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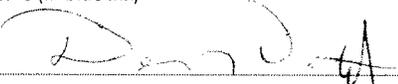
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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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			
Title	Telephone	Fax Number	E-mail Address
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
Legal School Name for the Priority School Identified in this Application		School Beds Code	
The Heritage School		310400011680	
Grade Levels Served by the Priority School Identified in this Application		School NCES #	
9 - 12			
Total Number of Students Served by the Priority School Identified in this Application		School Address (Street, City, Zip Code)	
324		1680 LEXINGTON AVENUE, MANHATTAN NY 10029	
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
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A. District Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Operational Autonomies

i. Operational autonomies for the Priority School

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

Budgeting: School-based budget for the Priority School is based on the FSF formula. The Priority School also receives additional funding through Title I allocations to support its goals as

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

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

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

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

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

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

i. Evidence of formal policies on school autonomy

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

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

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

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

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

ii. Labor-management documentation

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

C. District Accountability and Support

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

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

ii. Coordination of district structure for school turnaround efforts

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

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

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

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

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

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

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

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

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

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

iii. Timeframe and persons responsible

See attached chart.

D. Teacher and Leader Pipeline

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

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

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

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

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

ii. Hiring and budget processes

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

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

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

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

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

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

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

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

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

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

When Dyanand Sugrim assumed the role of Principal for The Heritage School it was a return to the same community where he began his teaching career. A year and a half later, the shifts at Heritage are tangible as the metrics speak for themselves. Graduation rate increased during his first six months by 5% and this year's graduation rate is projected to increase an additional 10%. His vision is to promote college and career readiness for all of Heritage's diverse learning community.

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 Urban Arts Partnership, The Achievement Initiative at Columbia University School of Social Work, Teachers College, Columbia University, The Danielson Group, Achieve 3000, Inc., and NYC Outward Bound.

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 The Heritage School, students with disabilities comprise 26% of the school's population, 10% points higher than the citywide high school average. English Language Learners comprise 7% of the school's population, 7% points lower than the citywide high school average. The average incoming proficiency (8th grade ELA/math) of the school's students is 2.58, which is 0.17 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.

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

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

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

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

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

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

iii. District strategies for enrollment equity

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

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

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

G. District-level Labor and Management Consultation and Collaboration

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

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

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

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

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

On June 5, the NYCDOE and CSA held a SIG consultation and collaboration meeting. Prior to the meeting, multiple phone calls and emails took place to discuss SIG and address specific

school questions. The NYCDOE responded to CSA requests for information about the SIG applications.

ii. Consultation and Collaboration Form (Attachment A)

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

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:

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

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

Allocation and Requirements

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

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

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

Parent Involvement

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

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

Parent Engagement

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

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

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

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

Public School Choice

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

Supplemental Education Services

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

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

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

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

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

Galaxy Requirements

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

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

Supplemental Compensation:

Schools can provide supplemental compensation to support:

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

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

School Comprehensive Education Plan (SCEP)

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf

Spring 2012 - 2013 Network Directory

Season All Network Directory

There are 55 schools that may support more than 30 schools; growth past 30 schools is at the discretion of the cluster.

Network/Brand	Cluster	Location	Level	Mission Statement
<p>Network/Brand: N101 Bridges for Learning</p> <p>Leader/Contact: Martina CoField mcofield@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 <p>- Specialized instruction</p>	
<p>Network/Brand: N102</p> <p>Leader/Contact: Alison Steehan 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>	<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 	

Spring 2012 - 2013 Network Directory

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

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	CFN Name	CFN Website	Mission Statement
<p>Network Name: N106 Network: Network for Collaborative Innovation Leadert Contact: Cyndi Kerr Website: cker@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 ELL 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>Network Name: N107 Network: A Network Of Dynamic Learning Communities Leadert Contact: Nancy Scala Website: nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH/JMS: 4 High School: 26</p>	<p>Mission/Philosophy: CFN 107 is a cross-functional network dedicated to delivering personalized instructional, operational, and student services support to public schools. We work to support our schools in the continuous mission of school improvement as measured by improved student learning. We believe that to create a dynamic, professional learning community, schools must focus on "learning rather than teaching..." (Dufour) To this end, we provide our schools with a dedicated instructional team member, who serves as their liaison.</p> <p>Organizational Structure: We believe in collaboration between networks and schools. To this end, we provide our schools with a dedicated instructional team member, who serves as the school's liaison. This individual becomes a part of the school's community, working deeply with the administration and teachers in support of increased student achievement. In addition to this liaison, all schools have full access to the entire operational team and the student services team, both of which offer a wealth of knowledge and support.</p> <p>Special Expertise: CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>

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

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CFN 201 Pilot		CFN 112 Pilot		CFN 201 Pilot		CFN 112 Pilot		CFN 201 Pilot	
Network	Leader/Contact	Brooklyn: 17 Queens: 4	Elem: 11 JH//MS: 8 K-8: 2	Mission/Philosophy:	Special Expertise:	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	Mission/Philosophy:	Special Expertise:
Network: 1111	Leader: Lucile Lewis llewis2@schools.nyc.gov			<p>Mission/Philosophy: Our driving goal is to increase student achievement and help every member of the school community reach full potential. We offer a wide range of supports to promote school leaders in increasing focus on teaching and learning, schools in developing rigorous and relevant curricula, and teachers in becoming highly effective. Why us? Experience (network leader was a principal for ten years), innovative Intervention Program (teachers learn from each other in job-embedded PD), and accomplished, collaborative principals.</p> <p>Organizational Structure: Our network is organized to provide network-wide support and professional development to ALL schools--and specific and targeted support to each individual school based on results from recent Quality Reviews and Progress Reports (highest impact areas) as well as school identified priorities! Each school gets a dedicated instructional specialist as a point person as well as access to a full calendar of professional development opportunities for all members of the school: principals, APs and teachers in all subject areas.</p> <p>Special Expertise: Our network has a large number of instructional team members, and a small but strong operations team. CFN 112 has been a leading network in the Common Core Pilot program as well as in the Teacher Effectiveness Pilot.</p>	<p>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>				
Network: 1112	Leader: Kathy Bellis kbellis@schools.nyc.gov	Brooklyn: 19 Manhattan: 7 Queens: 1	JH//MS: 9 K-12: 1 Secondary: 7 High School: 10	<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>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>				
Network: 2011	Leader: Joseph Zaza jzaza@schools.nyc.gov	Brooklyn: 3 Manhattan: 7 Queens: 19 Staten Island: 1 Bronx: 2	K-12: 1 Secondary: 1 High School: 30	<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>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 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, ELLs and G&T. The network leader is an experienced and highly-ranked professional with extensive K-12 organizational and instructional expertise, with an emphasis in the field of Students with Disabilities.</p> <p>Organizational Structure: We offer a variety of training and coaching supports for all school staff that includes implementing the CCLS and the 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 Contact: Dfeigel@schools.nyc.gov</p>	<p>Manhattan: 25 Bronx: 4</p>	<p>ECE: 2 Elem: 21 JH/I/MS: 1 K-8: 5</p>

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CFN 204		CFN 205		CFN 206	CFN 207	CFN 208	CFN 209	CFN 210
Mission Statement		Mission Statement		Mission Statement	Mission Statement	Mission Statement	Mission Statement	Mission Statement
<p>Network: 2004</p> <p>Leader: Diane Kelley Contact: CFN204@schools.nyc.gov</p>	<p>Brooklyn: 1 Queens: 27 Bronx: 1</p>	<p>ECE: 1 Elem: 20 JH/J/MS: 5 K-8: 3</p>	<p>Mission/Philosophy: CFN 204 strongly believes that knowledge sharing fuels relationships and our learning community thrives based on this belief. The network provides expert cross-functional instruction and operations support to schools with students in grades Pre-K through 8. Our blueprint to promote student achievement and ensure that students are college and career ready is to focus on strong leadership, skilled teaching and reflection within a standards-based system.</p> <p>Organizational Structure: CFN 204 principals depend on the network's ability to clearly communicate with members of each school community by providing access to information and materials that meet their individual needs. A CFN "Point Person" from the team is assigned to each school as a thought partner to help inform all instructional and operational decisions.</p> <p>Special Expertise: In addition to our experienced operations and instructional staff, we also have a designated Instructional Data Specialist and SATIF who support schools to better understand data, make informed decisions based on this understanding, and align their work to improve student achievement.</p>	<p>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-functional, 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 CCLSLab sites for ELLs.</p>	<p>Queens: 28</p>	<p>Elem: 19 JH/J/MS: 1 K-8: 8</p>	<p>Network: 2005</p> <p>Leader: LEARN 205 (Learning Enhancement and Responsive Network)</p> <p>Contact: Joanne Joyner-Wells/Mary Jo Clearano jjoyner@schools.nyc.gov mclearano@schools.nyc.gov</p>	

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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N206</p> <p>Leader: Ada Cordova Contact: acordova@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p>Mission/Philosophy: CFN 206 and our elementary and secondary schools are unified around the joy of teaching and learning. We believe that independent thinking is fostered through learning opportunities that include exploration and the "productive struggle." We take great pride in honing our professional craft, with our collective pursuit of success manifesting itself in the achievements of our schools and individual team members.</p> <p>Organizational Structure: We review school data and instructional goals, and partner coaches with principals to utilize unique expertise in addressing schools' specific needs. We routinely provide onsite support and consultation. This partnership yields coaches deeply committed to knowing their schools. Operations staff customizes one-on-one training and communicates information to coaches, resulting in holistic, practical advice. Professional development is tailored for elementary and secondary schools to meet the instructional demands of each school group.</p> <p>Special Expertise: Our team is composed of former school leaders, coaches and an operations team with various business degrees. We offer pedagogical and youth development guidance grounded in the research practice of nationally renowned partners including Dr. Filmore, TCRWP and Partnership in Children. Onsite Quality Review support is provided by our QR specialist.</p> <p>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>
<p>Network: N207</p> <p>Leader: Danielle Giunta Contact: dgiunta4@schools.nyc.gov</p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH//MS: 1 K-8: 2</p>

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	Current School per Region/System		Vision Statement
<p>Network: 12093</p> <p>Leader: Daniel Purus Contact: dpurus@schools.nyr.gov</p>	<p>Brooklyn: 3 Queens: 15</p>	<p>Elem: 3 JH/JMS: 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>Network: 12095</p> <p>Leader: Charlene D. Willis Contact: charwillis@schools.nyr.gov</p>	<p>Brooklyn: 3 Manhattan: 5 Queens: 10 Bronx: 3</p>	<p>ECE: 1 Elem: 20 JH/JMS: 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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Network Information	Current schools per borough/level	Vision Statement
<p>Network: N210 Brand: RISE - Reaching Individual Schools Effectively Leader: Joanne Brucella Contact: jbrucel@schools.nyc.gov</p>	<p>Brooklyn: 12 Queens: 16</p>	<p>Mission/Philosophy: CFN 210 is devoted to creating a culture of collegiality and collaboration across schools in Brooklyn and Queens. We support our early childhood, elementary, and middle schools with innovative educational practices as they implement the Citywide Instructional Expectations. We build capacity and promote distributive leadership by providing personalized service and expert support. Our high-quality professional development focuses on identified instructional and operational needs.</p> <p>Organizational Structure: Our team is comprised of former District Leaders, Principals, Assistant Principals and Instructional Specialists. Schools are assigned a point person who serves as the liaison between the school and network team to ensure cross-functional support for operational and instructional needs. In addition to network-wide monthly professional development, schools are strategically organized into cohorts to promote collaboration, inter-visitation and professional growth.</p> <p>Special Expertise: In addition to expert instructional support, our operations team is also comprised of highly experienced professionals. Our student services/YD, HR and Budget Directors, as well as our ASE, leverage their extensive experience to navigate DOE systems and identify operational solutions.</p>
<p>Network: N211 Brand: Your Source For Success Leader: Jean McKeon Contact: jmckeon3@schools.nyc.gov</p>	<p>Brooklyn: 18 Queens: 6 Staten Island: 3 Bronx: 3</p>	<p>Elem: 12 JH//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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	Organization	Contact	Vision Statement
<p>Network: 4A01 Grant: Mobilizing Collective Capacity Lead: Ryan Marks Contact: rmarks@schools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>Elem: 13 JH//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>Network: 4A02 Lead: Cristina Jimenez Contact: cjimenez5@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>JH//MS: 1 Secondary: 5 High School: 13</p>	<p>Mission/Philosophy: We believe schools can accelerate achievement for all students through thoughtful partnerships and best practices. We provide quality support and foster innovation in our schools. By cultivating leadership at all levels and supporting the development of teachers, we build capacity for schools to establish structures and align resources that support student achievement. We partner with schools to implement rigorous curriculum that meets the needs of all learners, empowering students to take ownership of their learning.</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 with resources. Professional learning for leaders occurs at each other's 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, transparent, efficient, collaborative and dedicated is what CFN 402 uses to guide our work in supporting schools. Each team member brings a level of expertise from previous positions that assists schools with instructional needs and operational priorities.</p>

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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: Maika 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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	Current School per borough/level	Vision Statement
<p>Network: 4006</p> <p>Leaders/Contacts: Sandra Lirio slirio@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 13 Queens: 5 Bronx: 7</p> <p>ECE: 3 Elem: 21 JH/IMS: 4 K-8: 5</p>	<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>
<p>Network: 4007</p> <p>Leaders/Contacts: Maria Lopez mlopez@schools.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 2 Queens: 1 Bronx: 11</p> <p>Elem: 13 JH/IMS: 4</p>	<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>
<p>Network: 4008</p> <p>Leaders/Contacts: Lucius Young lyoung@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 14 Queens: 1 Bronx: 1</p> <p>ECE: 1 Elem: 13 JH/IMS: 1 K-8: 7 High School: 1</p>	<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
<p>Network: N409</p> <p>Leader: Neal Opromalla noproma@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 26 Staten Island: 9</p>	<p>ECE: 1 Elem: 26 JH//MS: 2 K-8: 5 K-12: 1</p> <p>Mission/Philosophy: Children's First Network 409 (CFN 409) is "A Network Where Excellence is the Standard." Through a dynamic professional development plan, onsite school support, partnerships with instructional experts and the facilitation of school collaboration, CFN 409 is dedicated to supporting schools in: strengthening teacher pedagogy, improving student outcomes, and building and optimizing operational capacity. CFN 409 is also dedicated to establishing collaborative communities of professionals who learn from and support one another.</p> <p>Organizational Structure: Our team is comprised of highly qualified professionals with years of experience in helping students achieve. Our instructional team members have served in NYC public schools as teachers and administrators. Our instructional team is complemented by our equally experienced and strong operational team members who ensure that each of our schools is able to maximize personnel and budgetary resources in order to fully support their instructional objectives. Our standard of excellence is achieved through standards of practice.</p> <p>Special Expertise: CFN 409 stands on the forefront of adult professional learning. In addition to regular principal and AP conferences, operations, and special education meetings and institutes for our schools' instructional leads, our instructional team also facilitates study groups which are based on our schools' data-driven needs and the CIEs.</p> <p>Mission/Philosophy: Driven by the belief in quality education and equal access to democracy, we, The ROCKS, are organized on three pillars: Achievement, Student Services, and Operations. These are integrated to support strong instruction and student growth through the following: Reflection: Facilitative Leadership; Outcomes: Improved Professional Practice, and Student Work; Collaboration: Teacher Teams; Knowledge: Learning Conferences; Standards: High Expectations, Rigor, Feedback. We do this knowing that every school community is dedicated, diverse, and deserving.</p> <p>Organizational Structure: CFN410 prepares schools to meet city and state expectations. Through data analysis, we engage school leaders in deep conversations to discover the best course for their school. We conduct ongoing needs assessments with leaders and teachers to collaboratively develop individualized Action Plans to address the specific needs of each school, resulting in improved learning and achievement. We are recognized as an effective network.</p> <p>Special Expertise: We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL Instruction and Compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>
<p>Network: N410</p> <p>Brand: The ROCKS</p> <p>Leader: Altigracia Santana Asantanz2@schools.nyc.gov</p> <p>Contact:</p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p>	<p>ECE: 2 Elem: 16 JH//MS: 2 K-8: 3</p>

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Current School Year		Current School Year		Vision Statement	
<p>Network: M412</p> <p>Leader: Michael Alcott</p> <p>Contact: malcott@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 2 Staten Island: 1 Bronx: 15</p>	<p>JH/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>		
<p>Network: M412</p> <p>Brand: Making It Happen</p> <p>Leader: Daisy Concepcion</p> <p>Contact: DConcepn@schools.nyc.gov</p>	<p>Brooklyn: 19 Manhattan: 1 Queens: 1</p>	<p>ECE: 1 Elem: 16 JH/MS: 2 K-8: 2</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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Network Information	Current schools per borough/level	Vision Statement
<p>Network: NS11 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: NS21 Brand: CUNY</p> <p>Leader: Dennis Sanchez Contact: DSanche@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: NS31 Brand: CEI-PEA Leader: Joseph Blaize Contact: jblaize@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	<p>Mission/Philosophy: The vision of all CEI-PEA networks is to assist schools in improving the quality of education by providing support for teachers, parents, students, and administrators in all areas of school life. We provide expertise in instruction, standards, data/IT, assessment, budgeting, scheduling, special education and ELL services. We also represent the voice of schools, students and parents. Our staff includes highly experienced, successful former school and district leaders.</p> <p>Organizational Structure: Our network leadership team, comprised of supervisory and instructional specialists, will conduct a school-needs assessment. Based on that assessment, a customized action plan will be developed. A network point person will be assigned to the school whose responsibility will be the execution of the action plan. The point person will enlist the help of network staff and CEI-PEA cross network specialists, based upon need. The network team meets bi-weekly to assess progress at each of the schools and to modify action plans.</p> <p>Special Expertise: Our network works under the umbrella of CEI-PEA, which has specialists in all instructional areas, budget, scheduling, leadership development, crisis management, special education, grant writing and all other areas of school life. We also represent the voice of schools, students and parents.</p>
Network: NS32 Brand: CEI-PEA Leader: Ben Soccodato Contact: BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH//MS: 10 K-8: 9	
Network: NS33 Brand: CEI-PEA Leader: Nancy Ramos Contact: NRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH//MS: 8 K-8: 2	
Network: NS34 Brand: CEI-PEA Leader: Ben Waxman Contact: BWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH//MS: 12 K-8: 2	
Network: NS35 Brand: CEI-PEA Leader: Ellen Padva Contact: EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH//MS: 11 K-8: 2	
Network: NS35 Brand: CEI-PEA Leader: Bill Colavito / Gerard Beirne Contact: WColavito@schools.nyc.gov GBeirne@schools.nyc.gov	Brooklyn: 6 Manhattan: 6 Queens: 4 Bronx: 9	JH//MS: 9 K-8: 1 Secondary: 5 High School: 10	

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Network Information		Current schools per borough/level		Vision Statement	
Network: N551 Brand: Fordham University Leader: Dr. Arita Batisiti/Marge Struk Contact: abatisiti@fordham.edu struk@fordham.edu	Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16	Elem: 20 JH//MS: 5 K-8: 2 Secondary: 2 High School: 6	<p>Mission/Philosophy: The mission of the Fordham PSO collaboration with New York City schools is to help teachers and administrators drive academic achievement through a process of reflection, self-analysis, and the integration of perspectives gained from research into school-wide and classroom practice. The goal is to move each school toward the "tipping point" at which its culture becomes one of accountability and accomplishment.</p> <p>Organizational Structure: We acknowledge the "uniqueness" of each school and tailor our supports to meet their individual needs. Through a designated network team point person, outside consultants, Fordham faculty and resources, we keep each school prepared to meet the challenges of an evolving system by providing operational, instructional, and leadership supports that will maximize academic achievement, build teacher capacity and create environments that best serve all constituents.</p> <p>Special Expertise: Our special areas of expertise include: English Language Learners (Bilingual/TESOL), professional development by renowned faculty and technical assistance and compliance expertise from Fordham's NYC Regional Bilingual ELL Resource Network. As a result of our grant writing to date, Fordham PSO schools have received grants totaling \$2,750,000.</p>		
Network: 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 School Enrollment (2011)	Vision Statement
<p>Network: N202</p> <p>Leaders: 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>Network: 603</p> <p>Leaders: 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: 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 order to coordinate, coordinate with teacher teams, principal meetings and extensive data analysis and support, Team 603 organized monthly and bi-monthly 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:</p> <ul style="list-style-type: none"> - To deliver operational, instructional and leadership support of exemplary quality. - To provide support that maximizes the time and ability of our schools to focus on improving student outcomes and preparing all students to meet the college and career-readiness standards of a 21st century education. - To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice. <p>Organizational Structure: We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the city-wide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p>Special Expertise: CFN 604 has an extraordinary team with special expertise in early childhood, special education, ELL, testing, school safety, teacher effectiveness, and the CCLS. Our team works closely with school leadership and partners with many expert providers. Our operational team guides our schools with budget, HR, procurement, and payroll.</p> <p>Mission/Philosophy: CFN 605 provides customized services to meet the instructional, operational, and VD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>
<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 VD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p>Organizational Structure: As a network, we recognize the strengths of each school, build them jointly with the principal, and create a targeted plan. The network matches team member expertise and resources to build capacity at each school. Through achievement coach assignments, cross-functional teams, and outside partnerships, we customize the delivery of services and support. Our network is organized to improve student achievement and progress through seamless instructional, operational, student support services and leadership support and development.</p> <p>Special Expertise: Our network has 2 Common Core lab sites and staff that have been involved in NYC Dept. of Education Common Core pilot work. We have ELA, math, special education, and ESL content area licensed and experienced K-12 personnel. Our operations team is highly experienced in budget, procurement and human resources. Furthermore, the network has exceptional expertise in assessment and testing.</p>

Spring 2012 - 2013 Network Directory

Network Name	Schools in the Network	Grade Levels	Vision Statement
<p>Network: NCCOE Brand: Making a Difference</p> <p>Leader: Darina Palazzo Contact: darina@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 2 Queens: 2 Bronx: 17</p>	<p>ECE: 2 Elem: 21 JH/MS: 1 K-8: 1</p>	<p>Mission/Philosophy: CFN 606 makes a difference for students, educators, and communities every day. Our highly experienced, efficient instructional and operational teams work seamlessly in partnership with our schools to continuously improve the instructional core, ensuring our PreK-8th grade students meet the rigorous demands of the CCLS. Together our team and schools deepen 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: NCCOE</p> <p>Leader: Elmer Myers Contact: 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>	<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>

Spring 2012 - 2013 Network Directory

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

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Network	Out of School Age Population	Vision Statement
<p>Network: 611</p> <p>Leader: Roberto Hernandez Contact: robertah@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>Network: 612</p> <p>Brand: The Grapevine Network</p> <p>Leader: Margarita Nelli Contact: mneli@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 32 K-8: 1</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.

Organizational Structure: Professional Learning is at the center of all that we do. Our team provides network-wide PD to principals, assistant principals, parent coordinators, parents, instructional leads, and general, ELL and special education teachers. This year, our network-wide trainings revolve primarily around the major expectations delineated in the CIE: Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.

Special Expertise: Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.

Mission/Philosophy: Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.

Organizational Structure: The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.

Special Expertise: The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.

Spring 2012 - 2013 Network Directory

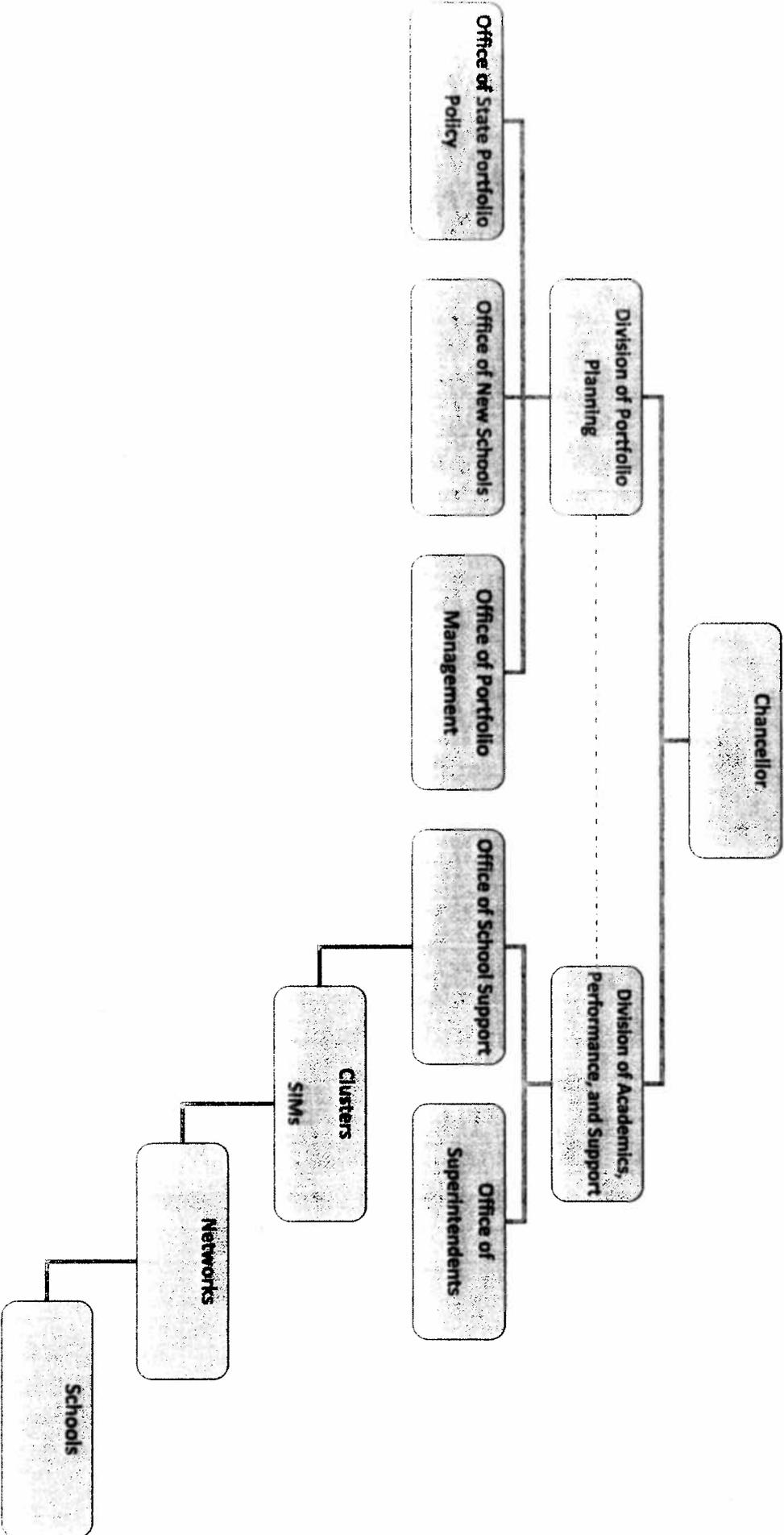
Network Information	Current schools per borough/level	Vision Statement
<p>Network Brand: Cluster 5 Diploma Plus</p> <p>Leader Contact: Crystal Joye csirmmons-joye@diplomaplus.net</p>	<p>N/A</p>	<p>Mission/Philosophy: It is our belief that the Diploma Plus model successfully transforms students' learning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

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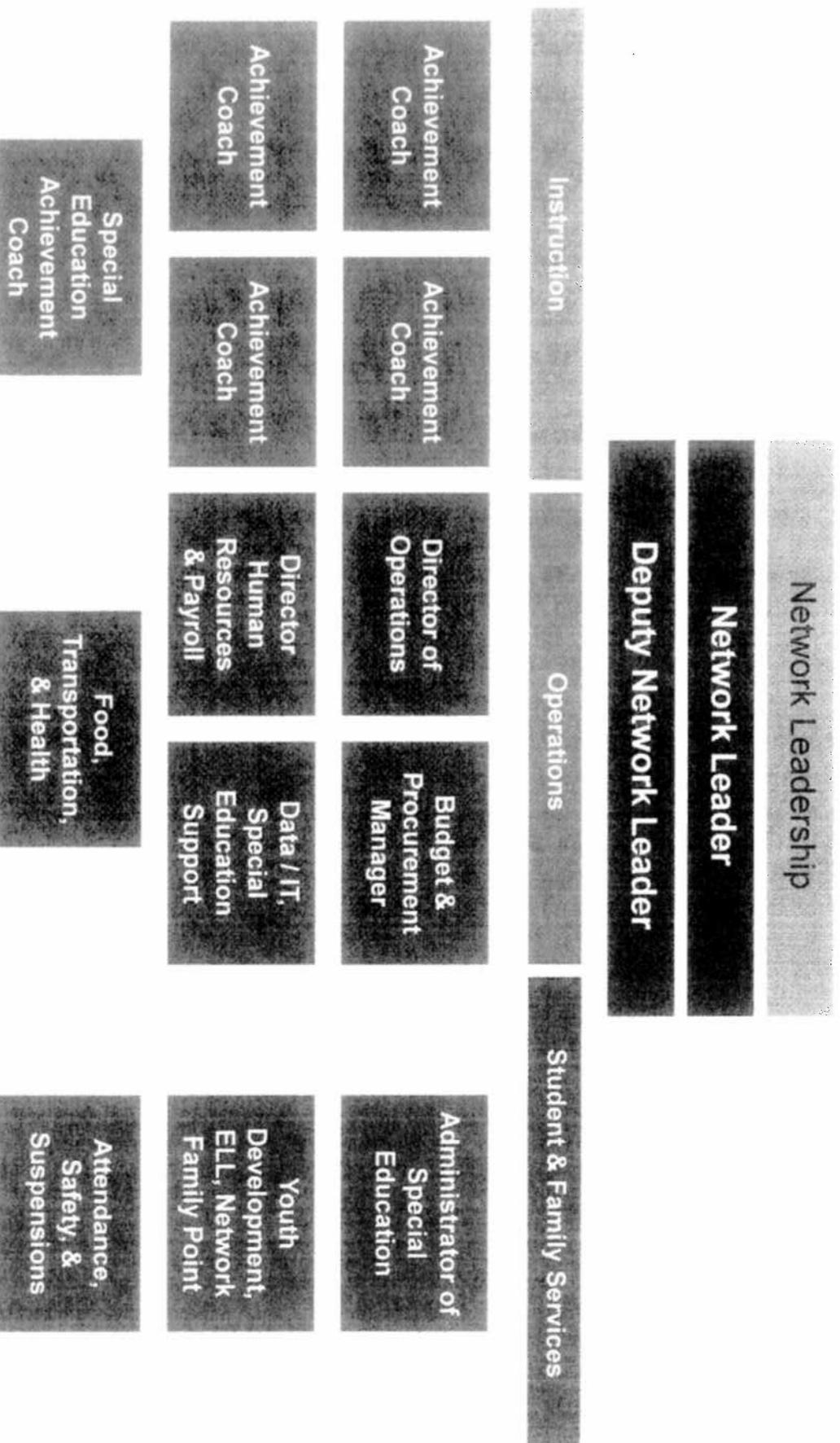
Network	Cluster	Current Schools	Vision Statement
<p>Network: Branch: Leader: Contact:</p>	<p>Cluster 5 Teaching Matters PSO Lynette Gustaferra lgustaferra@teachingmatters.org</p>	<p>N/A</p>	<p>Mission/Philosophy: The Teaching Matters PSO is an innovative support organization focused on measurably improving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



NYCDOE Management Structure for Turnaround Efforts



Sample Network Structure



Department of
Education

Dennis M. Valcott, 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

04 M 680 - Heritage School (The)

Attachment A
Consultation and Collaboration Documentation Form

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

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

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

Signature (in blue ink) *Gene Ruff*
Type or print name *Gene Ruff*

04 M68D

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

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Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Dyanard Lewis</i>	5/20/13	
Type or print name DYANARD LEWIS	5/20/13	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) <i>Kenneth C. Martin</i>	6-3-13	
Type or print name Kenneth C. Martin		
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) <i>Peter C. Valdes</i>	5/20/13	
Type or print name Peter C. Valdes		

A. School Overview

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

The Heritage School, co-founded by Teachers College, Columbia University (TC) in 1996, is committed to creating a learning community that fosters the development of respectful citizens and leaders who possess the academic and social skills as well as the habits of mind to be successful in higher education and the world beyond. In addition to our rich and rigorous Common Core aligned curriculum, we work to integrate culturally relevant pedagogy across the content areas. We foster our students' sense of personal identity and self-worth by linking their educational experiences to the history and identity of East Harlem and New York City. We hold the same academic standards and expectations for all of our students inclusive of Students with Disabilities, English Language Learners and Economically Disadvantaged students.

Our primary goal is to cultivate a college ready environment reflective of learning experiences that challenge, intellectually stimulate, and prepare all students for meaningful post-secondary opportunities.

Teachers will create rigorous instructional plans aligned to the Common Core Learning Standards (CCLS). Their unit and lesson plans will address the instructional shifts embedded in the math and literacy CCLS as outlined in the New York City Schools Citywide Instructional Expectations (CIE). To ensure plans are developed so that they are accessible to all learners and we can raise the bar on academic achievement, we will systematize the use Universal Design for Learning (UDL) as a resource to review and revise our curricula.

The administrative leadership will create the conditions for teachers to do this work through the implementation of a structured system of regular formative evaluation and actionable feedback to teachers using the *Danielson Framework for Effective Teaching*. Data-driven individualized and whole staff professional development will be provided based on findings from the administration's routine tracking of observation and professional development data. Dedicated weekly time will be established in teacher schedules for professional development and for teacher teams to work on all aspects of their instructional practices.

Our secondary goal is to routinely collect and use data to track academic progress of subgroups of students within and across cohorts and grades to inform instructional practices and decisions.

The Heritage School will increase credit accumulation and Regents passing by implementing a consistent and structured system of collaborative data-driven inquiry to identify, analyze and respond to growth and gaps in student learning and teacher instructional practices to ultimately improve graduation rates and college readiness for all students. The data analysis will help us to routinely identify areas of difficulty and track the progress of our student subgroups so that we can provide targeted tutorial and other student interventions along with adjustments in the instructional practices of teachers to address gaps on a timely basis.

In addition to providing weekly time for teacher team meetings, the administrative leadership will establish a framework of expectations for teamwork and deliverables that are primarily aligned with three key engage^{NY} resources – the data-driven inquiry (DDI) Results Meeting Protocol, the Assessment Schedule/Calendar, and the Culture Implementation Calendar. We also

will continue to use the teacher leader system that we established in 2012-2013 to further support the DDI work of teacher teams.

Our tertiary goal is to create a safe environment that addresses the social and emotional needs of all students, through trust and team building experiences and the re-integration of the arts, to support academic achievement.

The administrative leadership will convene a group of five teachers representing the various grade levels, content areas and special education, the parent coordinator and the guidance counselors to form the Heritage Expanded Learning Opportunities Committee (HELO). HELO will be charged with establishing practices and procedures to coherently leverage and utilize a range of external and internal resources to support the academic and social-emotional development of all students through out-of-classroom interventions. At the beginning of the school year, HELO will administer a survey to students, parents and faculty to ascertain students' academic and social-emotional needs. The 9th grade survey will include questions to assess their interests and fears around transitioning into high school. HELO also will develop an inventory of all expanded learning and intervention activities available so that students can be matched to the appropriate resources based on their needs. The committee will develop the process for referrals and tracking student progress. HELO also will meet regularly to monitoring their work, identify and cultivate new resources and determine how to share students' academic and social-emotional learning progress with various stakeholders.

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

Through various accountability measures, state and city/local, several areas of deficit relating to credit accumulation, graduation rates, utilization of data and teacher pedagogy were identified. Additionally, the NYC Learning Environment Survey 2011-2012 highlighted important areas that students found deficit, particularly safety and respect amongst their peers.

To address the identified areas and to achieve our three goals, we have undertaken extensive research, revitalized existing partnerships, and cultivated new partnerships. We have revitalized our relationship with our founding partner, TC and with Urban Arts Partnership (UAP). This year, we also have established a new partnership with DataCation, which will be an important component of our efforts to more effectively use data to drive instruction and student interventions; and with New Visions for Public Schools, which is now our Partnership Support Organization (PSO)/network for SY 13-14. Through the SIG, we will cultivate new partnerships with Columbia University School of Social Work (CUSSW). Each of the aforementioned will play a significant role in helping us to achieve our goals.

During the summer 2013, teacher leaders will attend a Professional Development Summer Institute at TC. The Institute will focus on helping teachers to develop and revise instructional plans that reflect a deep dive into the literacy and math instructional shifts of the CCLS. It builds on the work that TC did with teacher leaders this year around the development of CCLS performance tasks and use of a data-driven cycle of inquiry. After the Institute, the participating teacher leaders will work with the Assistant Principal of Instruction/Supervision and the Principal to develop a calendar of professional development to build the capacity of their colleagues to address the instructional shifts in their unit & lesson plans.

With the support of The Danielson Group, the Heritage School will revisit the Danielson Framework for Effective Teaching to advance a shared understanding and application of the various concepts of the Framework to give teachers to clarify expectations and to strengthen teachers' knowledge of how to enhance their professional practice and to positively impact student learning. As a point of entry to this work, teachers will use the Framework to self-assess, set professional goals and action plan around the three major domains that have been identified as areas in need of improvement for us: Planning and Preparation (1E: Designing Coherent Instruction), The Classroom Environment (2C: Managing Classroom Procedures **and** 2D: Managing Student Behavior) and Instruction (3B: Using Questioning & Discussion Techniques **and** 3D: Using Assessment in Instruction). As part of the action plans for their goals, teachers will outline a cycle of classroom intervisitations to support their professional development around the elements of the Danielson Framework.

Teacher leaders will work with the Assistant Principal Instruction/Supervision, as part of the school's Professional Development (PD) Committee, to support the work of teacher teams. Teachers will be organized into vertical and horizontal teams with regularly scheduled weekly meeting times (twice per week). They will be provided with a framework of expectations and deliverables by the administrative leadership. Fundamentally, each team will be expected to submit a calendared work map for each semester, along with documented team norms, member responsibilities, and meeting agendas and summaries of next steps – consistent with aspects of the DDI Results Meeting Protocol. The PD committee members will work with the teams to effectively define, implement, monitor and share their work, which primarily will consist of setting goals for students, adjusting instructional practices based on analysis of assessment data/student work as well as examining lesson plans and performance tasks. Teachers will meet a minimum of two times a week to. TC's Center for the Professional Education of Teachers (CPET) will provide coaching support to the teacher leaders and teacher teams.

The PD committee will work with CPET to build the capacity of 9th grade teachers to develop and pilot two interdisciplinary, project-based learning (PBL) experiences for students so that they learn to apply the concepts from Math, Science, English and Social Studies to real world problems and challenges in. The objective is to more effectively engage students in their learning through the use of inquiry and critical thinking as they complete performance tasks that requires them to apply their understanding and learning of concepts. In SY 13-14, the 9th grade teachers will visit schools that have successfully implemented interdisciplinary PBL so that they can serve as exemplars of specific and relevant work as well as pacing of implementation. Each successive year, teachers from the other grades will incorporate two interdisciplinary PBL units of study into their curricula. This work will culminate in a 12th grade exit project presented by seniors to members of the school community before graduation.

In September 2013, students will take baseline ELA and Math assessments so that teachers can create benchmarks for measuring each student's progress throughout the school year. In summer 2014, the school will implement a Summer Bridge Program and use rising 10th graders, based on the outcomes of their Regents passing in math and science, as teaching assistants. In SY 13-14, the Assistant Principal Instruction/Supervision will visit schools that have successfully implemented Summer Bridge for incoming 9th graders to learn about what works

and doesn't work so that there is a basis of exemplars from which to effectively build Heritage's Summer Bridge.

B. Addressing the Needs of the School System, 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

The Heritage School is a high school with grades 9-12 located in the East Harlem section of Manhattan. As evidenced in The New York State Accountability Report 2011-12, we did not make AYP in Math Performance and Math Participation neither in 4 Year Cohort nor 5 year Cohort Graduation Rate. Through the Safe Harbor Target of 109, we made AYP in Secondary-Level ELA: Performance at 121 which is 25 points below the EAMO objective.

There are currently 324 students on the register, which is a 10% increase from the prior year. Outlined below are key characteristics of our student population:

- 28% of students are categorized as Students with Disabilities (SWD).
- 50% of students graduated in the designated four years, which is 18% below the citywide level of students with disabilities designated to graduate in 4 years.
- 100% of SWDs are in Least Restricted Environments that include Integrated Collaborative Team Teaching classrooms.
- 8.9% of students are English Language Learners and have been designated as Limited English Proficient
- 72% of students are Economically Disadvantaged and qualify for Title 1 funding and free lunch.
- 70% of students are struggling learners and arrive as 9th graders with reading comprehension, writing, and mathematical skill sets that are well-below grade level.
- 0% of our Black and Hispanic Males in the lowest third graduated in 2012
- 100% of students have been traditionally underrepresented in college and the current graduation rate is 62%.
- The current daily attendance rate is 86%.

To identify strengths and weaknesses as well as to develop the strategies for our SIG action plan, we utilized data from three critical areas: the **New York State Quality Review 2011- 2012**; the **New York City Quality Review 2012-2013**; and parent & student focus groups as well as Learning Walk of Classroom Instruction conducted by TC.

Existing Capacity and Strengths

New York State Quality Review 2011 - 2012:

- Providing additional instructional minutes in core classes, and addressing the instructional requirements for English Language Learners.
- Providing detailed cohort data for the faculty and staff and introduced the implications of this data for scheduling and class instruction.
- School leaders make strategic organizational decisions to utilize budget, time and resources that are aligned to school goals and maximize student and adult learning.
- Reestablishing links with the co-founder, Columbia University Teachers' College was seen as strength.

New York City Quality Review 2012 - 2013:

- Making strategic organizational decisions, aligning curricula to the Common Core Learning Standards and fostering a commitment to a safe, nurturing, and collaborative learning environment.
- Ability to improve teacher practice through our observation and feedback process.
- The school has aligned curricula with New York State Standards and has integrated Common Core Learning Standards tasks that promote college and career readiness for diverse learners.
- The classroom observation and feedback process has resulted in improvement of teacher practice and student outcomes.
- Students and families benefit from the school's commitment to a safe nurturing and collaborative learning environment supporting academic and social emotional growth.

Existing Needs

New York State Quality Review 2011 - 2012:

- Collection and utilization of data and in the area of teaching and learning. "Establish procedures for tracking the academic progress of subgroups within the cohort and current grade level team meeting structure and ensure that all teachers are aware of graduation requirements and the status of each student in their classes in this regard."
- Identification of "areas of difficulty for subgroups by using this analysis to customize both in-class and tutorial academic interventions for individual students." This analysis should then inform departmental unit planning and be used to identify areas of professional development for targeted teachers."
- Development and implementation of curriculum aligned to Common Core Learning Standards were identified as needing improvement.
- Professional development for all teachers that addresses specific strategies to support the academic progress of English Language Learners and former ELLs needs to be monitored through formal observations and walkthroughs.
- Create professional development with structures in place to facilitate teacher implementation which would include inter-visitation, within the school and to other schools, and protocols to be followed that would give teachers the tools to put these practices in place.

New York City Quality Review 2012 - 2013:

- The practice of analyzing data from formative and summative assessments to inform instructional decisions and monitor progress and growth was cited as limited.
- The Heritage School needs to build upon and expand the effective pedagogical strategies being used to further increase student engagement, higher order thinking and rigorous products.

TC Focus Groups & Learning Walk of Classroom Instruction:

Student Focus Groups:

- Helping students become college ready and educating students on post high school opportunities.
- More arts based classes during the school day.
- Helping students set goals and teach those goals

- Less note taking, more hands on fun activities

Parent Focus Group:

- Education tailored to their children's individual needs
- Make sure students are not overwhelmed with information and that there is frequent monitoring of progress and feedback to parents and students.
- Tutoring system especially for reading and writing.

Learning Walk of Classroom Instruction:

- Teachers' attention in the class is divided between instruction and behavior management, which often takes away from effective instruction.
- Lesson plans were focused on knowledge and comprehension and many students reported either that the work was easy or they did not know what to do.
- While the agenda is posted, there were not clear transitions between the different aspects of a lesson and one element blurred into the next without discussion or strategic shifts
- Teachers were implementing some promising practices yet missing components, organization, or materials, which made some lessons difficult for students to interact with. In some instances, there were gaps between the written lesson and the delivered lesson.
- In many classes, students were organized in small groups but the instructional purpose was unclear as the activities of the lesson unfolded.
- Many teachers are struggling to enact their instructional plans due to misunderstanding and/or inexperience with foundational components of instruction and assessment.

Next Steps for the Following Key Areas of Focus:

School Leadership Practices and Decisions

School leaders need to give frequent and actionable feedback to teachers that are timely, focused and that highlight one or two practices for improvement. Feedback will be tracked so that school leaders can monitor improvement or lack thereof to make strategic decisions around staffing. School leaders will develop a structured assessment calendar for the school year so that grade and department teams can incorporate data driven inquiry to track the progress of subgroups of student and individual students in their cohort in an effort to support student progress. Dedicated time will be scheduled for teacher teams to meet during the school day and every Wednesday for one hour for inquiry work, coaching and/or professional development. Protocols and procedures for reporting evidence of inquiry will be used by teachers to ensure teachers are developing strong practices and growing professionally. A Professional Development Calendar will be developed by the PD Committee with input from instructional partners who are involved in coaching and professional development. Additionally, to facilitate the flow of information and communication to various constituents inside and outside of the school community a calendar will be developed that identifies dates and time for weekly leadership meetings, cabinet meetings, and meetings for committees involved in supporting instruction goals, and long range action plans.

Curriculum Development and Support

Teachers will create rigorous and coherent curricula that lead to multiple points of access for all students. Vertical and horizontal academic skills and foundational academic vocabulary will be identified in grade level teams and department teams respectively for students. Department teams will predominately work on curriculum development and the use of the CCLS as a guide

to develop performance tasks that incorporate deep conceptual knowledge of core content. Department teams will use the Common Core Instructional Shifts to move instruction from recitation to fluency, application and understanding. Department teams will identify learning within and across grades so students can build new understanding onto foundations built in previous grades. This work will be guided by professional development for teacher leads, coaching from experts, and protocols for assessing teacher curriculum for evidence of rigor. Teachers with support of professional development and coaching will develop practices that challenge students to think beyond recall and comprehension using the resources of Danielson's Framework for Teaching, Universal Design for Learning, and Depth of Knowledge chart. Teachers will build into their curriculum and lesson plans formative and summative assessments the purpose of which will be reflected on during teacher team meetings. Ninth grade teachers in Math, Science, English and Social Studies will collaborate to develop two interdisciplinary, project based learning units of study for the school year.

Teacher Practices and Decisions

Administrative cabinet will create teacher schedules with weekly common planning time (at least 45 minutes) for grade teams and department teams. Administrative cabinet will post Circular 6 assignments to select four teachers to participate on PD committee. Administrative cabinet develops documents expectations & deliverables (including reporting framework) for department, grade and PD team meetings. Teacher teams will create a work map for September through December and submit it to the administrative cabinet to establish a framework and conditions to effectively define, implement, monitor and share their vertical and horizontal work. Teacher leads will work with teams to form, storm, norm and perform to improve teaching and learning. Teacher leads with support from coaches and administration will discuss responsibilities of each teacher to show up on time with the resources necessary to work collaboratively to improve teacher effectiveness and student achievement. Structures and processes for documenting evidence of inquiry work including facilitating and recording meetings must be implemented for achieving goals. Protocols for examining curriculum, lessons, and student work will be provided to advance teacher reflection and practice. Administrative cabinet will develop and/or adapt protocols to periodically and formatively assess effectiveness of team meetings.

Student Social and Emotional Development Health

To support all Heritage students' academic and social-emotional development a framework & conditions to coherently leverage and utilize a range of external and internal resources will be established. Administrative cabinet will recruit and/or assign administrator, guidance counselor, Counselor in Schools staff member, Columbia University School of Social Work staff member, student government representative, SLT parent representative and TC ELO Associate to participate on Heritage Extended Learning Opportunity Committee. Administrative cabinet will create and develop documents, expectations & deliverables (including reporting framework) for HELO Committee. Using expectations and deliverables, as well as information about best practices, the HELO committee will create a work map for September through December and submit to administrative cabinet for feedback. The HELO Committee will be engaged in work to create systemic & systematic conditions to coherently define/shape, support and monitor the expanded learning/intervention activities to deepen student achievement and development. Social Workers hired under the SIG Grant will work with 9th through 12th graders to create opportunities

for college and career exploration and college support and preparation. Social Workers with the assistance of interns will work individually students and small groups identified as needing additional supports. Ninth graders will participate in personal and character development through the Success Highway curriculum. An established process for ongoing monitoring will be used to track responsibilities, interventions, follow-up and progress.

Family and Community Engagement

In order to retain families, students and community members engaged we hold monthly School Leadership Team (SLT) meetings. These meetings include the executive board of the Parent Teacher Association who update the parents of initiatives and scheduled events. In addition a representative from our educational partnership, Teachers College sits on the SLT team and disseminates information with their colleagues.

The Heritage School utilizes the online system Datacation as a vehicle for communication. The Datacation system enables interactive communication between, teachers and parents, teacher and students, teacher to teacher, and teacher to administrators. Students are able to monitor their assignments, missing work, and grades to date. Parents are able to monitor their student's progress, behavior anecdotal, and communicate with teachers. Teachers enter daily performance, project, and test grades and post messages to parents and students. The Heritage School provides Datacation training for parents of incoming freshman on usage of the system. Designated Guidance Counselors and administrators monitor usage of the system to insure uploaded information is timely and interaction communications and interchanges are ongoing. We have a full time bi-lingual parent coordinator, who is a member of the School Leadership Team that serves as liaison to our parents, guardians and community. Our parent coordinator reaches out directly through phone calls, mailings, and events to maintain ongoing communication, providing learning opportunities and support for the students and their families. Our Parent Teacher Associate engages parents by holding monthly meetings to keep parents and guardians informed and assess ongoing needs. They have coordinated health fairs where staff from Metropolitan Hospital conducted health screenings for families.

The Heritage School is enrolled in the College Now program with The City University of New York. Our students are attending college credit classes at Hunter College and Hostos Community College through this partnership. We currently have fifteen students attending classes through this program. We also have an on-going internship program with the law firm, Davis Polk & Wardwell LLP. This semester twenty-one of our students are participating in this internship program. . In addition nine of our students currently participate in a cross-age tutoring program at a community elementary school. Our goal is to provide real world learning experiences and to increase, not only the number of students who attend these programs but to seek out and create new partnerships across the community for our families and students to connect with.

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

The three key identified needs of preparing our students for college, collection and utilization of data, and the creation of a safe environment by addressing students social emotional needs will be implemented simultaneously.

In relation to the goal of college readiness, teachers in the 2012 -2013 school year attempted and

wrote two CCLS units of study. They struggled with the first unit and gained momentum with the second unit of study. As cited in the feedback from TC, plans focused on knowledge and comprehension but teachers struggled with identifying and implementing activities that required students to synthesize, compare and contrast, and evaluate.

There will be a two prong approach to improving college readiness. The first is to address the 2013- 2014 CIE's focus on curriculum and student support. The second focuses on leadership practices and decisions that support teachers' growth through feedback and evaluations.

- The PD Committee, Danielson Group and CPET will design a yearlong PD calendar based on the self-assessments as well as findings from the three data sources used for the SIG action planning and data collected from regular learning walks throughout the year.
- Teachers will be guided by coaches from CPET to develop CCLS lesson plans and performance tasks and by Danielson Group on the effective delivery of those plans.
- Paying particular attention to the instructional shifts teacher teams will use protocols to assess and reflect on performance tasks and lesson plans to ensure that they are engaging, rigorous, and meet high standards of college readiness and they will be adjusted as needed.
- Leaders will provide and implement a structured cycle of support through frequent classroom visits, and actionable feedback aligned to the new teacher evaluation and the Danielson Framework for Effective Teaching.
- To support teacher growth we will establish a protocol for teacher inter-visitation in school with other partner schools so teachers can work on areas of growth.

The collection and utilization of data to drive instruction is a major priority. To ensure improvement in this area, school leaders will provide teacher teams with a framework of expectations as well as hold teams accountable for engaging in a structured cycle of inquiry.

- Professional development on creating authentic assessments both formative and summative will be provided. The professional development sessions would include but not be limited to checking for understanding, the use of exit tickets, the purpose of questioning in a lesson, and the creation of rubrics to assess and adjust instruction based on the data collected.
- The program and schedule will be structured so that teachers have dedicated time to meet in teams during the day for forty-five minutes and every Wednesday for one hour.
- Teacher teams will be expected to meet and use protocols to look at data formative, for example student work products, and summative assessments, for example marking period assessments and Regents results. The purpose being to use the information to plan lessons and adjust strategies to create access for all students.
- Teacher teams will be required to create a road map to demonstrate that a cycle of inquiry was in place. Teachers will be required to create agendas, and provide minutes showing the next steps in instructional planning to address gaps and growth in identified subgroups.

The creation of a safe environment through addressing the social emotional needs of students will require a multifaceted approach including assemblies, re-establishing the arts, creating expanded learning opportunities and putting in place counselors to work with students in their transition from middle to high school and from high school to college.

- The HELO committee will develop and administer a survey to students, parents and faculty to ascertain what students' academic and social-emotional needs are **and** what types of expanded learning/intervention activities might be needed

- Using expectations and deliverables, as well as information about best practices, the HELO committee will create a work map coordinating all the various activities for students.
- Review and adapt “high-risk checklist” for grade teams to utilize to identify and refer students for HELO.
- A format for reporting to administrative cabinet – from September through December and to submit to administrative cabinet for feedback. Using the protocol & process to evaluate quality & impact of partnerships, outreach to and partner with organizations that have resources to expand the *HELO* inventory and more comprehensively meet the needs of students.
- Periodically present HELO to parents and students (i.e. Back to School/Curriculum Night, PTA meetings, SLT meetings, student assemblies, etc.).

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.

In order to address the previously identified deficits our school has restructured our schedule to accommodate a nine period day, which includes advancing student credit accumulation and/or remediation. This schedule allows for the flexibility to personalize student’s programs to deliver mandated time requirements in instruction and services for English Language Learners and Students with Disabilities as well as building time to address fundamental skill needs in double periods of Math and English Language Arts. Weekly department meetings are built into our instructional day. This time allows us to strengthen and focus our instruction by looking at data to inform our instructional practices and meet student needs by analyzing student work to check for understanding and measure progress. Weekly professional development sessions are focused on moving our instruction forward and strengthening our curriculum. Our areas of focus in the last school year have included but were not limited to, aligning our curriculum to the CCLS, Danielson’s Framework, creating UDL units of study, Looking at Student Work, and Utilizing Hard and Soft Data to inform instruction.

The organizational structure allows for ongoing observations that provide feedback for teacher growth and development. Part of our structure allows for our three APs to work in a specific and targeted way; one AP is assigned as the lead for professional development as well as serving as an instructional leader who works with departments in strengthening their practice. A second AP is responsible for organizational operations, which includes scheduling, budgeting and data analysis. Our third AP, Special Education serves part time to provide supervisory oversight for our Special Education Department. 28% of our student population is Students with Disabilities. The Heritage School has a dedicated staff that provides additional learning opportunities to our students through Saturday School and After School Tutoring. Our partnership with Teacher’s College has contributed to the continuing development of our staff through professional development both inside and outside of the school building. Our department leaders participate in a monthly Teacher’s College school leadership program to help strengthen our professional learning community.

To continue growth and progress over the next three years and to attain goals of college readiness, utilization and collection of data, and meeting student's social emotional needs through learning experiences, character development and re-integration of the arts the Heritage School proposes the following additions to the program:

- Use per session dollars to offer after school tutoring. The Urban Arts Partnership will allow us to not only integrate the arts into our daily curricula but will offer custom workshops based on a needs assessment through the arts.
- Increase staff with a Humanities Coach and two STEM Coaches, as well as an Academic Intervention Services Teacher/Provider to enhance our professional teacher expertise and lower our teacher to student ratio. The inclusion of a coach will further enable the continuing development of a college ready curriculum and strengthen our instructional practices.

Specific services will be acquired to ensure the achievement of our goal of making all students college ready.

- Partner with The Danielson Group to provide professional development for School Leaders and Teachers to ameliorate our classroom practice in offering rigorous and college ready pedagogy.
- Achieve 3000 will help to increase student reading and writing performance by enabling all students, at all levels, to make significant reading gains and ensure all students achieve the same academic standards through differentiated content.
- Teachers' College, CPET will train and provide supports to staff in the area of literacy across all content areas, inquiry cycles and support Heritage in making AYP without safe harbor.

To address students' social emotional needs we will institute character building program and experiences, individual and small group counseling and career exploration for our incoming freshman and other students identified as at risk. Additional support across all grades will be provided by the implementation of two new partnerships: New York City Outward Bound and Columbia University School of Social Work.

- New York City Outward Bound's programs and trainings will focus on building community, confidence, and develop and strengthen leadership skills. Their team building activities will provide tools to challenge our students, and enable them to reflect and learn, where collaborative teamwork becomes the norm, and can be undertaken productively on academic projects.
- Columbia University School of Social Work will provide full time social workers that offer counseling services and classroom interventions for students at the highest risk of academic failure and dropout.

Our project based learning experiences will be augmented through both the Urban Arts Partnership who will offer after school opportunities in the arts, and Outward Bound who will provide hands on learning experiences in team building.

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

Mr. Dyanand Sugrim is an experienced school leader with roots as a teacher in the school community. He taught science for 8 years at Park East High School. Mr. Sugrim in collaboration with other teachers at the school led the transformation of Park East from an alternative to a mainstream high school. Mr. Sugrim was also the chairman of the science department and science regents passing rates went from 49% passing rate to a 90% passing rate during the time Mr. Sugrim was in the science department. Mr. Sugrim moved on to George Washington High School and during the 4 years he was there the school was recognized for its high achievement in science.

Mr. Sugrim understands what needs to be done to produce dramatic gains in student achievement as evidenced by his previous work. As principal he has demonstrated a good understanding of putting systems in place to achieve the school goals. He communicates his expectations clearly to all his staff, monitors progress and holds all stake holders accountable. Mr. Sugrim makes strategic organizational decisions to utilize budget, time and resources aligned to school goals to improve student achievement and maximize adult learning.

ii. Principal's biography

When Dyanand Sugrim assumed the role of Principal for The Heritage School it was a return to the same community where he began his teaching career. A year and a half later, the shifts at Heritage are tangible as the metrics speak for themselves. Graduation Rate increased during his first six months by 5% and this year's Graduation rate is projected to increase an additional 10%. With his vision to promote college and career readiness for all of Heritage's diverse learning community. Mr. Sugrim has successfully aligned curricula with the NYS Standards and Integrated the Common Core Learning Standards (CCLS). His experience developing capacity of teacher leaders to departmentally implement CCLS is already evidenced in all Heritage classrooms and student work. Under Mr. Sugrim's leadership Heritage has initiated and implemented The College Now Program at CUNY's Colleges of Hunter and Hostos to provide their students with advanced college credits. In addition, he has instituted AP Classes in Calculus and strengthened the AP US History program. Heritage's Regents Classes have expanded to include Chemistry and Physics. In addition to daily English Language Arts (ELA) and Math

classes, two support classes in ELA and Math have been added to all incoming freshman's daily schedules. Mr. Sugrim has committed himself to cultivating the home and school connection and works closely with parents in maintaining a united approach to preparing students for their post-secondary education and success. Prior to joining The Heritage School Community, Mr. Sugrim served as Assistant Principal – Science and Security for the High School for Media and Communications for five years. In addition to his supervisory responsibilities, he utilized the data acquired by scholarship and cohort analysis to inform professional development for staff and intervention services for students. As Chairman of The Professional Learning Community (“PLC”), he collaboratively developed and implemented the “PLC” as a school-wide initiative which operated as grade teams and was integrated into programming and budgeting. Mr. Sugrim spent his first seven years as a Living Environment and General Sciences teacher at Park East High School. During those years he was appointed Lead Teacher, served as Science Department Chair, Athletic Director, and Twelfth Grade Coordinator.

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

Supporting leadership positions include two full time Assistant Principals and one Part Time Assistant Principal to work in specific and targeted areas. One full time Instructional AP provides supervisory oversight for our English Language Arts, Social Studies and Science Teachers, Annual School-wide Professional Development, and Community Based Organization Partnerships. As a strong instructional leader she will provide oversight for the SIG implementation of Achieve3000 and the Teachers' College Center for the Professional Education of Teachers and supervision of the new Humanities Coaches. In addition she will provide oversight for The Danielson Group's professional development. The second full time AP of Organization provides supervisory oversight for the Math Department, organization, programming, budget, and is our data specialist. She will provide SIG implementation oversight for the New York City Outward Bound Center and The Urban Arts Partnership as well as the new STEM coaches. In addition she will provide oversight of data collection, and the monitoring of progress for all SIG implemented components. The third Special Education part time Assistant Principal provides oversight to the Special Education Department inclusive of all Related Service Providers. She provides supervisory oversight to all Special Education Teachers and Teachers of English Language Learners. She will provide oversight for the SIG implementation of Columbia University School of Social Work.

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

Several members of the school community will make up the extended cabinet. The extended cabinet members will be involved in weekly cabinet meetings to provide updates on various elements of oversight and provide guidance and direction to the overall vision of the school. The

cabinet members will include all instructional leads and coaches, academic intervention service providers, guidance counselors, and administrators. As the instructional leaders, coaches will have a critical role in identifying both teacher and student needs based on their classroom observations and teacher/student interactions. The instructional coaches are also charged with informing the cabinet members of the implementation of the professional development of Teachers' College Center for the Professional Education of Teachers, Achieve 3000, and the Danielson group as it relates to improving instructional practice. The guidance counselors, Social Workers, and academic instructional coaches will serve the cabinet in providing updated information regarding student development as it relates to their social and emotional growth. Based on the information provided by all invested constituents, the cabinet will develop and implement specific action plans for further school growth and development.

One of the barriers that may arise from this structure is the implementation of action plans by the larger school community. Members of the community who are not directly involved in the extended cabinet may perceive any new initiatives as being "top down" and therefore be resistant to the implementation. The approach for overcoming this obstacle will be to give all members of the school community a voice during the cabinet meeting where their concerns are identified and addressed. A second approach would incorporate the action plans of the larger school community that address specific areas of need. The implementation of suggestions and ideas brought to the cabinet from the larger school community will ensure input of valuable members of the school.

E. Instructional Staff

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

Current school staff consists of three teachers in each of the core areas as well as four special education teachers, one music teacher and one ESL teacher. 24% of teaching staff has less than three years' experience and 33% have a master's degree or higher. In addition, one guidance counselor is responsible for all of the mandated counseling of a 28% special education population. In school year 2012-13 NYS Quality Review it was noted that during most of the class visits there was limited evidence of rigorous instructional practices, or the use materials and resources which increase and accelerate the academic achievement for English Language Learners, students with Individualized Educational Programs and those testing at levels 1 and 2. SIG resources will subsidize coaches in the core subject areas to enrich our use of data. With the support of coaches, teachers will be able to look at data and apply it both directly to the classroom and to the students at risk. The additional staff will also help enrich our instructional practice by sharing their expertise. The SIG grant will also enable us to target specific professional development to ensure the continuing growth of the teaching staff. Grade level teams will be restructured into Inquiry Teams to analyze data, look at student work, and teacher effectiveness practices and products within the scope of the professional development plan to improve instruction and student achievement. A professional development committee will also be formed to reinforce the work being introduced by our new partnerships. Additional staffing will also be added in the areas of social emotional issues. The SIG grant will allow us to employ additional social workers through Columbia University School of Social Work.

It is expected at the beginning of the model implementation there will be key staff in place to ensure the attainment of our identified goals: College readiness, collection and utilization of data

and addressing the social and emotional needs of our students to create a safe environment. These staff members will have the requisite skills to guide instructional staff to meet the needs of students. Instructional staff will bring a core set of competencies in their curriculum areas and will have an openness and willingness to grow and learn in their daily pedagogical practice to ensure that a rigorous curriculum is being offered and that all students can achieve at a high standard of learning. The Heritage Schools expects that the key members of the instructional team will lead by example, self-monitor, reflect and adjust their practice as necessary to contribute to the collaborative efforts in building capacity at Heritage.

Under the competency of instructional planning based on The Danielson Framework for Teaching, each of our teacher leaders will function at the highest level in the areas of instructional planning, classroom delivery, and student assessment. Each of these teacher leaders' commitment to improving practice will raise the bar as they strive towards being exemplar teachers whose classrooms will be used for interclass visitations by their colleagues. Our vision in conjunction with the supports of our partnerships, and the strength of lead teachers will positively impact student learning and will result in substantial gains for all of our students inclusive of Students with Disabilities, English Language Learners, and identified subgroups in need of improvement and interventions. Our teacher leaders will manifest professionalism on all levels and visibly contribute to the school community on multiple levels. Coaches will be experts in their fields of practice. Not only will each one be proficient in their core area; math, science and humanities, but in the areas of literacy, data analysis, usage of data, educational practices, classroom environment and social emotional needs of students. The coaches will be responsible for planning with teachers to design curriculum and create a classroom environment that supports that curriculum. And assisting in the implementation of that curriculum by trying out new approaches to teaching in a setting where teachers can be observed and can receive feedback.

Administrators will come prepared with the awareness that they will be providing teachers with access to books, outside experts, or examples of practice in other settings such as inter-visitations within the school and other schools, as a way of demonstrating that it is possible to do things differently.

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

The first step in informing the instructional staff took place during the writing of this application. The administrative team along with key lead teachers took part in the writing. Additional staff members were consulted in areas that regarded their expertise for feedback or input. The entire staff was informed of the writing of the application during a staff meeting, in late May, and it was made clear that all suggestions were welcome.

In Late August lead teachers and key administrators will engage in a two day retreat where a roll-out plan was created. The existing instructional staff will be informed of the model being implemented through various meeting times involving all members of the school community. In September during a Chancellor's Professional Development day all of the partnerships will meet with the instructional staff to give a presentation of their services and how they will be working in collaboration to support us in meeting our goals. Teachers will be informed during our weekly professional development in addition to weekly department meetings. Parents and students will

be informed by Parent Coordinator through PTA meetings and SLT. Global Connect and DataCation will be used to connect to parents using automated calling and email systems.

iii. 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.

The formal school mechanism that is used to enable all instructional staff to be screened, selected, retained, transferred, and recruited is as follows:

RECRUITMENT: New staff is recruited by administration and staff who reach out to colleagues they feel might be a good fit for the Heritage Vision. The Principal also attends recruitment fairs held by Teachers College Columbia University and the city, as well as posting positions on the open market system to acquire resumes.

SCREENING: Department teams are given all submitted resumes. In collaboration with the instructional administrator/leader, the team chooses appropriate candidates to be submitted for the selection process.

SELECTION: A committee consisting of appropriate department members, administrators, students and parents, will meet with prospective candidates. The committee will share the vision of the school and ask the candidate to describe how they see themselves as contributing to that vision. Applicants will also be asked to demonstrate a lesson and submit a portfolio for review.

RETENTION/TRANSFERRING: There is a continual conversation and check in between staff and administration to ensure that the needs of the staff are being met. The administration also has an “open-door” policy and has created a culture of trust and honest that allows teachers to feel free to come and speak to them when they are feeling frustrated or need assistance. Conversely this culture gives the administration the same opportunity to discuss their frustrations or issues and counsel out staff they may feel does not fit the schools culture and vision.

F. Partnerships

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

Teachers College, Columbia University: CPET will provide coaches to build teachers’ instructional capacity in research-based best practices that also are aligned to the Danielson Framework to strengthen their CCLS instructional planning and delivery as well as use of assessments (formative, summative and interim) as part of a DDI-aligned cycle of inquiry to routinely track student progress and make timely instructional adjustments. They also will

support the development of our teacher teams as they coach teacher leaders in effectively facilitating team meetings that are reflective of instructional talk and a results-orientation.

The Danielson Group (Contract # QR328CZ): The Danielson Group will provide professional development workshops to administration and teachers about the application of the Danielson Framework to the school's supervision and instructional practices so that everyone has a clear, shared understanding of effective teaching and teachers are effectively supported by the administration in their professional growth so that all students are engaged in rigorous and college ready pedagogy. The workshops primarily will focus on Planning and Preparation (1E: Designing Coherent Instruction), The Classroom Environment (2C: Managing Classroom Procedures **and** 2D: Managing Student Behavior) and Instruction (3B: Using Questioning & Discussion Techniques **and** 3D: Using Assessment in Instruction

Achieve 3000, Inc. (Contract # 8083203): Achieve 3000, Inc. will provide educational software that will give students additional support with the development of their reading and writing proficiencies. It is an online service that helps with differentiating targeted interventions based on students' individual levels. The software will facilitate teachers' collection and use of key data to identify specific trends for individual students as well as groups of students in the classroom.

Partnerships with CPET, the Danielson Group and Achieve 3000 primarily will support our strategies and action plans for our first (ensuring the planning & delivery of a rigorous, CCLS curriculum to all students) and second (use of data to routinely monitor student progress and to timely adjust instruction) goals.

Columbia University School of Social Work: Through CUSSW's *Achievement Initiative*, 9th graders will participate in three core interventions: individual and group counseling; facilitation of a positive social emotional development curriculum; and facilitation of an online career exploration program. CUSSW will provide a full-time, master's level social worker and two graduate student social work interns to deliver targeted individual counseling to students in need of additional support as well as small group counseling to target common challenges our students face. In addition, the Achievement Initiative will implement two distinctive curricula, *Success Highways* and *Career Cruising*, with the 9th graders. *Success Highways* will develop students' critical resiliency skills that are scientifically linked to improved student engagement, achievement, and graduation rates. *Career Cruising* is an online career engagement program that links student classroom learning to real world career applications. It includes an interactive Living Portfolio, career matchmaker assessment tools, multimedia occupational profiles, detailed career information and administrative tools for tracking student progress in program completion.

NYC Outward Bound (Contract # QR895AC): Outward Bound will help us to create community amongst students as they build skills to foster effective relationships. They will focus on strengthening students' sense of community, confidence, and leadership by engaging them in learning experiences that address trust and team building. Students will have opportunities to reflect on these experiences and learn how to bring critical skills for individual and team success back to their classrooms where there is an expectation and norm for collaborative teamwork around various academic projects. These activities will help us to

establish a college-ready environment of academic and social behaviors in accordance with the CIE.

Urban Arts Partnership (Contract # QR891AD): UAP will allow us to integrate the arts into our daily curricula as well as offer students custom workshops based on an assessment of their needs and interests.

Partnerships with CUSSW, Outward Bound and UAP primarily will support our strategies and action plans for our first (ensuring the planning & delivery of a rigorous, CCLS curriculum to all students) and second (use of data to routinely monitor student progress and to timely adjust instruction) goals.

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

iii. Partner accountability.

As indicated in the organization chart, each partner will be assigned to one of three APs who will be responsible for overseeing all aspects of the partner's work. Oversight will include an initial one-to-one meeting wherein we will map a specific workplan and timeline with deliverables and benchmarks to document and track progress. At that meeting, the APs and partners also will identify indicators for the benchmarks to ensure that the appropriate data is being collected by the school and/or partner and that there is alignment between the partner's work and overall SIG goals for school improvement and student success.

Some of the indicators that we expect to embed, as relevant, in the partner workplans includes: student attendance rates; student suspension & dropout rates; student outcomes on Success Highways early-warning assessments; number & percentage of students scoring at or above 75% on the NYS Regents exams; number & percentage of students accumulating 10+ credits for each high school year; four-year cohort graduation & college acceptance rates; number & percentage of school leaders and teachers participating in professional development activities; satisfaction survey responses from professional development participants; number & percentage of teachers demonstrating greater instructional proficiency in targeted domains evidenced by Danielson Framework rubric; and number & percentage of teacher teams demonstrating greater proficiency in effective team practices evidenced by DDI rubric and Troen & Boles teacher team rubric.

The APs will meet with partners bi-monthly to track progress through a review of workplans and benchmark indicators to determine whether there is a need to make adjustments to the workplan and to take appropriate action. The outcomes of the bi-monthly meetings will be shared by the APs with the cabinet and the leadership team on a regular, timely basis so that there is continuous feedback and shared understandings of the progress as well as impact of the work.

G. Organizational Plan

i. Organizational chart see attachment G.

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

Key decisions will be made during our weekly cabinet meetings. The cabinet will include the leadership team, instructional coaches, and teacher leaders. The cabinet will also extend invitations to all involved vendor partnerships as it relates to their roles and professional development. Cabinet meetings that include our service providers will be referred to as our extended cabinet. The extended cabinet members will be involved in weekly cabinet meetings to provide updates on various elements of oversight and provide guidance and direction to the overall vision of the school. As instructional leaders, coaches will have a critical role in identifying both teacher and student needs based on their classroom observations and teacher/student interactions. The instructional coaches are also charged with informing the cabinet members of the implementation of the professional development provided by Achieve 3000, and The Danielson Group as it relates to improving instructional practice. Our guidance counselors and academic instructional coaches will serve the cabinet in providing updated information regarding student development as it relates to their social and emotional growth. The implementation of the action plans developed by the extended cabinet members will be evaluated by the observation process. Teachers will be expected to implement all aspects of the SIG model as it relates to the social emotional development of our students in addition to creating an authentic learning experience.

iii. Annual professional performance review (APPR) process

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

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

A summative End of Year Conference will take place between the last Friday in April and the first Friday in June. Teachers can provide artifacts for review/discussion at the Conference. Artifacts must be submitted no later than the last Friday in April. If the Principal needs more artifacts to rate a component, they must request them of the teacher. If the teacher does not

provide, they will be scored as Ineffective (1) on that component. Teachers will be provided with forms including rubrics with evidence statements.

The Heritage School's plan for implementing the annual professional decisions of all instructional staff within the school includes and builds on the work that was done in the 2012 - 2013 school year.

Administrators began this year to spend more time in classrooms, engaging in short, frequent cycles of observation that resulted in concrete feedback and clear next steps for those being observed. This was particularly important as we were preparing for the implementation of the new state law requiring a new teacher evaluation system, subject to negotiations with the UFT. Administrators in an effort to provide effective feedback created several templates to track mini-observations, and formal observations for all teachers. The number of mini-observations and formal observations were calculated for all teachers and divided among the two assistant principals and the principal. New teachers were given at a minimum of four mini-observations every semester and four formal observations for the year. Tenured teachers were given at a minimum four mini-observations and two formal observations. The number of observations increased if the feedback did not lead to clear improvements in practice.

Administrators in an effort to deliver consistent and feedback met as a team with the help from members of our network to norm the observation process. We discussed what high quality feedback to teachers look like and observed several teachers together. We focused on collecting and giving specific, evidenced-based, low inference feedback and identifying no more than two important practices to improve student learning. As a result we were able to streamline and align our feedback to the three Danielson's component that we focused on this year, Questioning and Discussion, Coherent Instruction, and Assessment.

As a part of the teacher development process we focused on the implementation of the Common Core Learning Standards in unit plans to support students meeting those standards. In grades nine through 12 students were guided through two Common Core aligned units in English Language Arts, Math, Social Studies, and Science. To that end we designed professional development for teachers using exemplars, posted on the DOE website, Common Core Library, to aid teachers in writing Common Core Learning Standards aligned units of study. In addition we introduced teachers to the Universal Design for Learning, and Depth of Knowledge Chart to support them in understanding and designing instruction that meets the learning needs of all students in developing skills necessary to succeed in college and careers.

To give teachers feedback on their units of study administrators with the help of our instructional leads trained at Columbia, Teachers College Center for Professional Education of Teachers (CEPT) guided teachers through an assessment of the performance tasks embedded in their units. During several sessions teachers used the Tri-State assessment document, to critique and give each other feedback on their units and lesson plans. Through this process teachers were able to incorporate in ELA, Science, and Social Studies, Shifts 1, 3, and to a limited degree Shift 4 into their second semester Common Core aligned Unit of study. In addition inter- visitations were established by teachers for peer review and feedback.

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

The Central 2013-14 Teacher Evaluation and Development timeline is provided in attachment J 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 J 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.

The calendar for professional development will be created based on the identified effectiveness of instructional staff. The four administrators at the end of the year 2012 -2013 school year and the beginning of the 2013 -2014 school year will assess the staff based on their willingness, ability, and level of effectiveness to deliver rigorous coherent instruction. Based on this discussion an individualized professional development plan will be developed using the Danielson's Framework for Teaching, with an urgent focus on teachers who are identified as ineffective. Instructional coaches will meet with administrators to offer support to teachers in their identified areas of growth. In addition our partnerships with Danielson's Group, Outward Bound, and Editure (A.U.S.S.I.E.), will deliver whole staff professional development to build capacity and develop relevant, engaging, and rigorous instructional practices. The four administrations will each have a content area in which to provide mini-observations and formal observations which will be tracked and revisited quarterly. The following template will be used to keep each administrator accountable.

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

1	Chandler, B.	Mini	Mini – 10/13/11	Formal – 10/18/11	Mini2 – 11/3/11	Mini3 – 11/21/11	Mini4 – FORMAL -
2	Cziborra, D.	Mini – 9/20/11	Mini – 10/13/11	Formal – 10/19/11	Mini2 – 11/15/11	Mini3 – 11/21/11 Formal-	Mini4 – FORMAL -
3	Dhura, H.	Mini – 9/20/11	Mini – 10/13/11	Formal – 10/18/11	Mini2 – 11/16/11	Mini3 – 11/21/11 Formal-	Mini4 – FORMAL -
4	Hoffman, D	Mini – 9/20/11	Mini – 10/13/11	Formal – 10/18/11	Mini2 – 11/15/11	Mini3 – 11/28/11 Formal-	Mini4 – FORMAL -
5	Houghteling, L.	Mini – 9/20/11	Mini – 10/13/11	Formal – 10/19/11	Mini2 – 11/16/11	Mini3 – 11/22/11 Formal-	Mini4 – FORMAL -
6	Humphrey, C	Mini – 9/21/11	Mini – 10/14/11	Formal – 10/18/11	Mini2 – 11/15/11	Mini3 – 11/22/11 Formal-	Mini4 – FORMAL -
7	Jang, J.	Mini – 9/20/11	Mini – 10/14/11	Formal – 10/20/11	Mini2 – 11/16/11	Mini3 – 11/28/11 Formal-	Mini4 – FORMAL -
8	Lewis, W.	Mini –	Mini – 10/13/11	Formal – 10/18/11	Mini2 – 11/3/11	Mini3 – 11/21/11 Formal-	Mini4 – FORMAL -
9	Liff, A	Mini – 9/21/11	Mini – 10/14/11	Formal – 10/19/11	Mini2 – 11/17/11	Mini3 – 11/22/11 Formal-	Mini4 – FORMAL -
10	Lopez, A	Mini – 9/21/11	Mini – 10/14/11	Formal – 10/18/11	Mini2 – 11/16/11	Mini3 – 11/21/11 Formal-	Mini4 – FORMAL -
11	.Martin, K.	Mini – 9/20/11	Mini – 10/14/11	Formal – 10/21/11	Mini2 – 11/17/11	Mini3 – 11/29/11 Formal-	Mini4 – FORMAL -
12	Milbrand, D.	Mini – 9/21/11	Mini – 10/18/11	Formal – 10/19/11	Mini2 – 11/16/11	Mini3 – 11/3/11 Formal-	Mini4 – FORMAL -
13	Morgenstern, J.	Mini – 9/21/11	Mini – 10/18/11	Formal – 10/21/11	Mini2 – 11/16/11	Mini3 – 11/22/11 Formal-	Mini4 – FORMAL -
14	Navedo, A.	Mini – 9/21/11	Mini – 10/14/11	Formal – 10/18/11	Mini2 – 11/16/11	Mini3 – 11/29/11 Formal-	Mini4 – FORMAL -
15	Pipa, J.	Mini – 9/21/11	Mini – 10/14/11	Formal – 10/20/11	Mini2 – 11/17/11	Mini3 – 11/29/11 Formal-	Mini4 – FORMAL -
16	Quinones, S.	Mini –	Mini –	Formal –	Mini2 –	Mini3 –	Mini4 –

		9/21/11	10/18/11	10/19/11	11/16/11	11/22/11 Formal-	FORMAL -
17	Rojas, A.	Mini – 9/20/11	Mini – 10/14/11	Formal – 10/20/11	Mini2 – 11/16/11	Mini3 – 11/28/11 Formal-	Mini4 – FORMAL -
18	Syed, F.	Mini – 9/20/11	Mini – 10/14/11	Formal – 10/20/11	Mini2 – 11/16/11	Mini3 – 11/28/11 Formal-	Mini4 – FORMAL -
	Counselors						
19	Rodriguez, K.	Mini – 9/22/11	Formal – 10/17/11				

H. Educational Plan

i. Curriculum.

Through current professional development work with TC, the Heritage School has created curricula that are aligned to the CCLS. The implementation of our new key partnerships and the hiring of additional instructional coaches will further enhance instruction with targeted strategies to increase rigor and promote college and career readiness as well as support students' social emotional needs. Much of the focus for this year has been on the development and use of effective CCLS performance tasks as part of a coherent assessment system that anchors teachers' instructional decision-making, planning and practices to improve student learning; **and** the effective use of teacher teams to facilitate a data-driven cycle of inquiry to adjust instructional plans and delivery. Moving forward, the focus will be on strengthening our instructional plans across all classrooms to ensure that they reflect a deep dive into the instructional shifts so that the rigor is more robust and consistent for students **and** to ensure that there are appropriate learning scaffolds embedded into the plans so that there are access points and staircases of progression for all students to achieve success with the performance tasks. Through this work, the Heritage School will create stronger and better internally aligned curricula that foster college readiness in every student.

How We Will Monitor and Evaluate Progress

The AP Instruction/Supervision will collect and review a random sample of unit plans throughout the year to ensure that they reflect the CCLS instructional shifts, an appropriate use of formative and summative assessments to routinely track student progress, strategies for effective and rigorous (demonstrative of Depth of Knowledge – DoK) questioning & discussion techniques, and the component of UDL. The AP Instruction/Supervision will provide teachers with actionable feedback on their reviewed unit plans.

As part of their teamwork and with the coaching support of CPET, teachers will use the NYC DOE tool, *Assessing the Quality & Alignment of Literacy Instructional Materials to the Common Core*, to provide each other with critical feedback on the CCLS alignment and rigor of their lesson plans. The outcomes of this work will be reported to the AP Instruction/Supervision through teacher team meeting summary reports.

Lastly, with support from New Visions for Public Schools, teachers will utilize DataCation and Google platforms to maintain and share student work in their teacher teams. This will give teachers data to measure student progress and their instructional effectiveness. The outcomes from teacher team meetings will be updated on a Google Doc spreadsheet. These data points will be reviewed by the AP Instruction/Supervision and shared with the Leadership Team and Cabinet to inform the school's next steps around teacher professional development and coaching, which will be shared with the relevant partners by the AP Instruction/Supervision.

Key Personnel, Partners, and Additional Resources

- CPET professional development will be used to help teachers across all content areas to integrate the CCLS literacy shifts into their instructional plans as well as support teacher teams in their work to critically examine lesson plans as well as student learning data and to provide actionable feedback for instructional adjustments. CPET also will support teachers in learning how to more effectively deliver rigorous lesson plans.
- The Danielson Group will provide professional development to help teachers better understand what the targeted domains described in earlier sections of this document look like in practice and the strategies that they need to implement to achieve improvement. This will allow us to increase teacher pedagogical practices in order to provide all students with the type of coherent instruction that will support their college readiness needs.
- Urban Arts Partnership will help us to infuse art throughout the curriculum and to offer students hands-on experiential learning to increase their engagement in learning. They will be used as a professional development resource to incorporate art making into our common core curriculum using visual arts, theater, music, dance, or filmmaking, which reflects some of the student feedback we captured through the focus groups.
- Achieve 3000 will allow teachers to address the needs of students in their classrooms by improving their reading and writing performance. While it will be a useful resource for all students in improving their reading and writing, it will specifically support the lowest quartile by offering entry into the curriculum at student specific levels. Additionally, it will enhance the curriculum by offering extension activities to the top quartile of students.
- New York City Outward Bound will give teachers the tools to implement team building strategies in the classroom as well as allow them to build on the strategies and methodologies introduced to students in their experiential learning.
- Columbia University School of Social Work will offer curricula for full-classroom intervention services, as well as small group and individual counseling, for our 9th graders that we can infuse into our existing curricula to tailor it to specific groups who have been identified as a population in need.

ii. Instruction.

Through current work with TC, the Heritage School has already begun to address the CCLS instructional shifts in lesson plans and delivery. For instance, the school has implemented pre-reading activities to support vocabulary building and making predictions through the use of

alternative and accessible texts around the same content; during reading activities such as leveled questioning to further understanding, annotating the text, turn & talk and jot & speak; and post-reading strategies like summarizing and journal writing. Also, we have begun to address the literacy shift around text based answers through the selected use Socratic Seminars and the routine use of questions such as “How do you know that?” and “What is your evidence?” in classroom discussions with students.

In math, we already have begun to address the math shift around deep understanding through the use of performance tasks that prompt students to apply their learning to solve real-life problems. This work serves as an impetus to work towards building a Project Based Learning pilot as described earlier in this document. The Heritage School is also using exit tickets to better and more routinely monitor students’ understanding of content, to inform the use of different lesson plan component (i.e. Do Now, Mini-Lesson, etc.) to target the re-teach, and to identify multiple opportunities to build on knowledge.

The Heritage School will work with instructional partners to focus on building teacher capacity to increase rigor through DoK and a deep dive into the instructional shifts with particular focus on the following:

ELA:

- **Balancing Informational & Literary Text:** Students read a true balance of informational and literary texts.
- **Text-Based Answers:** Students engage in rich and rigorous evidence based conversations about text.
- **Writing from Sources:** Writing emphasizes use of evidence from sources to inform or make an argument.
- **Academic Vocabulary:** Students constantly build the transferable vocabulary they need to access grade level complex texts.
- **Staircase of Complexity:** Students read the central, grade appropriate text around which instruction is centered. More time and space and support is created for close reading.

Math:

- **Deep Understanding:** Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right.
- **Coherence:** Teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
- **Fluency:** Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
- **Application:** Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
- **Dual Intensity:** Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

The Heritage School will work with our instructional partners to assess teacher capacity in each area based on observations and artifact reviews at the beginning, middle and end of year to

determine the appropriate pacing of the professional development work in each year and the appropriate spiraling of the professional development work across the years.

iii. **Use of Time:**

The length of a period is 45 minutes (45 mins. x 8 pds. = 360 mins. = 6 instructional hours)

The school has implemented a 9 period schedule as well as Saturday Academy in order to increase student learning time. In addition, we will focus on strategic instruction in literacy, mathematics, and technology for our students in grades 9 through 12.

For the push-in supports, the Heritage School will implement the Achieve 3000 reading program in the English Language Arts and English as a Second Language classes three times a week during the school day. The reading program is aligned with our practices of using differentiated instruction to best support the needs of students in literacy.

A push-in teacher will help to reduce class size and to provide personalized attention to English as a Second Language and level 1 and 2 students. As a result of the push-in classes, the low achieved students will receive opportunities to build and enrich their language literacy skills in a much more personalized learning environment in all subject areas.

Proposed Student Program:

Grade 9:	Grade 10:
Pd. 1 MTWRF ALG 1	Pd. 1 MTWRF GEOMETRY
Pd. 2 MTWRF GLOBAL 1	Pd. 2 MTWRF CHEMISTRY
Pd. 3 MTWRF EARTH SCI	Pd. 3 MTWRF US. HIST/Push- in support
Pd. 4 MTWRF ENGLISH/Push-in support	Pd. 4 MTWRF ART
Pd. 5 MTWRF LUNCH	Pd. 5 MTWRF LUNCH
Pd. 6 MTWRF ART	Pd. 6 MTWRF ENGLISH/ ESL
Pd. 7 -----RF LIV LAB	Pd. 7 MTWRF ESL/Push-in support
Pd. 7 MTW-- MATH SUPP/Tech.	Pd. 8 MTWR- GYM
Push-in	Pd. 8 -----F LAB
Pd. 8 MTWRF GYM	Pd. 9 MTW ESL SUPP
Pd. 9 MTWRF ENG ELEC	
11 th Grade:	12 th Grade:
Pd. 1 MTWRF ENGLISH 6	Pd. 1 MTWRF ENGLISH 7
Pd. 2 MTWRF CHEMISTRY	Pd. 2 MTWRF PHYSICS
Pd. 3 MTWRF AP US HIST	Pd. 3 MTWRF AP CALC
Pd. 4 MTWRF MUSIC	Pd. 4 MTWRF ART
Pd. 5 MTWRF LUNCH	Pd. 5 MTWRF LUNCH
Pd. 6 MTWRF ALG 2/TRIG	Pd. 6 MTWRF CALC
Pd. 7 -----F CHEM LAB	Pd. 7 -----F PHSYICS LAB
Pd. 7 MTWR- GYM	Pd. 7 MTWR- GYM
Pd. 8 MTWRF U. S ELEC	Pd. 8 MTWRF GOV'T
Pd. 9 MTWRF BAND	Pd. 9 MTWRF COLLEGE PREP

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

This year, we acquired DataCation as well as joined the New Visions for Public Schools PSO/network, which we think will help us to develop a strong DDI culture. Also, our current teacher professional development work with TC has focused on building the capacity of teachers to engage in data-driven cycles of inquiry to adjust instruction. These efforts will serve as a stepping stone to our proposed SIG work around DDI as outlined below:

- Administrative leadership will establish a framework of expectations for teamwork and deliverables that are primarily aligned with three key engage^{NY} resources – the data-driven inquiry (DDI) Results Meeting Protocol, the Assessment Schedule/Calendar, and the Culture Implementation Calendar.
- Administration of pre- and periodic assessments, using the Achieve 3000's diagnostic tool, to establish baseline and ongoing benchmark data for students so that we can track student progress and growth every three weeks during the school day and in the Saturday program. At least two weeks prior to the Regents, we will administer, grade and analyze mock Regents results to inform our in-class and out-of-class interventions to help prepare students for success.
- Teachers will work with students to create goals and work plans, based on the Achieve 3000 diagnostics, so they are aware of their progress and are engaged in mapping their next steps as well as assessing their progress towards their academic goals.
- With the professional development coaching support of CPET, teacher teams, meeting two hour per week for a minimum of 30 weeks, will use protocols to engage in DDI cycles of inquiry to regularly analyze student data, identify effective instructional strategies, and share practices. Teachers and their instructional coaches will utilize the findings to modify pacing calendars, unit plans and lesson plans as well as make referrals for out-of-classroom interventions to better meet the needs of students.
- The AP Operations will provide teachers, teams, and leadership with compilations of data from key sources (i.e. NYSED, NYC ARIS, HSST, ATS etc.) to facilitate the use of data to inform instruction and other decision making.
- The AP Instruction/Supervision will review teacher team meeting summaries to ensure DDI orientation and will share the information with the instructional partners as well as the leadership team and cabinet to make decisions about professional development next steps.
- The leadership team will regularly, collaboratively review teacher observation data against student learning outcomes to identify trends for professional development support.
- Using DataCation's graduation tracker, guidance counselors will review high school transcripts at the end of each semester to chart credit accumulation.
- The attendance teacher will monitor student attendance to measure participation rate in school, extended day classes, and tutorial sessions.

v. **Student Support.**

School-wide Framework

An important component of the work is the creation of a safe and nurturing environment for all students, particularly those at-risk for academic failure and disengagement. Efforts to create the appropriate systems and structures have addressed the academic as well as the social-emotional.

This year, the Heritage School has worked to increase the number of out-of-school time offerings available to students. One activity that has been particularly successful is our Saturday Academy Program because it has been a vehicle for students to get individualized academic support. Moving forward, we will redesign the Saturday Academy Program into a 30-week program where English as a Second Language and Student's with Disabilities' as well as low achieving students can enrich what they are learning in the high school core curriculum as they participate in hands-on learning experiences in a smaller learning environment in both English and Math with the use of technology. The Heritage School will utilize the Achieve 3000 reading program in the Saturday Academy. The Saturday program, staffed by teachers, will meet from 9AM until 1: 30PM for a total of thirty weeks. During the academy, students will continue their study of Global History, Mathematics, and English in a smaller learning environment of 15 or less students in each section with the use of technology through the use of software programs, computers, and an interactive white board. The goal of the Saturday Academy is to provide students with opportunities to extend their learning in an academic program that is aligned with New York State Standards in English Language Arts, English as a Second Language, Science and Mathematics.

The Heritage School will continue to offer a peer tutorial program of five hours every week both during and after the school day. It helps to build leadership skills amongst the peer tutors while providing students in need with one-on-one tutorial sessions from a peer to support their content knowledge and academic skill development. The program will be supervised by teachers through the grade teams where they will revisit the progress of participants during their weekly meetings by analyzing attendance records and progress reports. We will target all level 1 and level 2 students in grades 9-12. TC will provide graduate students to help support this effort.

To support referrals and monitoring student progress, we will use DataCation, which culls information from ATS and HSST, and ARIS simultaneously to look at all the variables affecting a student's performance and the Achievement Reporting and Innovation System (ARIS). Both of which will allow us to monitor credit accumulation, Regents pass rates, and college readiness.

With respect to efforts to support students' social emotional development, the Heritage School will primarily use the New York City Department of Education Online Occurrence Reporting System (OORS), which maintains reports of all incidences that occur in the school. This will be augmented by the use of *Success Highways* early-warning assessments that will provide teachers and administrators with data to identify which students are at risk of academic failure and/or dropping out and *why* they struggle. These reports will provide early-warning reports that indicate the root cause of academic success or failure so that students who are most at risk receive appropriately targeted interventions through the our AIS, ELO and/or CUSSW offerings.

In addition to the systems and structures to support students academically and social-emotionally, we will develop and implement a more rigorous program for parent support since we were able to hire a parent coordinator this past year. Based on feedback from the parent focus group conducted by TC, the parent coordinator will work with TC to identify and develop parent workshops to enhance their engagement with the school, particularly in terms of college readiness. We also are working with East Harlem Tutorial and College Now to support this outreach to parents.

vi. **School Climate and Discipline.**

The primary goal of the mission of The Heritage School is to give students the guidance and support they need for their social and emotional development. Once this area of development is addressed, the students will have the foundation they need to focus on the creation of knowledge while seeking to explore the various options that may be available for them. This year, we instituted *Student Government* as a first step in our efforts to ensure that students have a voice in the decision-making at the school.

The Heritage School will hire an additional guidance counselor so that we can effectively fulfill our mandated counseling requirements as well as provide other students with additional social-emotional and college readiness supports. One guidance counselor will focus on the implementation of the various IEP mandates, specifically, on the mandated counseling and related services while the other counselor will oversee the social-emotional and academic progress of the general education population, including the facilitation of small group counseling sessions for students.

In addition, partnerships with the CUSSW and Outward Bound will allow the school to provide the neediest students with much more intensive supports while we continue to serve all students. A *HELO Committee*, to be established next year, will be a critical vehicle to ensure that we are leveraging and cultivating all possible resources to support the work of meeting students' academic and social-emotional needs.

vii. **Parent and Community Engagement.**

The Heritage School currently holds monthly SLT (School Leadership Team) meetings that include the executive board of the PTA, a representative from TC (our founding partner), parent coordinator, Dean of Students as well as student and teacher leaders. Each member of the SLT is responsible to bring information to and from their constituents so that the SLT can make informed and transparent decisions.

The Heritage School now has a full time parent coordinator who is our liaison to parents and community. She has reinvigorated our PTA, which has been working to share information with parents as well as bring different workshops (i.e. free health screenings) to our parent community. She continuously reaches out to community through phone calls and mailings to inform parents of major changes and events.

With the acquisition of DataCation, the school has a more comprehensive system of online community that allows us to interact with parents on a more timely basis about the progress of their children. Updates can be initiated and shared between teachers, parents, students, guidance

counselors and administrators, which facilitate ensuring that everyone is on the same page. We also use an automated phone messaging system that enables us to send out weekly informative messages.

Building on this work, the NYC Learning Environment Survey and focus group data will be used to frame workshop offerings. The school will work with TC to develop and deliver the workshop offerings.

The Heritage School also has an automated phone messaging system that enables the administration to send out weekly informative messages

I. Training, Support, and Professional Development

i. School leadership/staff involvement in SIG plan development.

There was a three-stage process in the development of this plan.

1. Administration conducted a needs assessment using the schools State Quality Review, New York City 2012-2013 Quality Review, Mock Quality review. Environmental survey and data analysis. Through this process the administration decided on a clear vision and three goals for the school to achieve over the next three years.
2. The vision and goals were then shared with the schools network leaders and Teacher's College partnership for further development and assessment.
3. Once the vision and goals were set key members of the administration, network and instructional staff worked together to complete the development plan.

The administrative team along with key lead teachers partook in the writing. As the writing was being done, additional staff was consulted in areas that regarded their expertise for feedback or suggestions. The entire staff was informed of the writing of the application during a staff meeting and it was made clear that all suggestions were welcome.

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

See attachment H.

iii. Plan for training, support and professional development

See attachment I.

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.

In order to keep all parents and community stakeholders updated on the implementation of the SIG plan we will hold monthly SLT (School Leadership Team) meetings. These meetings consist of the executive board of the PTA who will then be able to update the parents. The team also has a representative from our educational partnership, Teachers College, who will be able to disseminate the information with their colleagues. We also have an online system for communication, Datacation, that allows interactive communication with parents. The program gives parents the opportunity to communicate directly with staff and administration.

Thirdly we have a full time parent coordinator, who also sits on the SLT and is our liaison to our parents and community. Our coordinator is able to reach out directly to our community through phone calls and mailings to inform our constituents of major changes and events.

Lastly we have an automated phone messaging system that enables us to send out weekly informative messages.

K. Project Plan and Timeline

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

Goals	Key Strategies
<p>Cultivate a college ready environment of learning experiences where all students are challenged, intellectually stimulated, and prepared for meaningful post-secondary opportunities.</p>	<ul style="list-style-type: none"> • Implement the Danielson Framework. • Develop and strengthen CCLS aligned units of study. • Use of UDL consistently across all lesson plans to ensure multiple entry points. • Expand our College Now program to include at least 15% of the 3rd and 4th year students. • Expand the Advanced Placement course offerings focusing on the development of academic language. • Develop and implement a college tours and campus visits program. Develop and implement Summer Bridge Program for Incoming ninth graders will begin in August 2014.
<p>Routinely collect and use data to track academic progress of subgroups of students within and across cohorts and grades to inform instructional practices and decisions.</p>	<ul style="list-style-type: none"> • Provide consistent meeting times for teacher teams in the daily school schedule. • Create an assessment calendar for teachers to routinely collect and use student learning outcomes to inform instruction. • Use DataCation to compile periodic comprehensive data reports to track student progress to graduation. • Provide teacher teams with professional development coaching support around data driven cycle of inquiry.
<p>Create a safe environment that addresses the social and emotional needs of all students, through trust and team building experiences and the integration of the arts, to support academic achievement</p>	<ul style="list-style-type: none"> • Develop and administer survey to assess students' needs and interest. • Implement two research-based curricula, Success Highways and Career Cruising, to promote student engagement and link classroom learning to real word applications. • Provide a full-time social worker and two graduate student social work interns to help address the social, emotional and behavioral needs of the ninth grade class • Expand the student government program where students are invested and have a loud voice in the opportunities offered at Heritage. • Expand our peer tutoring program and continue to recruit and hire student leaders to tutor struggling students. • First year ninth grade teachers will coordinate and pilot

	<p>two interdisciplinary, project-based learning experiences.</p> <ul style="list-style-type: none"> • Design a 30-week Saturday Academy Program. • Home visits and parent engagement will be provided to students identified at risk.
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ii. “Early wins” as early indicators of a successful SIG plan

The early indicators of the SIG implementation will be the dissemination of information to the various constituents of the school community. Information will be shared with members of the faculty, students, and the parent community. Greater buy-in and support of the plan will be observed through the use of the leadership and cabinet structure where instructional coaches and teachers have a voice in the constant evaluation and evolution of the SIG implementation. Teachers will immediately see the results of improved student behaviors as evidenced by the on-line occurrence system. In addition, student attitude and behaviors will be greatly improved and therefore improving classroom management practice and the delivery of instruction. Our relationship with Columbia University School of Social Work will strengthen the confidence of our student community based on the development of social and emotional skills that are necessary for success in the classroom. School faculty will be aware of the structure needed to deliver the support needed during crises and addressing family concerns. An early indicator that this partnership is working will be through data that shows improved grades and attendance rates.

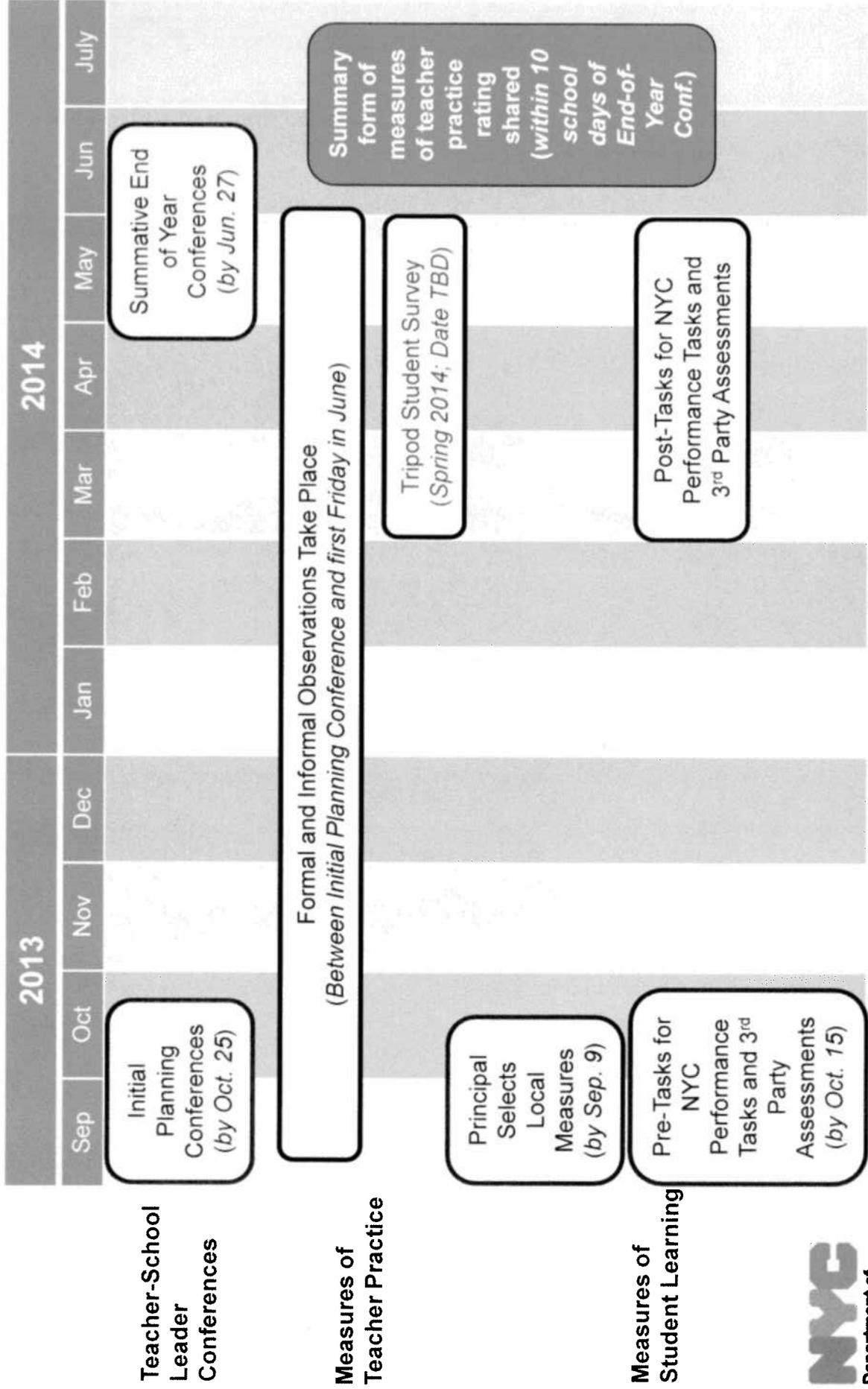
iii. Leading indicators of success to be examined at least quarterly.

Leading Indicators	Collection Process	Analysis Process	Outcomes reported to whom
Teacher Scholarship Reports	Assistant Principals will generate	Data will analyzed by teachers with APs to monitor progress towards school-wide targets	Administrators and Departments
Baseline Assessment Data	Teachers will administer, collect, and grade	Data will be disaggregated by teachers, and analyzed in Departmental Teams	Teachers, Departmental Leads, and Administrators
Teacher Unit Plans & Performance Tasks	Collected by Department Leads	Plans evaluated by Departmental Leads	Administrators and Teachers
Graduation Tracker	Assistant Principals will generate	Data will be analyzed by Grade-level teams in order to notice trends and patterns	Administrators and Teachers
Teacher Observation Report	Assistant Principals and Lead Teachers	APs and Leads will discuss and plan with	Administrators and Teachers

	will generate	Teachers	
Success Highways Early Warning Assessment	Columbia University School of Social Work will generate	Data will be analyzed by Columbia University School of Social Work to look for trends and patterns	HELO committee
Online Occurrence Reporting System (OORS)	Assistant Principal & Dean will generate collect	Data will be analyzed by Dean, Safety Committee	Teachers, Departmental Lead

The school will first pay specific attention to the areas of Math, Graduation and English Language Learners. Indicators will be collected through all levels of interim, formative and benchmark data such as graduation tracker, credit accumulation, mock Regents assessments, the movements of English Language Learners and Students With Disabilities, attendance, improvements in Math performance as indicated by key indicators. The data will be collected by administrators and grade and department teams. The school will use Datacation as a platform to illustrate for staff and present the patterns and trends. Teachers will then evaluate the data on a weekly basis using protocols such as the Data Driven Protocol. The outcomes of the data will be used to inform and strengthen unit, curriculum and lesson planning. They will also be used to deepen the work around the vertical and horizontal mapping. Students will be identified for additional interventions based on an analysis of the data.

2013-14 Teacher Evaluation and Development Timeline



Dyanand Sugrim



New York City Department of Education Administrative Experience:

2012 – Present

The Heritage School - Principal

- Anticipated Increase for June 2013 Graduation Rate to 72%
- June 2012 Graduation Rate Increased 10% from prior year
- Anticipated AYP for English Language Arts, Math, and Graduation Rate for 2012 – 2013 School Year
- Successfully aligned curricula with NYS Standards and integrated Common Core learning Standards which promoted college and career readiness for our schools diverse learners
- Initiated College Now Program with CUNY Colleges Hunter and Hostos for college credit acquisition for 15 students
- Instituted AP class in US History and Calculus
- Established internship program with community based law firm
- 2% Increase in student attendance

2006-2012

High School for Media and Communications - Assistant Principal – Science and Security

- Responsible for supervising and providing instructional leadership for all science teachers
- Leadership in planning and providing professional development for all teachers
- Responsible for analyzing scholarship and cohort data to develop programs and professional development
- Responsible for supervising all Deans and implementing the NYC Discipline Code
- Assist in cultivating Collaborative Team Teaching

2010-2012 Common Core Standards Committee Member

- Developed capacity of teacher leaders to implement CCLS in each department
- Created the “portrait of a Media student” based on CCLS
- Planned Professional Development for staff members

2006-2012

Professional Learning Community (PLC) Chairman

- Developed and implemented grade team initiative (PLC) to entire school
- Integrated PLC into programming and budgetary constraints
- Chair 12th Grade Team Committee responsible for success of all 12th grade students
- Empowered Teachers within PLC to build and foster relationships with students and parents

- Monitored target group success based on specific benchmarks

**New York City Department of Education
Teaching**

1999-2006

Park East High School

2005-2006

Twelfth Grade Coordinator

- Directed weekly meetings with teachers regarding staff development and case conferencing
- Worked closely with the College Advisor to submit college applications in a timely manner
- Evaluated student transcripts and graduation requirements
- Developed relationships between students, parents, teachers, and administration
- Planned and coordinated all aspects of graduation, prom, and senior trip

2001-2006

Athletic Director

- Determined student athlete eligibility
- Established intramural basketball teams
- Gained full recognition through the New York City Public School Athletic League (PSAL) for developing and implementing boys handball and girls softball
- Conducted monthly meetings with coaches according to PSAL regulations
- Served as liaison between PSAL and Park East

2001-2006

Science Department Chairman

- Worked collaboratively with administration to develop a sequence for Living Environment and Earth Sciences courses
- Developed and implemented a dissection club
- Created a system for administering and storing labs
- Increased regent scores to over a ninety percentile passing rate
- Collaborated with teachers and administrators to help remove Park East from the SINI list
- Worked with The City College of New York in training student teachers
- Participated in the hiring process for science teachers
- Coordinated buddy team teaching to assist teachers with classroom management
- Planned and conducted bi-weekly professional development meetings within the science department
- Presented instructional techniques to the entire staff during professional development meetings

11/99-2006

Biology and General Sciences Teacher

- Appointed as teacher leader
- Trained teachers on teaching/disciplinary techniques

- Ensured Students with Disabilities received mandated related services stated in their IEP
- Developed cooperative learning techniques for school wide application
- Increased students passing rate on the Living Environment and Earth Science Regents by fifty percent to 94%

Education:

MASTER OF SCIENCE, Educational Administration SAS/SDA.

Jan. 2006, Touro College, NY, NY

MASTER OF ARTS, Secondary Science Education.

Feb. 2004, The City College of New York, NY, NY

BACHELOR OF SCIENCE, in Biochemistry.

May 1999, State University of New York at Stony Brook, Stony Brook, NY

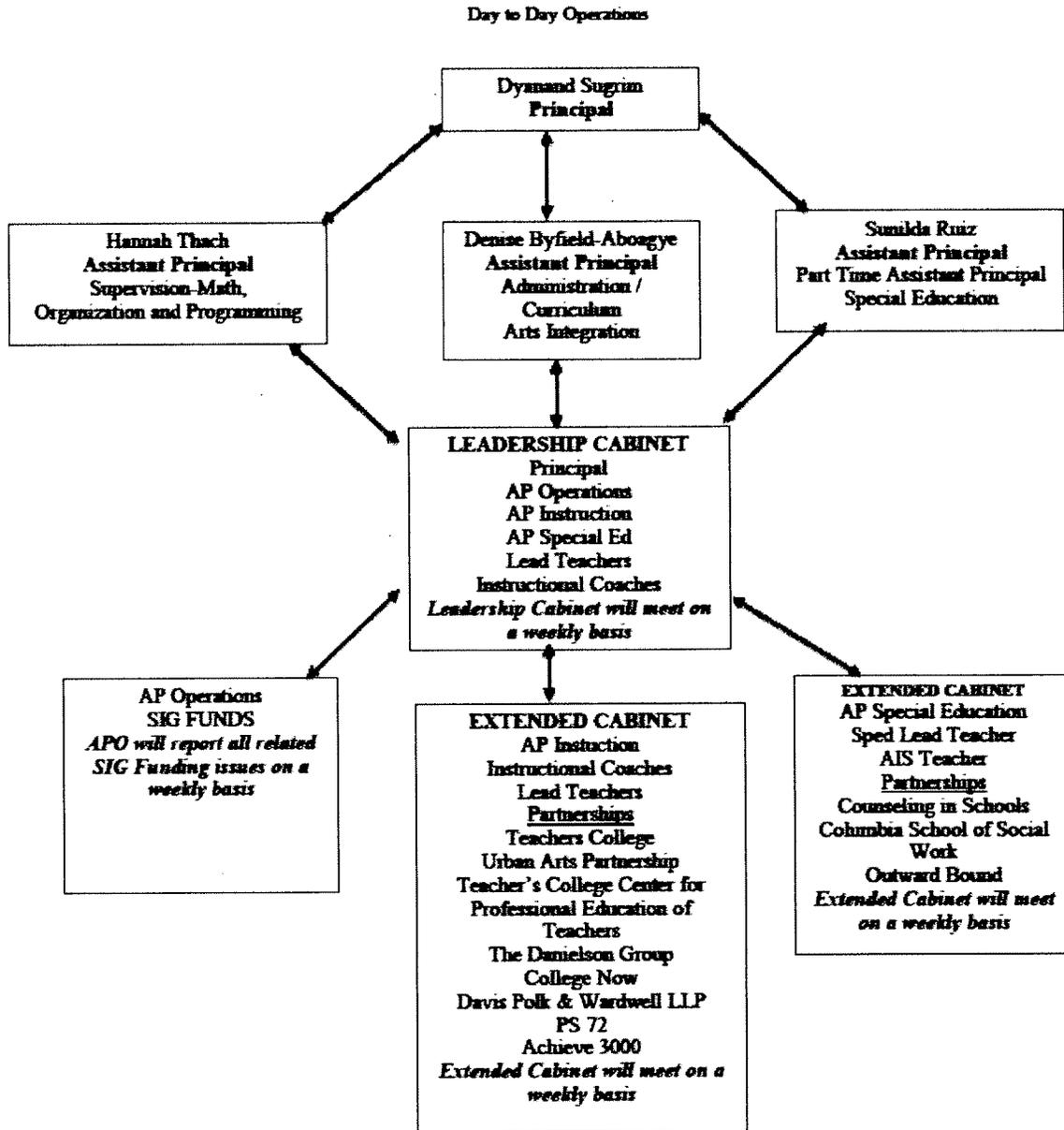
Skills / Activities:

Leadership Team/Steering Committee; Basketball, handball, and softball coach (PSAL); Conflict Resolution; CPR/First Aide; Adaptive Aquatic Rehabilitation

Professional Affiliation:

Project L.E.A.R.N. (Summer Youth Employment), NYC Writing Project at Lehman College, NYC Science Project at Lehman College, Project S.T.I.R. at The City College of New York, Science scholars of Alternative Superintendence.

ATTACHMENT G : Organizational Chart



Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Urban Arts Partnership 212.966.5881 Arts Education Services	<ol style="list-style-type: none"> 1. Brandeis 2. Bronx Haven 3. Facing History School 4. Global Neighborhood 5. The Heritage School 6. HS for Med. Prof. 7. IS 145 8. IS 303 X (Bronx) 9. Life Stories 10. Newcomers HS 	<ol style="list-style-type: none"> 1. Gillian Smith, Principal, August Martin High School, 718.528.2920, gsmithfhs@gmail.com 2. Dr. Scott Conti, Principal, New Design High School, 212.475.4148, Scontiti@schools.nyc.gov 3. Matt Brown, Principal, Kurt Hahn Expeditionary Learning School, 718.629.1204, Mbrown93@schools.nyc.gov 4. 5. 6. 7. 8. 9. 10.
Partner Organization Name and Contact Information and description of type of	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	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

service provided.	other systematic evaluation data to demonstrate the impact of partner-services.	academic performance and turnaround of the identified schools)
<p>The Achievement Initiative at Columbia University School of Social Work</p> <p>Jenna Tutjer, LMSW Executive Director (212) 854-1877 jef2103@columbia.edu</p> <p>This partner will provide three distinct services to the ninth grade cohort: individual and group counseling, facilitation of the Success Highways social-emotional development curriculum, and implementation of the online Career Cruising program to link classroom learning to real world career applications.</p>	<p>1. Bread and Roses Integrated Arts High School</p> <p>2.</p>	<p>1. Dr. Rodney Lofton, Principal of Bread and Roses H.S. rlofton@schools.nyc.gov (212) 926-4152</p> <p>2. Sean Brown, Program Officer, NY State Education Department Sbrown3@mail.nysed.gov (518) 486-5202</p>
<p>Partner Organization Name and Contact Information and description of type of</p>	<p>Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the</p>	<p>References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of</p>

Teachers	
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Partner Organization Name and Contact Information Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Achieve 3000, Inc.	1. JHS 62 Ditmas	1. Barry Kevorkian , Principal, bkevork@schools.nyc.gov
Ms. Shevy	2. IS 187 The Christa McAuliffe School	2. Justin Berman,, Principal, jberman3@schools.nyc.gov
732.367.5505 x 144	3. PS 226 Alfred De B Mason	3. Sherry Tannenbaum, Principal, Stannen2@schools.nyc.gov
Educational Software	4. IS 5 Walter H Crowley	4. Michael Dantona, Principal, mdanton2@schools.nyc.gov
	5. PS 055 Maure	5. Ralph Honore, Principal, Rhonore@schools.nyc.gov
	6. IS 72 Rocco Laurie	6. Peter Macellari, Principal, pmacell@schools.nyc.gov
	7. JHS 118 William W Niles	7. Elizabeth Lawrence, Principal, Elawren3@schools.nyc.gov
	8. MS 223 The Laboratory School of Finance and Technology	8. Ramon Gonzalez, Principal, Rgonzal@schools.nyc.gov
	9. IS 218 Salome Urena	9. June Barnett, Principal, junebarnett109@yahoo.com
	10. PS 56 Norwood Heights	10. Priscilla Sheeran, Principal, Psheera@schools.nyc.gov

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
NYC Outward Bound	1. Essex Street Academy 2. John Bowne Academy 3. Kipp NYC 4. Academy of Innovative Technology	1. Meghan Gray, meghangray@yahoo.com 2. Michelle Witter, Mwitter3@schools.nyc.gov 3. Anne Woods, Awoods@kipppnyc.org 4. Meghan Lynch, mlynch4@schools.nyc.gov
Ann Morris 718.706.9900 Whole School Reform Services		

ATTACHMENT H: Year One Implementation Period (September 1, 2013, to August 31, 2014).

For the 2013-2014 school year commencing September 2013 and continuing through June 2014, we will focus on training and support necessary to implement the first year of our plan. All activities were chosen and designed to directly address our identified needs of College readiness, authentic learning experience and meeting our student's social emotional needs.

PD Activity	Target Audience	Organization/A gent Delivering PD	Desired Measurable Outcome	How Outcomes will be Analyzed and Reported
<p>Planning and Preparation: Working on coherent instruction to address both college readiness needs and increase teacher pedagogical practices.</p>	<p>Instructional staff</p>	<p>Danielson Group</p>	<p>Production of a coherent curriculum map with clear expectations, which includes NY State and CCLS, aligned lesson plans.</p>	<p>Observations will be conducted by the coaches for informal assessment & by the instructional AP for formal assessment. Outcomes will be reported in teams & individual feedback</p>
<p>Team Building: Students will participate in carefully designed problem solving and team building activities that reflect the challenges of working cooperatively to create and implement solutions in any situation.</p>	<p>Students</p>	<p>Outward Bound</p>	<p>Students will achieve a sense of self, their relationship to others and their role as a community member. Teachers will implement cooperative learning and team activities into their lessons.</p>	<p>Teacher teams will meet to discuss and analyze student behavior and adjust classroom practices to continually support the Outward Bound practices.</p>
<p>Universal Design for Learning: Teachers will be given the tools and strategies to give students multiple points of entry.</p>	<p>Instructional Staff</p>	<p>Achieve 3000</p>	<p>Teachers will implement Achieve 3000 into their curriculum to reach all students and to offer extension activities to the top students.</p>	<p>Teachers will pull the data from the student work to Achieve 3000 and analyze outcomes for lesson planning and adjustment of</p>

<p>Using extended day effectively: Teachers will be given strategies on how to use tutoring time for more than homework help.</p>	<p>Instructional Staff</p>	<p>Instructional Leaders</p>	<p>Teachers will be given strategies on how to re-teach material, deliver target specific material to address needs identified by classroom data.</p>	<p>instruction. Outcomes will be monitored by changes of data in classroom achievement.</p>
<p>Literacy Across The Curriculum: Teachers will be provided with the training to increasing the amount of appropriate literacy strategies used in classrooms, including engaging students through the use of age-appropriate activities and ensuring students receive consistency in teaching and learning approaches</p>	<p>Instructional Staff</p>	<p>Editure (A.U.S.I.E)</p>	<p>Teachers will begin to use more literacy strategies in their classrooms and student engaging activities</p>	<p>Observations will be conducted by the coaches for informal assessment and by the instructional AP for formal assessment. Outcomes will be reported in teams and in individual feedback. Teachers will analyze data for improvement.</p>

ATTACHMENT I: Plan for training, support and professional development

TARGETED GOAL FOR PROFESSIONAL DEVELOPMENT	SCHEDULE OF IMPLEMENTATION	MEASURING THE IMPACT	MODIFYING THE OUTCOMES
Production of a coherent curriculum map with clear expectations, which includes NY State and CCLS, aligned lesson plans.	August-June	Observations will be conducted by the coaches for informal assessment and by the instructional AP for formal assessment. Outcomes will be reported in teams and in individual feedback. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing benchmarks, student data and observations appropriate modifications will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.
Ongoing development of NY State and CCLS, aligned lesson plans. Including the work of Danielson's Framework	September-June	Observations will be conducted by the coaches for informal assessment and by the instructional AP for formal assessment. Outcomes will be reported in teams and in individual feedback. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing benchmarks, student data and observations appropriate modifications will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.
Teachers will implement cooperative learning and team activities into their lessons.	September-June	Teacher teams will meet to discuss and analyze student behavior and adjust classroom practices to continually support the Outward Bound practices.	After assessing benchmarks, student data and observations appropriate modifications will be made to ensure maximum impact and growth is occurring to meet benchmarks.

TARGETED GOAL FOR PROFESSIONAL DEVELOPMENT	SCHEDULE OF IMPLEMENTATION	MEASURING THE IMPACT	MODIFYING OUTCOMES	THE
On going development of NY State and CCLS, aligned lesson plans. Building on and including the work of Outward Bound	September-June	Observations will be conducted by the coaches for informal assessment and by the instructional AP for formal assessment. Outcomes will be reported in teams and in individual feedback. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing student data and observations appropriate modifications will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.	
Teachers will implement Achieve 3000 into their curriculum to reach all students and to offer extension activities to the top students.	September-June	Teachers will pull the data from the student work o Achieve 3000 and analyze outcomes for lesson planning and adjustment of instruction. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing student data and observations appropriate modifications will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.	
Ongoing development and modification of NY State and CCLS, aligned lesson plans. Building on the data analysis of student work around Achieve 3000	September-June	Using the data from the student work around Achieve 3000 and analyze outcomes for lesson planning and adjustment of instruction. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing student data and observations appropriate modifications will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.	

TARGETED GOAL FOR PROFESSIONAL DEVELOPMENT	SCHEDULE OF IMPLEMENTATION	MEASURING THE IMPACT	MODIFYING OUTCOMES	THE
Using on-going data to identify student needs and gaps teachers will be given	September-June	Outcomes will be monitored by changes of data in	After assessing student data and observations	appropriate

strategies on how to use tutoring time for more then homework help.		classroom achievement.	modifications will be made to ensure the maximum impact and growth is occurring.
Teachers will begin to use more literacy strategies in their classrooms and student engaging activities	August-June	Observations will be conducted by the coaches for informal assessment and by the instructional AP for formal assessment. Outcomes will be reported in teams and in individual feedback. Teachers will analyze data for improvement.	After assessing benchmarks, student data and observations will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.
On going development and modification of NY State and CCLS, aligned lesson plans. Building on the data analysis of student work around using Literacy in the classroom	September-June	Using the data from the student work and analyzing outcomes for lesson planning and adjustment of instruction. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing benchmarks, student data and observations will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.

TARGETED GOAL FOR PROFESSIONAL DEVELOPMENT	SCHEDULE OF IMPLEMENTATION	MEASURING THE IMPACT	MODIFYING OUTCOMES	THE OUTCOMES
Teachers will be incorporate art based projects and hands-on activities into their curriculum.	August-June	Using the data from the student work and analyzing outcomes for lesson planning and adjustment of instruction. Instructional Leaders and administration will assess previously decided deliverable benchmarks.	After assessing benchmarks, student data and observations will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.	After assessing benchmarks, student data and observations will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.
On going development and modification of NY State and CCLS, aligned lesson plans.	September-June	Using the data from the student work and analyzing outcomes for lesson planning and adjustment of	After assessing benchmarks, student data and observations will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.	After assessing benchmarks, student data and observations will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.

<p>Building on the work of Urban Arts and implementing art across the curriculum</p>	<p>Instructional Leaders and administration will assess previously decided deliverable benchmarks.</p>	<p>appropriate modifications will be made to ensure the maximum impact and growth is occurring to meet our benchmarks.</p>
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Attachment B
 School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART		Unit	NYS State Average	District Average	Baseline Data	Target for 2013- 2014	Target for 2014- 2015	Target for 2015- 2016
I. Leading Indicators								
a.	Number of minutes in the school year	min		59182	58410	60750	60750	60750
b.	Student participation in State ELA assessment	%		n/a	n/a	81	n/a	n/a
c.	Student participation in State Math assessment	%		n/a	n/a	190	n/a	n/a
d.	Drop-out rate	%		12%	10%	9%	8%	7%
e.	Student average daily attendance	%		86.6%	84%	85%	86%	87%
f.	Student completion of advanced coursework			30%	13%	16%	20%	30%
g.	Suspension rate	%		11.6%	21.8%	18%	15%	11%
h.	Number of discipline referrals	num		83	77	70	64	55
i.	Truancy rate	%		5.0%	5.5%	5.3%	5.1%	4.8%
j.	Teacher attendance rate	%		95.2%	94.5%	95%	95.5%	96%
k.	Teachers rated as “effective” and “highly effective”	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l.	Hours of professional development to	num				21hours	15hours	12 hours

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 (RtI) • PD for teachers working with English Language Learners • PD to implement Positive Behavioral Interventions and Supports (PBIS) • Observation and feedback to individual teachers • PD/mentoring to support new teachers 	<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
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<ul style="list-style-type: none"> • PD to implement CTE courses in which increased percentages of historically underserved students will enroll 	<ul style="list-style-type: none"> • 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 	<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
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<p>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</p> <ul style="list-style-type: none"> • Support for school leaders supporting teachers with the new teacher evaluation and development system 	<p>underserved students will enroll</p> <ul style="list-style-type: none"> • 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**