives:

Increase Electives Offerings

Over the last two years, students and staff have voiced their desire in the Learning Environment Survey for broader course offerings. This will increase credit accumulation and student buy-in and offer more opportunities for a more-rounded educational experience. Elective courses are proposed by both students and staff and selected by a committee. Elective teachers will be notified of their course load before the end of the 2012-2013 school year. We will monitor pass rates in electives in our achievement data reviews (see subsection iv, DDI)

Key Personnel/Resources: Elective Teachers, ISA coaches, CCS Coach, and administration. Financial resources will include the use of the new technology lab.

Expand the Course Extension Afterschool Program

We have developed a system for students who have not mastered learning outcomes by the end of a course to get further academic support and work time during 9th period (after school) in order to complete the requirements of the course. The course teacher and student develop an Academic Achievement Plan to enable the student to demonstrate mastery missed material. The course teacher and course-extension teacher communicate weekly on the student's attendance and progress on the plan. In the fall, two teachers run Course Extension for four weeks for two hours each teacher (16 hours total). In the spring, Course Extension is expanded to include four teachers for six weeks, two hours per teacher (48 hours total). Attendance is monitored on a weekly basis, and teachers collaborate weekly with the classroom teacher

Key Personnel/Resources: One Leadership Cabinet member organizes the system; course teachers develop academic plans; Per Session funds for the 6 teachers.

Saturday Academy for Middle School Students

Saturday Academies have been popular and we want to harness this excitement by extending the offerings we have had in the past. Teachers focus on building Math and ELA stamina as well as

overall standardized testing strategies. Students begin Saturday Academy with a diagnostic benchmark assessment; a final assessment is given at the completion of the eight weeks to monitor progress. The program aims to enroll 65% of students who earned Level 1 or 2 on the prior year's exam, and to result in a 15% increase in participants' raw scores. Attendance and assessment results will be monitored in our achievement data reviews (see subsection iv, DDI)

Key Personnel/Resources: This Per Session activity will run for eight weeks, three hours at a week by three teachers. Middle school teachers will identify eligible students and do family outreach. Curriculum will be purchased with non-SIG funds.

Apex Online Learning

Apex Online Learning provides multiple benefits to students. It allows the school to present more course offerings despite a small size. For example, high performing students are able to take advanced language courses or AP courses not offered at SDL. Students who enroll from out of district or return from incarceration benefit from the support for credit accumulation and Regents preparation. Apex also provides students will different levels of courses, with a range of scaffolded pathways to assist students with disabilities. These courses are mainly self-directed, helping to build students' self-efficacy and prepare them for the changing demands of college. The coordinator will monitor students' progress. Trends will be presented quarterly at our achievement data reviews (see subsection iv, DDI).

Key Personnel/Resources: Site coordinator and Apex Instructor will be a circular 6 or comp time periods; computer lab.

Regents Preparation Courses

In the six weeks leading up to the June Regents, five teachers will run three-hour Regents Prep Sessions. Students collaborate on Regents-specific tasks, such as critical lens essays and document-based questions, re-enforcing content and building study skills. Course teachers will identify students, and advisors will support with family outreach to recruit at least 70% of students earning grades less than 70 in Regents-terminating classes. We will administer and monitor practice Regents exams at the beginning and middle of the course. We will assess our year-end goal, that 50% of students who attend all sessions of the Regents Prep course pass the corresponding Regents exam in the achievement data review (see subsection iv, DDI).

Key Personnel/Resources: Five teachers will be required to run a comprehensive Regents Preparation course. Additional resources, such as study review materials, will be purchased with non-SIG funds. The new computer lab will enable use of online testing sites.

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

Context: Our data-driven inquiry cycles are a strength of our school. Our leadership teams regularly meet to monitor student achievement data and the effectiveness of school initiatives. This analysis has enabled us to identify and intervene with struggling students, and to revise initiatives to make them more effective. As we undergo comprehensive school improvement with new partners, we are conscious of including structures to involve partners in monitoring the impact of our work and making necessary adjustment.

In order to ensure that we have robust data to monitor our progress, we will also institute additional data gathering systems. The ISA coaches, the principal, and assistant principals will conduct quarterly walkthroughs to norm on the Danielson rubric and will debrief to discuss trends, evidence of literacy strategies and instructional next steps. The principal and API will conduct regular cycles of observations and record ratings on Danielson per the APPR agreement,

and ensure that data is accessible for analysis. Access to the technology lab will enable students to take interim assessments on-line, which will enable us to aggregate and analyze item-level data from Regents-aligned exams.

DDI Initiatives:

Monthly Meetings with ISA, CIS and CCS Coaches

These meetings will be crucial to ensure that progress is being made in key areas. Each meeting will include a check-in on attendance and safety data, and on participation rates in our student support and enrichment programming. At the beginning of the year, we also will schedule foci for each meeting. These will include four end-of-marking-period reviews of student achievement data (progress on interim assessments; pass rates; standardized test scores) with attention to students with special needs and students with histories of low credit accumulation. We will also conduct four reviews of curriculum and instruction, which will be anchored in curricular materials, coaching notes, or data from teacher observations. We will schedule check-ins on our deliverables and benchmark goals for each initiative in advance on the agendas for the year to ensure that we effectively monitor progress towards our goals. We also use these meetings to review accountability reports for the city or state, and other issues that arise.

Continuation of Planning Partners

We will strengthen our current practice of curriculum planning in partners. Our Planning Partners implement cycles of data-driven inquiry for each unit. They develop performance assessments that align to the major goals of the units. At the end of the unit, they analyze the resulting student work using the Santa Cruz Teaching Center Looking at Student Work protocol. Teachers analyze the number of students at each level, plan next steps for groups of students, and revise the curriculum and assessment for use in future years. Embedding content coaches in these planning meetings will strengthen the “action” component of this cycle, providing new strategies for supporting needs of current students and strengthening the unit plans for future years. The content coaches will also support vertical alignment, articulating the evolution of key standards from grade to grade, and analyzing major tasks and student work to surface gaps and strengthen curriculum.

Key Personnel/Resources: All teachers will participate in planning time, using one or two of their circular 6 professional periods. Coaches will work with targeted teachers an additional period a week. Departments will meet bimonthly during professional development time, which has been augmented through a school-based option. The addition of the dean, COSA and guidance counselor enable the use of professional periods for instruction rather than other professional duties. Access to technology lab will allow teachers to transition to more engaging, diverse performance tasks that involve use of technology where appropriate.

Integrated analysis of student work into teacher feedback with ISA Coaches

Individual coaching sessions and post-observation conferences will also follow a DDI model. Our school currently has a practice of implementing Acuity and practice Regents exams as interim assessments. We also analyze student grades to create individualized and group intervention plans for struggling students. As part of ISA coaching and administrative supervision, we will discuss interim assessment results and classroom grades with teachers. Working with teachers, we will develop action plans for struggling students and groups of students in their classes. We also use this information to identify teachers who require addition support in providing points of entry for their students.

Key Personnel / Resources: All teachers will experience these cycles of observations. The ISA coaches, CSS consultant, and administration will coach teachers. The principal and API will spend a total of 450 hours, or 12 hours per week, on observations and feedback. The principal, assistant principals and ISA coaches will dedicate 5 hours, four days a year to group walkthroughs, and one hour a month to collaboration meetings.

v. Student Support

Context: We are committed to reaching students who have not had positive experiences with school. Frequently, a combination of factors contribute to these students' inability to connect with school: unmet socio-emotional needs; difficulty with the academic material; and a sense that school does not connect with their deepest interests. These factors interact, and we propose a student support model that addresses them simultaneously.

Student Support Outcomes:

- Student referrals to the dean from classroom teachers will reduce by 20%
- Students will increase credit accumulation by 10%.
- Attendance will increase by 3%
- Safety and Respect Domains on the NYCDOE Learning Environment Survey will increase by .5 points
- The school will add 15 students by the end of Year 1 to increase enrollment to 366.

Evaluation Strategy: We will review school incident data at the monthly School Safety Committee meetings. We will disaggregate the data to reveal rates for special education students and other at-risk categories we will define at the first meeting. We will also monitor participation rates of at-risk students in these programs.

Student Support Initiatives

Educational Achievement Plans with CIS in CPTs 3 times per month

CIS will take an active role in the facilitation of Grade Team Meetings and the development of Educational Achievement Plans (EAPs). A CIS trainer will support each Grade Team three times per month to review student performance across classes in the cohort. Grade Teams will work on EAPS for each At-Risk student, including future goals. CIS will help to co-facilitate student-centered meetings with teachers. The API will conference with the Grade Team on a monthly basis to review progress on EAPs. Both APs will monitor discipline data and identify new students who need an EAP. At the end of each marking period, pass rates will be analyzed in conjunction with the EAPs; modifications will be made if necessary.

Key Personnel / Resources: CIS staff and grade teams; weekly CPT period scheduled for all teachers as a professional duty.

CIS will provide 12 Group Sessions per week for 40 weeks

Group counseling enables students to use peer support to address the challenges faced during the school day. Students become less isolated through their discovery of a common experience with their peers. Groups may organize around common needs/ themes such as impulse control, bereavement, gender-based issues, life transitions and family stress. CIS will initiate a Rites of Passages curriculum, which creates Pro-Social group bonding opportunities for young men of color to learn social skills and explore their emotions. These sessions will explore topics from

self-esteem and identity to decisions and aspirations, with the goal of reducing defiant behaviors, improving attendance, increasing school connections, and decreasing suspensions.

Key Personnel: CIS counselors; guidance counselors, social workers, and deans

CIS will provide individual and family counseling sessions, five days per week

Individual counseling enables students to develop caring relationships with responsible adults who are especially trained to address their social and emotional needs. Through this process students experience increased self-confidence, a greater understanding of their behavioral choices, a desire to set and achieve personal goals and a greater capacity to integrate into a school/learning environment. Students will receive counseling through Dean's office referrals. In this manner, the counselors will work with students on student/ teacher relationship and their relationship of the student to the classroom community.

Key Personnel: CIS counselors and dean.

CIS will implement an Achieving Student & Staff Empowerment Team

ASSET Team meetings will be held once a month involving all stakeholders, including students, staff, administration and other organizations. The goal is to foster communication, increase student access to support and provide transparency in all student-based initiatives. ASSET Teams also become a powerful forum for transforming the culture of the school and speak directly to SDL's mission of having students become agents of change.

Key Personnel: Key personnel involved in the ASSET team will include the school CBO.

Hire an additional guidance counselor

A second guidance counselor focused on student's transitions will support our goals of addressing a larger range of student and family social and emotional issues and creating a positive student experience, as well as our capacity to meet the academic needs of individual students. Our guidance counselor will work closely with students to develop goals and ensure that they avail themselves of opportunities at SDL and have a clear plan for next steps. This will allow for greater community outreach and recruitment efforts, lead to increase in enrollments and enable the other guidance counselor to focus on other issues. This guidance counselor will be responsible for implementing three information sessions for families, and one community outreach program to help build relationships with other schools.

Key Personnel: The APO will supervise the guidance counselor. Other key players will include the guidance department, students, families and other schools in the community.

Hire a COSA

The school will hire a COSA who will help to create more enrichment opportunities for all students. By meeting the interests of the students, the school can enhance the learning environment and increase overall engagement in the school community. The COSA will also serve on the Discipline and Culture Team. This person will be responsible for implementing a new annual event for each grade level and two cultural events per month. They will also oversee extracurricular activities, and monitor participation rates.

Key Personnel: Key personnel include the new COSA, the Leadership Cabinet, the administration and the students. Non-SIG funds will support events and trips

Create four afterschool clubs

In order to involve more students in a broader range of activities, we will offer four after schools

clubs, based on the ideas of the staff and students. These clubs will provide enrichment opportunities and increase student pride in the school. Four clubs will be run throughout the week; each club will meet for a total of two hours per week for 30 weeks. Our goal is a 20% increase in student participation in extracurricular activities by Spring, 2014. Student outreach and monitoring of participation rates will be overseen by the COSA.

Key Personnel: COSA; Per session funding for four teachers. Resources for club materials or events will use non-SIG funds.

Per Session for Regents Preparation Courses

For more information, see Section H iii/Use of Time.

Expand the Course Extension Afterschool Program

For more information, see Section H iii/Use of Time

vi. School Climate and Discipline

Context: School discipline and climate currently interfere with our ability to plan systematically and provide a safe, rigorous learning environment. Our primary goal for the three years of the grant is to build our staff's capacity to prevent and de-escalate disruptive behaviors, and to build clear, sustainable school-wide systems around discipline. In addition, by hiring the dean, we will increase our capacity to address difficult behaviors in ways that prevent them from disrupting the school-wide learning community. This will help establish positive school-wide behavior norms, and will also enable us to gain momentum with other initiatives in the grant.

School Climate and Discipline Outcomes:

- Level 3-5 incidents in OORS will decrease by 20% by June 2014.
- Daily attendance will improve by 3% by June 2014.
- Student referrals to the dean from classroom teachers will reduce by 20%
- Principal Suspensions will be reduced by 25%.
- Safety and Respect Domains on the NYCDOE Learning Environment Survey will increase by .5 points

Evaluation Strategy: In order to evaluate the success of this service, we will review data at the monthly School Safety Committee meetings, which should demonstrate gradual/incremental improvement in school incident data. Attendance data will be monitored by the attendance team. The deans will monitor the numbers of classroom incidents through an in-school log of events so, which will be monitored by the Leadership team.

School Climate and Discipline Initiatives

30 hours of full staff classroom management training from CIS.

In order to develop and sustain a safe and orderly school climate, we will align our beliefs and strategies regarding student behavior. CIS will deliver multiple training services throughout the year to staff around strategies to de-escalate conflicts, promote classroom management, engage with emotional intelligence, and improve communication. An outline of the training topics will be presented to all staff at the first faculty meeting of the year. These trainings will foster the professional life skills of the staff and help staff manage stressful interactions with students in the classroom and throughout the school building.

Key Personnel: CIS staff members as well as the entire staff.

Personalized classroom management mentoring from CIS

Individual training for teachers with high levels of management issues will be provided through the integration of a counselor into the classroom during pre-arranged class periods. The counselor fosters the development of a social/emotional lens for the teacher which s/he can carry with them in all of their work. Each teacher will receive co-facilitated sessions, with each unit lasting six weeks for four teachers. Counselors will help teachers develop strategies in the classroom as well as design learning activities that will help address more students' needs and reduce the number of incidents. CIS will also help to co-facilitate student-centered meetings with teachers.

Key Personnel: CIS counselors, administration, deans and selected teachers.

Hire a dean

A dean will enable us to strengthen the school culture in a sustainable way. In the first year, the dean will work closely with the CIS counselors to further capacity to de-escalate conflict and promote strong decision-making, and to develop a clear school-wide system for discipline. In the second and third years, the dean will also learn strategies for coaching teachers in promoting classroom management, de-escalating conflicts and furthering communication with students. In this way, we will build lasting systems and the capacity to train and support teachers in implementing progressive, responsive management in their classes.

Key Personnel: The position of dean will be a temporary role for a classroom teacher, managed by the APO. The dean will collaborate closely with CIS, guidance and the COSA.

vii. Parent and Community Engagement

Context: In order to ensure parent and community engagement, the school will continue its current practices while adding services from CIS. Currently, the school has a small Parent Association (PA) that works closely with the Parent Coordinator to ensure parent voice in school decision making. The COSA will contribute to family events such as student awards ceremonies and potlucks. We will continue to have grade-level orientations for all families to help engage them and communicate the vision of the school. Parents are also strongly encouraged to access student grades, attendance and behavioral logs in Skedula.

Parent and Community Outcomes:

- School will report a 20% increase in student participation in extracurricular activities by Spring 2014.
- There will be a 20% increase in parent participation in parent-teacher conferences in Spring 2014.
- There will be a 10 family increase in Parent Association attendance by June 2014.
- Communication Domains on the parent section of the NYCDOE Learning Environment Survey will increase by .5 points

Evaluation Strategy: We will gauge parent support for these services by through quarterly check-ins with the Parent Association to solicit feedback and suggestions. Attendance will be monitored at all events. This data will be analyzed in Leadership Team (See Subsection iv DDI)

Parent and Community Initiatives:

CIS will work with the parent coordinator to increase communication.

CIS will help to build and sustain parent/community partnership, by increasing parent visibility and participation via open school night, family pot luck, and family celebrations. Further, they will help to develop and sustain community voice in school/vision by providing technical assistance to the parent coordinator to improve community involvement through the development of a school/community council. We will work closely with CIS to select the programming that will best support our families.

Key Personnel: CIS counselors, the Parent Coordinator, COSA and PA. They will be supervised by the APO. Resources for events will come out of non-SIG funds.

CIS will provide family counseling to students and families

Many parents with children who are repeatedly suspended have requested additional support. The school will refer these families to Family Counseling when social and emotional challenges facing a student cannot be overcome without full participation of the student's family. The CIS counselor will invite parents to attend individual sessions with their child or on their own. Sessions will provide adult family members with direct support and an opportunity to gain a productive understanding of their child's and their own experience.

Key Personnel: CIS counselors; discipline team

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development

We approached the SIG grant with the cycle of needs assessment, goal setting and action planning that we use regularly. The Grade Team Leaders and the Leadership Cabinet analyzed data and recommendations to create a prioritized list of needs, and brainstormed possible solutions. A planning committee has developed the grant. We used strategic scheduling and release time to free up teacher leaders to collaborate in this process. This has allowed many school leaders, as well as the entire school community, to feel invested in the process. Once the grant committee had developed a general framework for the grant, it was presented to Team Leaders, Leadership Cabinet and SLT for further review and feedback. A final version of the grant was shared with all school stakeholders.

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

iii. Plan for training, support and professional development

The school will convene all partners in September to articulate the specific and measurable goals of each partner and establish systems for evaluation. First, for all professional development provided by any partner, participants will complete a basic exit evaluation slip for review by the partners and the administration. Second, all ISA and CIS coaches will submit monthly logs to the principal, reporting on their actions and results. Third, coaches and the principal will conduct monthly walkthroughs to assess progress. Fourth, after each coaching session, partners will email the principal a synopsis on whom they coached and what topic was discussed.

Every six to eight weeks, lead representatives from all partners will meet with the administration to give updates on the progress of their individual work and make any necessary modifications. At the end of each semester, all partners will again convene with the admin to report to the whole group on progress, indicators of success, concerns and next steps.

If concerns arise about coaches or practices during the implementation of the plan, the principal will reach out to partnership leaders to discuss concerns. The school will allow for up to three modifications of the original plan before an intervention/planning meeting will be held to discuss the viability of the partnership. Should it prove to be an unsuccessful partnership, the school will research other partnerships and apply for a modification to the plan; this will not happen before six months of work has occurred.

J. Communication and Stakeholder Involvement/Engagement

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

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

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

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

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

School with a letter template to utilize, similar to the school’s designation as a Priority School. Since their start, the current administration has frankly communicated about the state of the school and new initiatives with school’s families and community. This will continue with the implementation of this grant.

At our school, there will be five grade-level parent orientations held in the evenings by the end of the first week of October 2013. During these meetings, the team teachers and administration share their expectations of students and parents; and discuss citywide expectations, school initiatives, and other key information. School data and progress reports are explained, and the administration lays out its goals for the year. The grant will be explained and implementation outlined. Parents will be notified of the meetings through a mailing, backpacked letters, Advisor outreach, and an automatic call reminder the three days leading up to the meeting. Similar meetings and information sessions will be held during the first Parent Association meeting of the year, which will be organized in conjunction with our Parent Coordinator.

After the initial informational meetings, we will continue to keep the school community updated on the progress in a number of ways. First, the principal will include an update about the work of the grant in a newsletter that will accompany the progress reports and report cards that are mailed home eight times throughout the year. Second, representatives from all partner agencies will be on hand at Parent Teacher Conferences twice a year to explain their role in the school and offer information or assistance to families. Third, administration will provide monthly updates with the SLT. Finally, the administration will keep the other school communities on its campus apprised of the state of the school and its progress with its improvement plan.

Finally, the administration will host an end-of-year celebration in which the principal will give a state-of-the-school address, updating families on all of the successes from the year, including those listed here in this grant.

K. Project Plan and Timeline

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

Goals for Year 1	Key Strategies from Section H
75% of students will show improvement from baseline to final assessment on the course-designed rubric	Curriculum Coaching from Creative School Services for 20 sessions (Section H, subsections i, ii)
100% of teachers will implement three new instructional strategies	Four content coaches from ISA, each for 30 days (i ii); Whole Staff Workshops from ISA and Summer Institute (ii); Hire a second AP (ii)
100% of teachers will write 6 CCLS or State Standard-aligned units and assessments	Four content coaches from ISA, each for 30 days (i ii); Hire a second assistant principal
100% of teachers will receive a minimum of six formal observations	Hire a second assistant principal (ii) Leadership and School Coaching with ISA (ii)
Pass rates will increase to at least 80%, and 70% for the special needs subgroup	Four content coaches from ISA, 30 days (i ii) Hire a second assistant principal (ii)

100% of all students with 3 or more level 3-5 incidents will have an EAP co-developed	Create EAPs with CIS in CPTs 3 times per month. (v); Hire a second dean. (vi)
Attendance rate will increase by 3% by June 2014	Hire additional guidance counselor (v) Hire a school COSA (v)
Level 3-5 incidents in OORS will decrease by 20% by June 2012 and classroom incidents will reduce by 10%.	Hire a second assistant principal (ii) Hire additional guidance counselor (v); 30 hours of full staff classroom management training from CIS (vi); Hire a dean (vi)
Enrollment will increase by a minimum of 15 students.	Hire additional guidance counselor (v) Hire a school COSA (v) Create four afterschool clubs (v)

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

Early wins would include the following:

- A first semester syllabus will be created for the 9th and 10th Global Research classes.
- 100% of teachers will have collaborated on a backwards-designed unit culminating in a performance task with attention to students with special needs.
- At least 15 teachers will have received support from a coach on their unit plan.
- At the first quarter check-in, 20% of teachers will have moved a level from this year’s baseline on the Danielson rubric.
- In the first quarter, pass rates will increase by 5% over the 2013 pass rate.
- At least 50 students will be scheduled for extended learning time, either to make up learning outcomes from current courses or to recover past credits.
- A list of struggling students will have been generated to meet regularly with CIS
- Candidates for the Rites of Passage will be identified by Team Leaders
- Suspension rate will decrease by 3% in the first quarter. Our suspension rate of special needs students will decrease by 10%
- Attendance rate will increase by 3% over the previous year.
- Guidance Department will have developed a comprehensive recruitment plan, and met with at least 20 guidance counselors from feeder elementary schools and middle

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

The leading indicators that will be examined on no less than a quarterly basis include:

- Aggregate student attendance and school average daily attendance
- Instructional staff APPR ratings, through the use of Danielson Framework
- Aggregate in-school and out-of school suspension rates
- Quarterly Pass Rates
- Evidence of Planning Partners, Coaching and other PD Activities

These will be monitored through the various leadership teams, teacher teams and partnerships. For more information, see Section H (DDI).

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

The goals and strategies for Year 2 and Year 3 are a continuation of the Year 1 goals. While Year 1 involves a ramping up of the additional services, Year 2 will involve full staff

implementation. Year 3 will continue full implementation but will also begin the transfer of responsibility away from the partnerships and into identifying and establishing systems for continuation of these programs and strategies after the grant is completed.

Increasing enrollment back to our school's 2010-11 level of 450 students is crucial to our ability to offer a breadth of courses and to the sustainability of our plan. By recruiting larger classes in grades 6 and 9, and by decreasing the dropout rate, we will be able to increase our enrollment by a greater margin each year. Our three year goal is to increase enrollment by 75 students to 425. In two years we will have increased enrollment to 395.

Years 2 and 3 will focus on increased graduation rates to 75%; decreased drop-out rates by 15%; a 30% increase in overall credit accumulation, including students with disabilities and ELLs; a 25% increase in student application and acceptance into four-year colleges.

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		59182	60060	68625	73500	75500
b. Student participation in State ELA assessment	%		n/a	99%	100%	100%	100%
c. Student participation in State Math assessment	%		n/a	100%	100%	100%	100%
d. Drop-out rate	%		12%	10%	9%	8%	7%
e. Student average daily attendance	%		86.6%	83%	86%	90%	94%
f. Student completion of advanced coursework			30%	33%	35%	37%	40%
g. Suspension rate	%		11.6%	25.2%	19%	14%	9%
h. Number of discipline referrals	num		83	2	170	125	75
i. Truancy rate	%		5.0%	8.3%	7%	5.5%	3%
j. Teacher attendance rate	%		95.2%	96.1%	96.3%	96.9%	97%
k. Teachers rated as "effective" and "highly effective"	%		Please see memo				
l. Hours of professional development to improve teacher performance	num			54	120	190	245
m. Hours of professional development to improve leadership and governance	num			0	300	310	325
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num			0	85	110	130
II. Academic Indicators							
o. ELA performance index	PI		Please see memo	136	Please see memo	Please see memo	Please see memo
p. Math performance index	PI		Please see memo	138	Please see memo	Please see memo	Please see memo
q. Student scoring "proficient" or higher on ELA assessment	%		n/a	15.9%	Please see memo	Please see memo	Please see memo
r. Students scoring	%		n/a	27.5%	Please	Please see	Please see

"proficient" or higher on Math assessment					see memo	memo	memo
s. Average SAT score	score		442	365	380	400	420
t. Students taking PSAT	num		113472	93	95	98	100
u. Students receiving Regents diploma with advanced designation	%		16%	0%	4%	8%	12%
v. High school graduation rate	%		66%	63%	66%	68%	70%
w. Ninth graders being retained	%		22%	44.3%	30%	26%	19%
x. High school graduates accepted into two or four year colleges	%		50%	43%	45%	48%	50%

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

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

- a. **Number of minutes in the school year:** The school’s baseline data for 2010-11 was determined based on the number of instructional days in the school year and the minimum required daily instructional time (5 hours for grades 1-6 and 5.5 hours for grades 7-12).
- b. **Student participation in State ELA assessment**
- c. **Student participation in State Math assessment**
- d. **Drop-out rate**
- e. **Student average daily attendance:** Calculation based on aggregate of days students were present divided by days present + absent for school year 2010-11.
- f. **Student completion of advanced coursework:** High Schools: This includes Advanced Placement, International Baccalaureate, college-credit courses, etc.
- g. **Suspension rate:** Represents the number of suspensions as reported to SED (School Report Card) divided by the number of students enrolled in 2010-11.
- h. **Number of discipline referrals:** Represents total count of Level 3-5 incidents in 2010-11
- i. **Truancy rate:** K-8: Aggregate number of students absent 30% or more divided by register.
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.
- j. **Teacher attendance rate:** Calculated based on 2010-2011 school year: $1 - (\text{total absent days} / \text{total active days})$

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

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

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

<ul style="list-style-type: none"> • PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions) • PD to build a shared understanding of Danielson’s <i>Framework for Teaching</i> and develop a shared picture of effective teaching • PD to understand the new system of teacher evaluation and development • PD to implement Response to Intervention (Rtl) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • 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
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Note: A large and well-regarded federal study of PD programs (Yoon et al., 2007) found that 14 hours was the minimum amount of time that yielded statistically significant impact on student outcomes; i.e., 14 hours of PD on a particular topic or coherent set of topics, as a coherent PD experience, rather than 14 disconnected one-hour workshops. More than 14 hours of professional development showed a positive and significant effect on student achievement—the three studies that involved the least professional development (5–14 hours total) showed no statistically significant effects on student achievement. Teachers who received substantial PD—an average of 49 hours among nine studies—boosted their students’ achievement by about 21 percentile points.

m. Hours of professional development to improve leadership and governance

This may include the following types of professional development activities:

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

This may include the following types of professional development activities:

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

II. Academic Indicators

o. ELA performance index

p. Math performance index

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

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

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

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

s. Average SAT score

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

u. Students receiving Regents diploma with advanced designation

v. High school graduation rate

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

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

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.) * Additional information is included with analysis documentation	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.)
<p>The Institute for Student Achievement (ISA) N. Gerry House, Ed.D. President, Institute for Student Achievement Phone (516) 812-6703 Fax: (516) 812-6724 E-mail: gthouse@isa-ed.org</p> <p>ISA has adopted a comprehensive and intensive approach to high school reform. ISA focuses on building the capacity of school leaders and teachers to create and sustain a personalized school organization in which faculty have close caring relationships with students whom they know well and levels of student performance and achievement. This capacity-building approach encourages internal accountability whereby faculty take collective responsibility for student and school outcomes and continuous reflection and improvement of their practice and organization. ISA's commitment to its program aims to ensure that it will achieve its ambition to graduate all students eligible for and capable of succeeding in college.</p> <p>ISA approaches the complex and ambitious enterprise of creating personalized and intellectually demanding high schools for underserved and underperforming youth through an interdependent constellation of research-based practices that are the Seven Principles of ISA's high school reform</p>	<p>1. School for Excellence*</p> <p>2. Park East High School*</p> <p>3. Bushwick School for Social Justice*</p> <p>4. Pablo Neruda Academy*</p> <p>5. Bronx Laboratory High School*</p> <p>6. Brooklyn Preparatory High School*</p>	<p>1. Carmen Bardequez-Brown, Principal 1110 Boston Rd & East 166th St. Bronx, NY 10456 Phone: 718-860-1385 Email: cbardeg@schools.nyc.gov</p> <p>2. Kevin McCarthy, Principal 230 East 105th Street New York, NY 10029 Phone: 212-831-1517 Email: kmccart6@schools.nyc.gov</p> <p>3. Ana Marsh, Assistant Principal 400 Irving Avenue Brooklyn, NY 11237 Phone: 718-381-7100 Email: amarsh@schools.nyc.gov</p> <p>4. Sabrina Cook, Principal 1980 Lafayette Drive Bronx, NY 10473 Phone: 718-824-1682 Email: SCCook6@schools.nyc.gov</p> <p>5. Chris Lagares, Principal 800 East Gun Hill Road Bronx, NY 10467 Phone: 718-696-3700 Email: chris.lagares@bronxlabsschool.org</p> <p>6. Noah Lansner, Principal</p>

<p>methodology.</p> <p>The Seven Principles are the foundation of our work in transforming high schools with whom we are partnered. The Seven Principles are:</p> <ol style="list-style-type: none"> 1. Implementing a rigorous and intellectually challenging postsecondary preparatory instructional program 2. Constructing a dedicated team of teachers and a counselor 3. Providing continuous professional development 4. Implementing our Distributed Counseling™ methodology 5. Using extended school day and school year 6. Ensuring parental involvement 7. Continuously improving the organization <p>ISA enables schools to develop a robust educational culture that provides students with powerful opportunities to graduate ready for college and career success. Participating schools have experienced the following benefits:</p> <ul style="list-style-type: none"> • increased student outcomes in critical college- and career-ready areas • school policies, structures, and practices that support student success • organizational foundations that increase capacity at the school level • curriculum and instruction aligned with the knowledge and skills that colleges and employers demand 		<p>257 North 6th Street Brooklyn, NY 11211 Phone: 718-486-2552 Email: nlansner@schools.nyc.gov</p> <p>7. Excelsior Preparatory High School*</p> <p>7. Lilly Lucas, Principal 143-10 Springfield Boulevard Springfield Gardens, NY 11413 Phone: 718- 525-6507 Email: LLucas2@schools.nyc.gov</p> <p>8. Queens High School for Teaching & Liberal Arts*</p> <p>8. Jae Cho, Principal 74-20 Commonwealth Blvd Bellerose, NY 11426 Phone: 718-736-7100 Email: JCho3@schools.nyc.gov</p> <p>9. Explorations Academy*</p> <p>9. Susana Hernandez, Principal 1619 Boston Road Bronx, NY 10460 Phone: 718-893-6173 Email: sheaman10@schools.nyc.gov</p> <p>10. Queens Preparatory High School*</p> <p>10. Tashon Haywood, Principal 143-10 Springfield Blvd. Springfield Gardens, NY 11413 Phone: 718-712-2304 Email: Thaywoo2@schools.nyc.gov</p> <p>11. Academy for Young Writers*</p> <p>11. Courtney Winkfield, Principal 1065 Elton St. (4th Floor) Brooklyn, NY 11208 Phone: 718-388-1194 Email: cwinkfield@schools.nyc.gov</p> <p>12. Brooklyn Comm Arts & Media HS (BCAM) *</p> <p>12. Dr. James O'Brien, Principal 300 Willoughby Ave. Brooklyn, NY 11205 Phone: 718-230-5748 Email: jobrien16@schools.nyc.gov</p> <p>13. Arts & Media Preparatory Academy*</p> <p>13. Robert Hall, Principal 905 Winthrop Street Brooklyn, NY 11203 Phone: 718-773-3908 Email: hall@artsmediaprep.org</p>
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	<p>14. Life Academy High School for Film & Music*</p> <p>15. Victory Collegiate High School*</p>	<p>14. Lisa Ferraiola, Principal 2630 Benson Avenue Brooklyn, NY 11214 Phone: 718-333-7750 Email: Lferrai@schools.nyc.gov</p> <p>15. Marcel Deans, Principal 6565 Flatlands Avenue Brooklyn, NY 11236 Phone: 718-968-1530 Email: mdeans@schools.nyc.gov</p>
	<p>District References</p> <p>Doug Knecht, Chief Executive Officer Cluster One New York City Department of Education 335 Adams Street Brooklyn, NY 11201 Phone: 347-556-4455 Email: Dknecht3@schools.nyc.gov</p> <p>Cyndi Kerr, Network Leader Children First Network 1 (CFN106) 335 Adams Street Brooklyn, NY 11201 Phone: 917-445-5531 Email: ekerr@schools.nyc.gov</p>	<p>Christopher Groll, Chief Executive Officer Cluster IV Leader New York City Department of Education 131 Livingston Street Brooklyn, NY 11201 Phone: (917) 822-9756 Email: cgroll@schools.nyc.gov</p> <p>Bonnie Laboy, Cluster IV Deputy Chief Education Officer 131 Livingston Street, Room 501 Brooklyn, NY 11201 Phone: 718.935.3762 Email: blaboy@schools.nyc.gov</p> <p>Malika R. Bibbs, Esq., Network Leader Children First Network 404 131 Livingston St., RM 607 Brooklyn, NY 11201 Phone: (718) 578-3369 Email: mblbbs@schools.nyc.gov</p>

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)
Counseling In Schools	1. Automotive High School (14K610)	7. Caterina Laforgiola, Principal – Claforgola@schools.nyc.gov – 718-218-9301; Rubain Dorancy, Deputy Cluster Leader, Cluster 5

<p>Kevin Dahill-Fuchel Executive Director 212-663-3036</p> <p>Comprehensive counseling services and professional development</p>	<p>2. Washington Irving High School (02M460)</p> <p>3. Granville T. Woods Middle School 584 (16K584)</p> <p>4. The Heritage School (04M680)</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>	<p>– Rdoranc@schools.nyc.gov – 718-935-4741</p> <p>8. Sarah Hernandez, Principal – Sherman4@schools.nyc.gov – 212-674-5000; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835</p> <p>9. Gilleyan Hargrove – jhargro@schools.nyc.gov – 718-604-1380; Kim Suttell, Director of Attendance Policy and Planning, Office of Safety and Youth Development – Ksuttell@schools.nyc.gov – 212-374-0835</p> <p>10. Dyanand Sugrim, Principal – Dsugrim2@schools.nyc.gov – 212-828-2858; Serge St. Leger, Senior Director Of Youth Development Partnerships – Sstleger@schools.nyc.gov – 212-374-7534</p> <p>11.</p> <p>12.</p> <p>13.</p> <p>14.</p> <p>15.</p> <p>16.</p>
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	1. 11X 83 DONALD HERTZ	1. CLAUDIA MACEK cmacek@schools.nyc.gov
	2. 12X217 SCHOOL OF PERFORMING ARTS	2. MAIYSHA ETIENNE Metienne3@schools.nyc.gov
	3. 12X131 ALBERT EINSTEIN MIDDLE SCHOOL	3. MEG GUNDOGDU mgundog@schools.nyc.gov
	4. CFN 606	4. PETRINA PALAZZO ppalazz@schools.nyc.gov
	5. 04M045 STARS ACADEMY	5. ALEXA SORDEN alexawill@msn.com
	6. 19K677 ENYESE	6. JUDY TOUZIN jtouzin@schools.nyc.gov
	7. ROADS 2 CHARTER HIGH SCHOOL	7. SETH LITT slitt@roadscharterschool.org
	8. CFN 607	8. ELMER MYERS emyers@schools.nyc.gov
	9. 11X498 VAN NEST ACADEMY	9. CAROL-ANN GILLIGAN cgillig2@schools.nyc.gov
	10. 11X529 ONE WORLD ACADEMY	10. PATRICIA WYNNNE pwynne@schools.nyc.gov
	11. CFN 412	11. DEBRA PAGNOZZI dpagnozz@schools.nyc.gov
	12. 04M057 JAMES WELDON JOHNSON	12. LORRAINE HASTY lhasty@schools.nyc.gov

13. 17K533 SCHOOL FOR DEMOCRACY AND LEADERSHIP	13. JAMES OLEARCHIK jolearchik@schools.nyc.gov
14. 11X566 PELHAM GARDENS MIDDLE SCHOOL	14. DENISE WILLIAMS dwillia8@schools.nyc.gov
16. 08X333 THE MUSEUM SCHOOL	15. ARTHUR BROWN abrown26@schools.nyc.gov

Attachment E Tentative Observation Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
September	23	24	25	26	27
	30	1	2	3	4
	7	8	9	10	11
October	14 OFF	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1
	4	5 Election Day PD	6	7	8
November	11 OFF	12	13	14	15
	18	19	20	21	22
	25	26	27	28 OFF	29 OFF
	2	3	4	5	6
December	9	10	11	12	13
	16	17	18	19	20
January	6	7	8	9	10

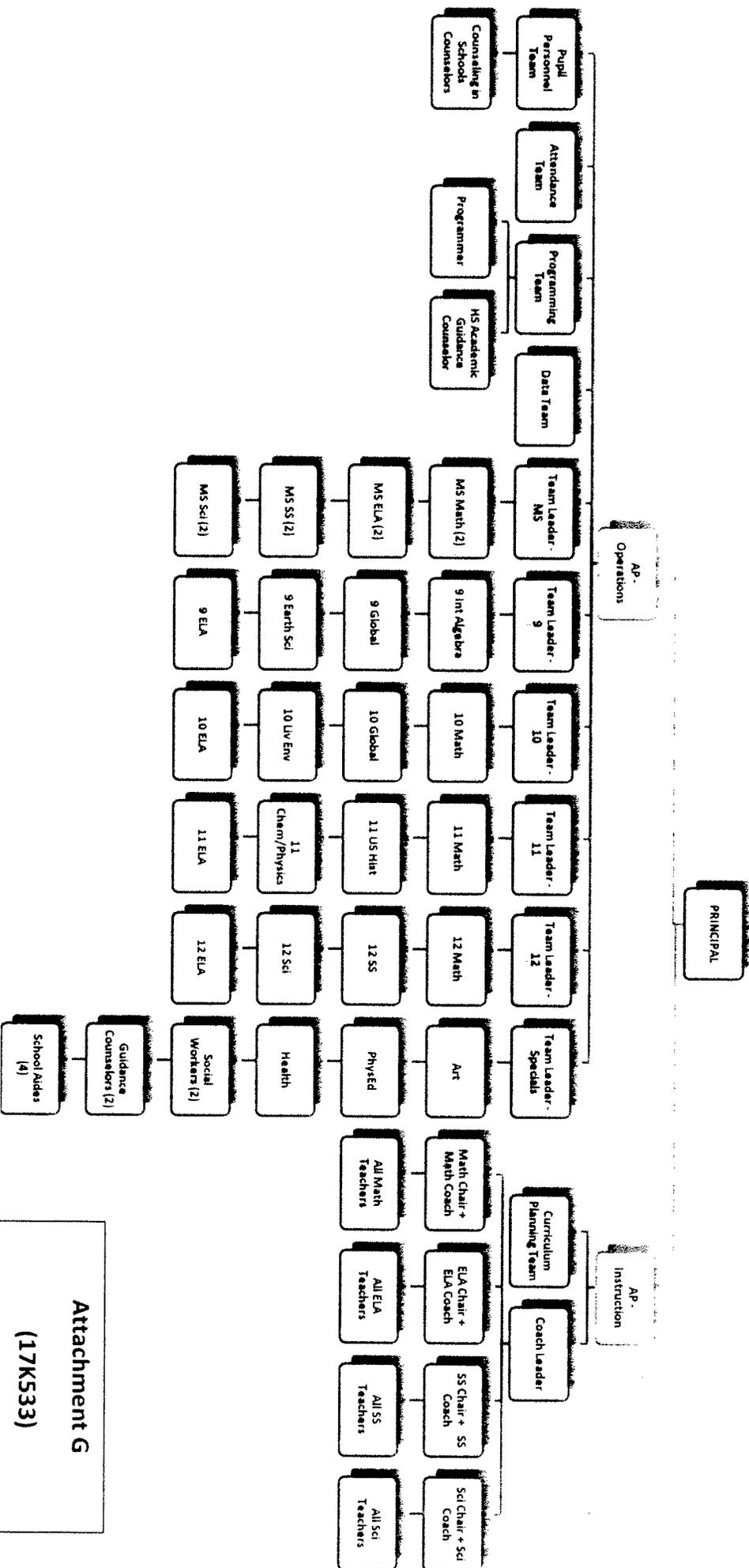
	13	14	15	16	17
	20 OFF	21	22	23	24
	3	4	5	6	7
	10	11	12	13	14
February	17	18	19	20	21
	24	25	26	27	28
	3	4	5	6	7
	10	11	12	13	14
March	17	18	19	20	21
	24	25	26	27	28
	31	1	2	3	4
April	31	1	2	3	4

BLUE – Principal Pre-observation
 LT BLUE – AP Pre-observation

GREEN – Principal Observation
 PURPLE – AP Observation

YELLOW – Principal Post-observation
 ORANGE – AP Post-observation

***All teachers also 2-3 instructional coaching sessions per week, 2 social-emotional needs PD sessions per week and participate in two four full-day PD sessions along with a bimonthly PD session afterschool on Monday**

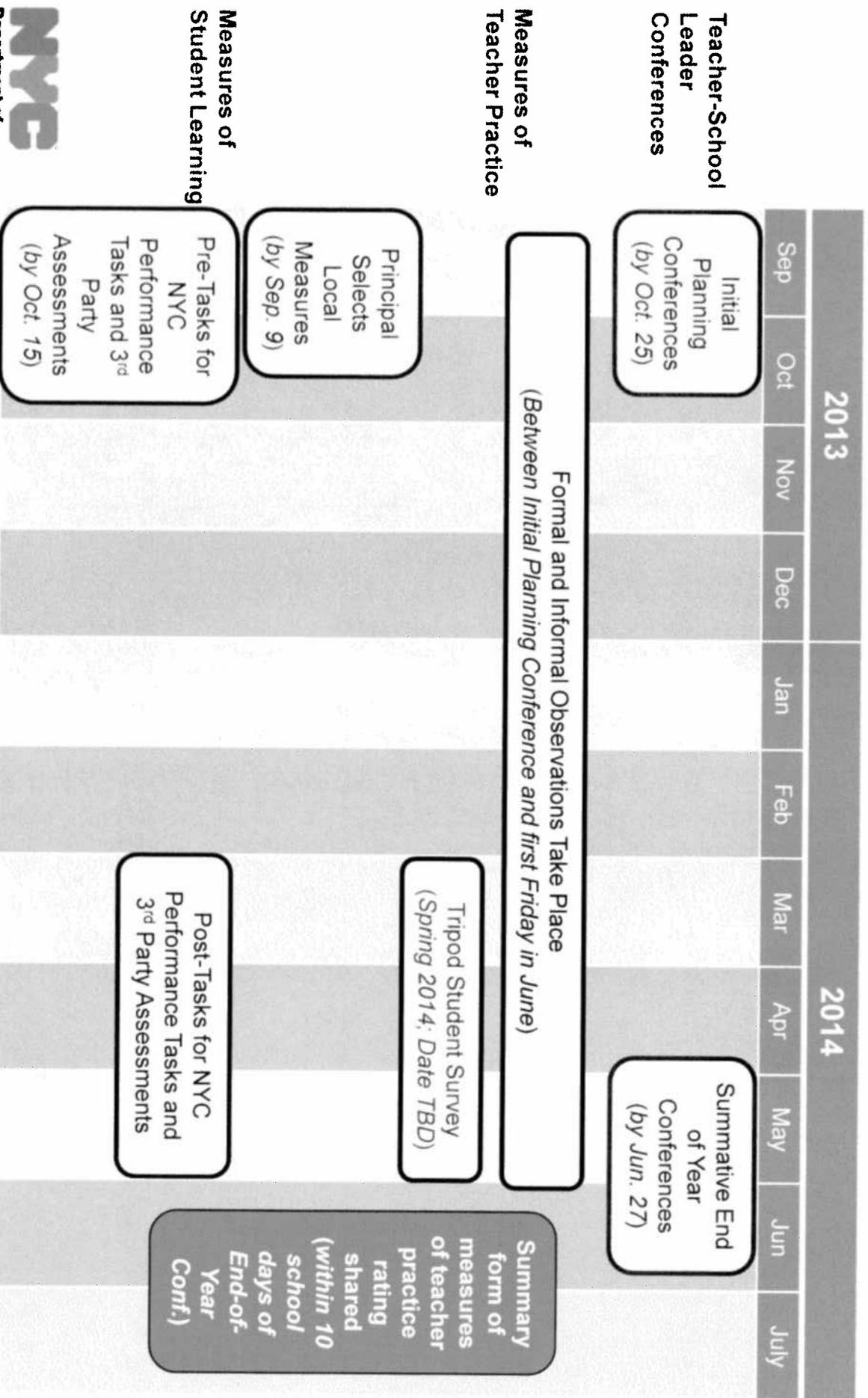


Attachment G
(17K533)
ORGANIZATIONAL CHART
– proposed, 2013-14

Attachment I for Section I Part ii – Professional Development Chart

Training/PD	Org.	Outcome	Method of Analysis
Weekly Content Coaching for Teachers	ISA	Increased teacher capacity; schoolwide strategies; increased literacy across content areas; unit/assessment alignment with CCLS and State Standards	Monthly walk throughs; feedback on unit plans and assessments; monthly meetings with coaches and admin; formal observations using Danielson
Weekly Curriculum Writing Workshops	CSS	A 9 th and 10 th grade scope and sequence for Global Research Classes	Calendared deliverables, including unit plans, scope and sequence, data analysis reports and teacher-to-staff presentations
Whole Staff PD on Classroom Management (30 hours)	CIS	Decrease in classroom incidents and Level 3-5 OORS incidents; increase teacher capacity and resiliency	Analysis of discipline data; walk throughs by admin.
Weekly Leadership Training	ISA	Built leadership capacity; increased number of completed observations; increased use of time management	Completion of planned observations; overall satisfaction of admin
Thrice Monthly Grade Team PD	CIS	Teams will produce EAPS for At-Risk Students	Admin Review and Monthly Meeting with CIS
Targeted Teacher PD/Push In Mentoring for Management (six week units)	CIS	Decrease in classroom incidents and Level 3-5 OORS incidents; increase teacher capacity and resiliency	Analysis of discipline data; walk throughs by admin
Weekly Planning Partners	SDL	Increased collaboration around unit planning; more rigorous, CCLS-aligned units and assessments; increased differentiation in lessons	Weekly summaries sent to Admin for updates; Review of units and assessments; walk throughs
Summer Institute, 3-days each June	ISA	Increased school collaboration; varied growth in particular topics; increased teacher retention	Pre-and Post-Institute meetings with staff; walk throughs; lesson and unit plans

2013-14 Teacher Evaluation and Development Timeline



Department of Education
 Divisions of Student Achievement
 Office of Teacher Evaluation

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

Attachment K Principal Biography

James Olearchik



CERTIFICATIONS:

- New York State School Building Leader (SBL)
- New York State English Teacher License 7-12.

EDUCATIONAL EXPERIENCE:

(Aug. 2011- PRESENT) **School for Democracy and Leadership**, District 17, Crown Heights, Brooklyn, N.Y.

Acting and Interim Acting Principal

- Oversee all instructional and operational concerns for two schools, 400 students and 40 staff members
- Increased middle school math scores by 33% and literacy by 5% in one year
- Redesigned school-wide grading policy and Performance Task structure
- Oversaw the reorganization of detention and suspension programs, including the creation of a SAVE room, to better serve the highest need students
- Created a Leadership Cabinet in line with a distributed leadership model
- Served as a 7th Grade Advisor
- Plan and deliver Professional Development to staff around Citywide Instructional Expectations, Common Core Learning Standards and Understanding by Design
- Perform informal and formal observations with staff, using Danielson framework, to grow staff capacity
- Participate in Campus Council activities along with other Wingate Campus administration
- Lead recruitment efforts for both middle school and high school students
- Collaborate with CAMBA and Brooklyn College to maintain and expand the school's Leading to College (College Now) program
- Maintain all compliance-related concerns for the school, including yearly reports
- Grow own leadership capacity through close work with CFN 106 partners

(Sept. 2009-Aug. 2011) **School for Democracy and Leadership**, District 17, Crown Heights, Brooklyn, N.Y.

9th and 12th Grade English Teacher

- Constructed and delivered theme-based English literature curriculum
- Prepared students for English Regents Exam
- Analyzed data on students to provide need-based lessons and achievement
- Collaborated with 9th and 12th Grade Teams and English Dept. colleagues to provide consistent management, pedagogy and support
- Organized and helped implement the school's afterschool detention program, Gay Straight Alliance, Chorus, and various school activities.

(Sept 2010 – Aug. 2011) 9th Grade Team Leader

- Aligned 9th Grade Team pedagogy and expectations with the larger school community
- Collaborated with administration and staff on student issues and concerns
- Prepared and led Common Planning Time meetings twice a week

(Sept 2010 – Aug. 2011) English Department Chairperson

- Coordinated Mastery Project work among English Department teachers
- Prepared and led Professional Development Sessions for English Department
- Organized, maintained and updated English Department resources and materials
- Collaborated with other Department Chairs to promote literacy across all subject areas
- Introduced and implement Common Core Standards to entire school

(Sept. 2004-June 2009) **PS/MS 174**, Region 5, East New York, Brooklyn, N.Y.

7th Grade English Language Arts and Social Studies Teacher

- Developed and delivered ELA and Social Studies curriculum for middle school
- Differentiated instruction for lower-performing students through Guided Reading, Professional Period activities, Afterschool Academy sessions
- Maintained records on student performance and use data to drive instruction
- Coordinated with colleagues and administrators on schoolwide initiatives, including the development of new clubs, Dance Festival, an anti-bullying program, and the Title IID Technology Program

(July 2007 – Aug. 2007) **NYC Teaching Fellows**

Field Visitor

- Observed new Teaching Fellows in summer school placement
- Conducted short, on-the-spot debriefs with each Fellow after observation
- Wrote detailed Teacher Observation Rubrics based on observations, including next steps for Fellow development
- Designed and conducted weekly Skills Sessions

(June 2004 – Aug. 2007) **NYC Teaching Fellow, English, Cohort 8**

OTHER WORK EXPERIENCE:

Travel Agent Magazine, New York, NY

(Jan. 2004 – June 2004) Senior Editor, Caribbean/Bahamas/Mexico/South America

(March 2001 – Jan. 2004) Associate Editor, Caribbean/Bahamas, Pennsylvania, Car Rental Industry

(Feb. 2000 – March 2001) Copy Editor and Story Editor

EDUCATION:

College of St. Rose/CITE, Albany/Brooklyn, NY

School Building/District Leadership Program, May 2011

Cumulative GPA: 3.90

Brooklyn College, Brooklyn, NY

Masters of Arts, English Teacher, August 2006

Cumulative GPA 3.9

Fordham University, Bronx, NY

Bachelor of Arts, English, May 1999

Cumulative GPA 3.741, Graduated Magna Cum Laude and Phi Beta Kappa

University of Oxford, Oxford, UK

University Exchange Program, Oct. 1997 to July 1998

REFERENCES: Available Upon Request

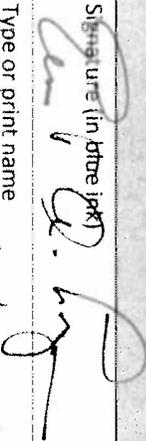
17KS33 Schuss For Democracy + Leadership

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

Attachment A
 Consultation and Collaboration Documentation Form

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

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

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

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

17K533 - School For Democracy + Leadership

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

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 Consultation and Collaboration Documentation Form

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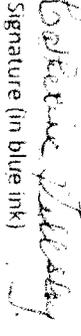
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2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSSED 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.
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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) gone page	6/14/13	
Type or print name gone page		

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable
Signature (in blue ink)  Linda M. Higgins Type or print name	5/14/13	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)  James Deanehik Type or print name	5/14/13	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)  Robert M. Kelly Type or print name	5/14/2013	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)  Catherine Trusley Type or print name	5/14/2013	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.



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 #																														
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3	0	5	1	0	0	0	1	0	0	5	1																					
Federal /State Program	SCHOOL IMPROVEMENT GRANT 1003 (g) SCHOOL FOR DEMOCRACY & LDRSHP																															
Contact Person	EDUARDO CONTRERAS																															
Agency Name	New York City Department of Education																															
Mailing Address	52 Chambers Street, Room 413																															
	New York, N.Y. 10007																															
Telephone #	212-374-0520	Manhattan																														
		County																														
Project Operation Dates	From <u>SEP</u> <u>1</u> <u>2013</u> To <u>AUG</u> <u>31</u> <u>2014</u>																															

BUDGET TOTAL

\$966,207

SALARIES FOR PROFESSIONAL PERSONNEL: Code 15

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	1.00	127,368	127,368
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.50	135,080	67,540
Education Administrator	1.00	100,000	100,000
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	638	41.98	26,795
Teacher per session Trainee Rate (rate per hour)	0	19.12	0
Supervisor Per Session (rate per hour)	0	43.93	0
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	0	306.67	0
Teacher Occasional Per Diem (rate per day)	27	154.97	4,185
CENTRAL - School Implementation Manager	0.28	119,344	33,895
CENTRAL - Talent Coach	0.10	114,000	11,265
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			371,048

SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16

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

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

PURCHASED SERVICES: Code 40

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Counseling in Schools	217,643
686 - Evaluation Consultant	Institute for Student Achievement	4,400
689 - Professional Development Consultant	Institute for Student Achievement, Literacy Support- Creative School Services	265,600
Subtotal - Code 40		487,643

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	13,480
Educational Software	0
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	0
Subtotal - Code 45	13,480

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	80,488
ARRA FRINGE - CENTRAL	13,548
Subtotal - Code 80	94,036

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)	\$966,207
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

EQUIPMENT : Code 20

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

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

N.Y.C. GRANT #

0	0	0	0	0	0
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PROJECT BUDGET SUMMARY

Agency Name: NEW YORK CITY PUBLIC SCHOOLS

ACTIVITY	CODE	PROJECT COSTS	
Professional Salaries	15	371,048	
Non-Professional Salaries	16	0	
Purchased Services	40	487,643	
Supplies and Materials	45	13,480	
Travel Expenses	46	0	
Employee Benefits	80	94,036	
Indirect Cost	90	0	
Equipment	20	0	
GRAND TOTAL			966,207

FOR DEPARTMENT USE ONLY

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Tracking/Contract #:	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>																								
Project Funding Dates	9	1	2013	8	31	2014																			
	FROM			TO																					
Program Office Approval	_____																								

Fiscal Year	Amount Budgeted	First Payment						
_____	\$ _____	\$ _____						
_____	\$ _____	\$ _____						
_____	\$ _____	\$ _____						
_____	\$ _____	\$ _____						
_____	\$ _____	\$ _____						
Voucher #	\$ _____	First Payment						
Finance Office Approval	_____							

CHIEF ADMINISTRATOR'S CERTIFICATION	
<p><i>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.</i></p>	
<p>6.27.2013</p>	<p>_____</p>
DATE	SIGNATURE
<p>Eduardo Contreras, Chief Operating Officer, Portfolio Planning</p>	
<p>NAME AND TITLE OF CHIEF ADMINISTRATIVE OFFICER</p>	

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	\$ 371,048
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 487,643
Supplies and Materials	45	\$ 13,480
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 94,036
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 966,207

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 383,958
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 481,643
Supplies and Materials	45	\$ 11,390
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 97,595
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 974,586

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 395,885
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 472,943
Supplies and Materials	45	\$ 5,000
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 100,962
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total		\$ 974,790

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 1,150,891
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 1,442,229
Supplies and Materials	45	\$ 29,870
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 292,593
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
Total Project Budget		\$ 2,915,583

BUDGET NARRATIVE: School for Democracy Leadership (17K533)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Curriculum	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting). College access and readiness curriculum GOALS: Increase student awareness of the college process and post secondary options. DELIVERABLE: Increased number of students applying to, attending and completing four year colleges.	10,000	0	0	\$10,000	School will own this curriculum
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services (Code 40)	Vendor: Counseling in Schools (Student Support Services). 210 hours of embedded social-emotional support coaching. GOALS: To support grade team teachers in developing individualized education plans with Behavior Intervention Plans to meet the social-emotional needs of students. DELIVERABLES: High-needs students will be functional and on-task for at least 80% of their instructional day.	31,125	31,125	31,125	\$93,375	Increased capacity among school's staff to respond to social-emotional needs of students will result in school-wide abilities to enact early interventions and re-engage students in the learning process. This internal capacity will allow for in-house coaching of new faculty and will not require continued outside consulting.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services (Code 40)	Vendor: Counseling in Schools (Student Support Services) 8 hours per month of network development meetings. GOALS: To engage all stakeholders in the evaluation of school climate and strategic development of social emotional support plans. DELIVERABLES: Team will conduct on going assessment of school climate and adjust plan accordingly to meet needs.	8,300	8,300	8,300	\$24,900	Increased capacity among school's staff to respond to social-emotional needs of students will result in school wide abilities to enact early intervention and re-engage students in the learning process. This internal capacity will allow for in-house coaching of new faculty and will not require continued outside consulting.
Data Driven Instruction/Inquiry (DDI)	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting). Staff and student surveys will be conducted multiple times each year. COAL: To collect qualitative data on school environment, student engagement and classroom instruction to monitor progress. DELIVERABLES: Qualitative data about progress towards goals.	4,400	4,400	4,400	\$13,200	School will use Survey Monkey to create their own ongoing surveys to collect the same data for internal analysis.
Data Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session funds re: Quarterly Weekend Planning Mastery Clinics PD. COAL: Improve school-wide mastery assessments that are differentiated, rigorous and common core aligned. DELIVERABLES: All Mastery assessments will be differentiated, rigorous and common core aligned.	5,040	5,040	5,040	\$15,120	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Vendor: Lenovo (Technology Provider). Desktop computers to build two full computer labs. GOALS: Increase student access to technology, provide students with computer course to build technological capacity. DELIVERABLE: Students will develop the skills to be technologically competitive in higher education and employment settings.	13,480	11,390	5,000	\$29,870	School will own the technology.
Parent and Community Engagement	Professional Purchased Services (Code 40)	Vendor: Counseling in Schools (Student Support Services). 1200 hours per year of individual and family counseling services. GOALS: To help resolve family issues that are interfering with student focus in the classroom and impacting their ability to behave appropriately. DELIVERABLE: Increased attendance, increased test scores and graduation rates and increased engagement in counseling support services for highest needs students and families.	102,000	102,000	102,000	\$306,000	Parent workshops created and implemented by the family counselor will continue to be offered at the school by Pupil Personnel Team members who have been trained over the life of the grant.
School Climate and Discipline	Professional Staff (Code 15)	1.0 Full Time Dean. COAL: Increase early intervention strategies and positive behavior in sensitive programs to decrease suspension rates and improve school climate, respect and discipline. Reduce need for APO's time committed to discipline. DELIVERABLES: Decreased disciplinary infractions, decreased Principal and Superintendent suspensions, increased reporting of positive school environment. Decreased in time spent on discipline by APO.	63,684	65,684	67,684	\$197,052	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position.

BUDGET NARRATIVE: School for Democracy Leadership (17KS33)

Primary SIC Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
School Climate and Discipline	Professional Staff (Code 15)	1.0 Full-Time Coordinator of Student Activities. GOAL: Improve school culture and climate by planning and executing student-driven events, clubs and extra-curricular activities. Grant writing. DELIVERABLES: Increased offerings of clubs, events and academic enrichment options, development of student council, a more involved, engaged, positive student body, increased attendance, decreased suspension rates. School will be awarded grants to improve funding resources.	63,684	63,684	67,684	\$197,052	Improved opportunities offered by the school, instruction, and climate will result in an increased enrollment which will allow for the continued funding of this position. Additionally, grant funds won by this position will help to support enrichment programming.
Student Support	Professional Purchased Services (Code 40)	Vendor: Counseling in Schools (Student Support Services): 480 hours of targeted high-needs group counseling and establishment of a mentoring program. GOALS: To improve social interaction skills of highest needs students and decrease conflict and suspension rates. DELIVERABLES: Increased attendance, improved grades, increased counseling services for highest needs students, increased ability to cope with academic and social stresses resulting in lowered suspension rates.	40,800	40,800	40,800	\$122,400	Build capacity among staff and students to run our own mentoring program
Student Support	Professional Staff: Hourly or Per Diem Stipends (Code 15)	Hourly Per Session Funds for after school clubs. GOALS: To provide after school activities to increase engagement and support students' social emotional needs and increase college readiness and resume building. DELIVERABLES: Increased engagement, decreased suspension rates, improved school climate and culture.	9,744	9,744	9,744	\$29,232	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.
Student Support	Professional Staff (Code 15)	1.0 Full-Time second Guidance Counselor. GOAL: To improve student recruitment strategies in order to increase middle and high school enrollment, provide admissions counseling for high school and college application processes, as well as support non-college bound students through the transition process. DELIVERABLES: Increased enrollment, increased college acceptance and readiness, increased acceptance of middle school students into specialized high schools.	67,540	69,540	71,540	\$208,620	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position.
Teacher Evaluation (APPR) Implementation	Professional Purchased Services (Code 40)	Vendor: Counseling in Schools (Student Support Services): 360 periods a year of embedded classroom management coaching. Goals: To better meet the social and emotional needs of our students, allowing high-needs students to be supported in a enriched classroom environment with teachers who hold high expectations. DELIVERABLES: 80% decrease in classroom removals.	22,968	22,968	22,968	\$68,904	Increased capacity among school's staff to respond to social-emotional needs of students will result in school-wide abilities to enact early interventions and re-engage students in the learning process. This internal capacity will allow for in-house coaching of new faculty and will not require continued outside consulting.
Teacher Evaluation (APPR) Implementation	Professional Staff (Code 15)	1.0 FTE Full-Time Assistant Principal of Instruction. GOAL: To increase instructional support, ensure more regular and in-depth observations of school's instructional staff and manage school's special education program. DELIVERABLE: 80% increase in teacher observations and improved quality of classroom instruction.	100,000	100,000	100,000	\$300,000	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting) GOALS: Improve the quality of curriculum and delivery of instruction to increase student learning. DELIVERABLES: Increased student engagement, increased credit accumulation, increased regents pass rates and graduation rates.	114,000	114,000	114,000	\$342,000	Coaches will build internal coaching capacity. In the third year coaches will work closely with teachers who are being groomed to take over coaching responsibilities.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting), Administrative costs.	39,000	38,000	39,550	\$116,550	Not Applicable
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting) School's administration will have 40 days of leadership coaching in years 1-2 and 30 days of leadership coaching in year 3. GOALS: To develop focused leaders who are able to manage their time and prioritize around the school's vision and theory of action. DELIVERABLES:	38,000	38,000	28,500	\$104,500	Title one professional development funds will be used to sustain these activities past year three.

BUDGET NARRATIVE: School for Democracy Leadership (17K533)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Literacy Support: Creative School Services (Curriculum Support Services)- Curriculum Support Coaching. Years 1 and 2 (30 days) Year 3 (15 days). GOAL: To support lead teachers in developing school-wide rubrics, 9th and 10th grade research classes and rigorous elective courses. DELIVERABLES: A rigorous, differentiated 9th and 10th grade research course curriculum and elective course curriculums.	36,000	36,000	18,000	\$90,000	School will own curriculums.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting). 160 hours per year of coaching and support. GOALS: Increase student awareness of the college process and post secondary options. DELIVERABLE: Increased number of students applying to, attending, and completing four year colleges.	19,000	19,000	19,000	\$57,000	All instructional staff will be trained in the college readiness and access curriculum which the school will own (see line 18).
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting). Summer Institute Attendees: Year 1 (6 staff), Year 2 (10 staff), Year 3 (25 staff). GOALS: Staff will be exposed to targeted research based strategies to meet student learning needs. DELIVERABLES: Increased student engagement and learning as evidenced by higher pass rates, observations and increased regents scores.	7,500	12,500	31,250	\$51,250	Increased capacity in each department will allow for staff to turn key strategies to each other in order to support student learning
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Counseling in Schools (Student Support Services). Full staff professional development (30 two-hour units) on meeting social-emotional needs of students. GOAL: Increase staff understanding of social-emotional needs of students and strategies for supporting these needs. DELIVERABLES: Decreased classroom removals, students will report a higher level of engagement and comfort in classroom environment.	12,450	12,450	12,450	\$37,350	Increased capacity among school's staff to respond to social-emotional needs of students will result in full-staff proficiency in enacting effective early interventions and re-engaging students in the learning process. This internal capacity will allow for in-house coaching of new faculty and will not require continued outside consulting.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting). 3 day leadership summit in years one and two. GOALS: Administration will evaluate school's progress towards goals, assess needs areas and identify strategies for improvement. DELIVERABLES: Administration will develop strategic plans to keep school aligned with goals and mission.	1,500	1,500	0	\$3,000	Administration and staff will continue this process through the annual staff retreat funded through Title I Professional Development funds
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	Vendor: Institute for Student Achievement (School Transformation Services and Educational Consulting). Meeting expenses for three strategic planning meetings per year with ISA support staff.	600	600	600	\$1,800	School will host internal strategic planning meetings.
Training, Support, and Professional Develop	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session PD to allow staff to take advantage of all of the supports offered by ISA and CIS. GOALS: improve the quality of curriculum and delivery of instruction to increase student learning. DELIVERABLES: Increased student engagement, increased credit accumulation, increased regents pass rates and graduation rates.	2,520	2,520	2,520	\$7,560	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session Regents Prep funds. GOAL: Increased student learning time to improve student achievement on state regents exams. DELIVERABLES: Increased regents pass rates.	3,780	3,780	3,780	\$11,340	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.

BUDGET NARRATIVE: School for Democracy Leadership (17K533)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session: Middle School Saturday Academy funds. GOALS: Increased student achievement on Middle School state ELA and MATH exams. DELIVERABLE: Students will exceed their annual yearly progress benchmarks on state ELA and MATH exams.	3,024	3,024	3,024	\$9,072	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session Course extension spring funds. GOAL: To increase student learning time in order to allow students to meet course standards. DELIVERABLES: Increased student understanding and increased credit accumulations.	2,016	2,016	2,016	\$6,048	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Hourly Per Session - Course extension fall funds. GOAL: To increase student learning time in order to allow students to meet course standards. DELIVERABLES: Increased students understanding and increased credit accumulations.	671	671	672	\$2,014	Improved instruction and school climate will result in an increased enrollment which will allow for the continued funding of this position as well as funding from possible grants won by COSA.
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	84,673	86,763	88,353	\$259,790	
		Subtotal School	907,500	907,499	900,000	2,714,999	
District-level expenses: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.3, 0.34, 0.34.	33,895	38,732	43,180	115,807	
District-level expenses: Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1, Y2, Y3): 0.1, 0.11, 0.11.	11,265	12,873	14,351	38,488	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	13,548	15,482	17,259	46,289	
		Subtotal Central	58,707	67,087	74,790	200,584	
		TOTAL SIG	966,207	974,586	974,790	2,915,583	
Other sources of income		Non-Core Instruction Tax Levy	301,074	301,074	301,074	903,222	
		Title I for Priority and Focus Schools	65,238	65,238	65,238	195,714	
		Other Title I allocations	287,730	287,730	287,730	863,190	
		TOTAL	1,620,249	1,628,628	1,628,832	4,877,709	