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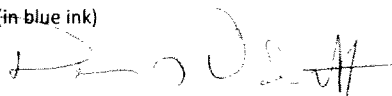
New York State Education Department  
Application Cover Sheet  
School Improvement Grant (SIG) 1003[g]

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Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>	
New York City Department of Education		305100010051	
<b>Lead Contact (First Name, Last Name)</b>			
Mary Doyle			
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>
Executive Director, Office of State Portfolio Policy	(212) 374-5757	(212) 374-5757	mdoyle5@schools.nyc.gov
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>
The Hunts Point School			320800010424
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>
6 - 8			
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>
408			730 BRYANT AVENUE, BRONX NY 10474
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>			
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.

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
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](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](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 1<sup>st</sup> 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>

Prior to her current role as principal of The Hunts Point School, Sonya Johnson was the assistant principal there for four years. In 2012, the NYCDOE identified Sonya Johnson as a leader capable of making sustainable changes when they accepted her into the LEAP program described above. Quickly after her acceptance into the program, she was chosen to become principal of The Hunts Point School. Given her strong knowledge of the community and her experience, she is well positioned to have a substantial impact on the school in implementing a successful school reform model.

#### **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 Graham Windham, Education Through Music, Hunts Point Alliance for Children and City Year.

**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 Hunts Point School, students with disabilities comprise 24% of the school's population, 5% points higher than the citywide middle school average. English Language Learners comprise 19% of the school's population, 7% points higher than the citywide middle school average. Only 27% of the middle school students at the school are proficient in Mathematics, putting the school in the bottom 13% citywide. The average incoming proficiency (4<sup>th</sup> grade ELA/math) of the school's students is 2.73, which is 0.20 lower than the citywide middle school average. Students with disabilities, ELLs, and students performing below proficiency have the same access to schools as their non-disabled, English proficient, and proficient scoring peers. Developing a choice-based system for enrolling students has been a cornerstone of NYCDOE's Children's First Reform efforts. In the past two years, the Department has worked to increase equitable access to high quality programs at all grade levels in the community school district.

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

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

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

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

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

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

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

### **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

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of the

City of New York

and

UNITED FEDERATION OF TEACHERS

Local 2, American Federation  
of Teachers, AFL-CIO

covering

TEACHERS

October 13, 2007 - October 31, 2009



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

**A. General Transfers**

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

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

**B. Hardship Transfers**

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

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

**C. Voluntary Teacher Exchange**

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

**D. Staffing New or Redesigned Schools<sup>9</sup>**

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

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

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<sup>9</sup> 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

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### 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:

<b>Borough</b>	<b>Manhattan</b>	<b>Bronx</b>	<b>Brooklyn</b>	<b>Queens</b>	<b>Staten Island</b>
<b>Per Capita</b>	\$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](http://www.nycparentacademy.org) and/or contact the Division of Family and Community Engagement at (212) 374-4118.

### **Public School Choice**

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

### **Supplemental Education Services**

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



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

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

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

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

### **Galaxy Requirements**

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

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

**Supplemental Compensation:**

Schools can provide supplemental compensation to support:

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

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

**School Comprehensive Education Plan (SCEP)**

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

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

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

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

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

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

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

Attachment(s):

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

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

MT:bf

*Section Bii Network Directory*



# Spring 2012 - 2013 Network Directory

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

Network	Brand	Location	Curriculum	Level	Vision Statement
<b>Network:</b> N101 <b>Brand:</b> Bridges for Learning <b>Leader:</b> Marina Cotfield <b>Contact:</b> mcotfield@schools.nyc.gov	Brooklyn: 2 Manhattan: 21 Queens: 1 Bronx: 6	JH//MS: 22 Secondary: 3 High School: 5	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Our team has deep expertise in the following areas:</p> <ul style="list-style-type: none"> <li>- Budget, HR, procurement, and other operations areas</li> <li>- Data analysis / data-driven decisions</li> <li>- Understanding by Design</li> <li>- Supporting rich classroom discussion</li> <li>- Workshop model for reading/writing</li> <li>- CMP and other constructivist approaches to math</li> <li>- Co-planning / Co-teaching</li> <li>- Specialized instruction</li> </ul> <p><b>Mission/Philosophy:</b> What we stand for:</p> <ul style="list-style-type: none"> <li>- Access for all</li> <li>- Continuous learning for children and adults</li> <li>- Community and inclusiveness</li> <li>- Assessment for genuine accountability and improvement</li> <li>- A "bottom-up" structure that provides schools the resources to accomplish their missions</li> </ul>		
<b>Network:</b> N102 <b>Leader:</b> Alison Sheehan <b>Contact:</b> asheehan3@schools.nyc.gov	Brooklyn: 16 Manhattan: 16 Bronx: 1	Elem: 19 JH//MS: 3 K-8: 1 Secondary: 2 High School: 8	<p><b>Mission/Philosophy:</b> What we stand for:</p> <ul style="list-style-type: none"> <li>- Access for all</li> <li>- Continuous learning for children and adults</li> <li>- Community and inclusiveness</li> <li>- Assessment for genuine accountability and improvement</li> <li>- A "bottom-up" structure that provides schools the resources to accomplish their missions</li> </ul>		

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N103 Network for Sustainable Excellence</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Yuet M. Chu <b>Contact:</b> YChu@schools.nyc.gov</p>	<p>Brooklyn: 4 Manhattan: 23 Bronx: 1</p>	<p>ECE: 2 Elem: 11 JH//MS: 8 K-8: 2 Secondary: 1 High School: 4</p>
<p><b>Network:</b> N104</p> <p><b>Leader:</b> Tracey Collins, I.A. <b>Contact:</b> tcollins6@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 2 Bronx: 29</p>	<p>ECE: 1 Elem: 16 JH//MS: 7 K-8: 6 Secondary: 2</p>
<p><b>Network:</b> N105 The Urban Assembly</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Jonathan Green <b>Contact:</b> JGreen27@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 9 Bronx: 7</p>	<p>JH//MS: 5 Secondary: 5 High School: 11</p>
<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> We are a large cross-functional network that offers tiered professional development, internships 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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"> <li>1. The creation and support of high quality secondary schools that are open to all students.</li> <li>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.</li> </ol>		

# Spring 2012 - 2013 Network Directory

Mission Statement		Current schools per borough/level		Vision Statement	
<p><b>Network:</b> N105 <b>Brand:</b> Network For Collaborative Innovation <b>Leader:</b> Cyndi Kerr <b>Contact:</b> ckerr@schools.nyc.gov</p>	<p>Brooklyn: 5 Manhattan: 5 Queens: 5 Bronx: 11</p>	<p>Secondary: 2 High School: 24</p>	<p><b>Mission/Philosophy:</b> Our philosophy is collaborative innovation, which is fostered:</p> <ol style="list-style-type: none"> <li>1. Among principals who share their collective skill and experience;</li> <li>2. Between school staff and team members, providing customer service for daily activity, consultation on complex issues, coaching for long-term change;</li> <li>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.</li> </ol> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>	
<p><b>Network:</b> N107 <b>Brand:</b> A Network of Dynamic Learning Communities <b>Leader:</b> Nancy Scala <b>Contact:</b> nscala@schools.nyc.gov</p>	<p>Brooklyn: 8 Manhattan: 15 Queens: 2 Bronx: 5</p>	<p>JH//MS: 4 High School: 26</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> CFN 107 offers strong, personalized instructional support, innovative and creative operational support, and a forward-thinking student services team. Please contact us for more information about our areas of expertise.</p>		

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N108</p> <p><b>Leader:</b> Lisa H. Plaski LPlask@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 6 Manhattan: 10 Queens: 5 Staten Island: 1 Bronx: 5</p>	<p>Elem: 6 Secondary: 1 High School: 20</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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"> <li>- Student Achievement</li> <li>- Youth Development</li> <li>- Strategic Operations</li> <li>- Capacity and Sustainability</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> The Teacher Effectiveness Pilot was embraced by our schools and served as the anchor for improving instruction within our schools. The instructional team provides professional development for our schools offsite and then differentiates support to meet the individual needs of our schools during onsite visits.</p>
<p><b>Network:</b> N109</p> <p><b>Brand:</b> Building a Community of Collaborative Learners and Leaders</p> <p><b>Leader:</b> Maria Quail mquail@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 2 Bronx: 31</p>	<p>ECE: 1 Elem: 23 JH//MS: 4 K-8: 5</p>

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Network Information		Current schools per borough/level		Vision Statement	
<p><b>Network:</b> N111</p> <p><b>Leader:</b> Lucile Lewis</p> <p><b>Contact:</b> llewis2@schools.nyc.gov</p>		<p>Brooklyn: 17</p> <p>Queens: 4</p>	<p>Elem: 11</p> <p>JH//MS: 8</p> <p>K-8: 2</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide onsite support to address instructional and operational concerns specific to school communities. We coach school leaders, teacher teams and individuals to build capacity and sustain effective systems and structures. We develop and revise documents such as unit maps, action and professional development plans.</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N112</p> <p><b>Grand:</b> B.E.S.T. Network</p> <p><b>Leader:</b> Kathy Pelles</p> <p><b>Contact:</b> kpelles@schools.nyc.gov</p>		<p>Brooklyn: 19</p> <p>Manhattan: 7</p> <p>Queens: 1</p>	<p>JH//MS: 9</p> <p>K-12: 1</p> <p>Secondary: 7</p> <p>High School: 10</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide expert support to high schools.</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide expert support to high schools.</p>
<p><b>Network:</b> N201</p> <p><b>Leader:</b> Joseph Zaza</p> <p><b>Contact:</b> jzaza@schools.nyc.gov</p>		<p>Brooklyn: 3</p> <p>Manhattan: 7</p> <p>Queens: 19</p> <p>Staten Island: 1</p> <p>Bronx: 2</p>	<p>K-12: 1</p> <p>Secondary: 1</p> <p>High School: 30</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide expert support to high schools.</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide expert support to high schools.</p>



# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N202</p> <p><b>Leader:</b> Nancy Di Maggio <b>Contact:</b> ndimaggio@schools.nyc.gov</p>	<p>Brooklyn: 1 Manhattan: 1 Queens: 26 Bronx: 2</p>	<p>Elem: 15 K-8: 2 High School: 13</p> <p><b>Mission/Philosophy:</b> 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&amp;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><b>Organizational Structure:</b> We offer a variety of training and coaching supports for all school staff that includes implementing the CCLS and the CIE, meeting compliance demands, assisting with effective budgeting, and using data and technology for instructional improvement. What sets our network apart is the 360 degree, customized support we provide onsite to meet the unique needs of each school. Every team member maintains on-going, personal communication with each school providing individualized attention. This support ensures positive student outcomes.</p> <p><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N203</p> <p><b>Leader:</b> Dan Feigelson <b>Contact:</b> DFeigel@schools.nyc.gov</p>	<p>Manhattan: 25 Bronx: 4</p>	<p>ECE: 2 Elem: 21 JH//MS: 1 K-8: 5</p>

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Current schools per borough/level		Vision Statement	
<p><b>Network:</b> N204</p> <p><b>Leader:</b> Diane Foley</p> <p><b>Contact:</b> <a href="mailto:Dfoley@schools.nyc.gov">Dfoley@schools.nyc.gov</a></p>	<p>Brooklyn: 1</p> <p>Queens: 27</p> <p>Bronx: 1</p>	<p>ECE: 1</p> <p>Elem: 20</p> <p>JH//MS: 5</p> <p>K-8: 3</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> Using a tiered approach, CFN 205's operational and instructional staff provide customized support to each of our schools. With one-on-one assistance, onsite support, collaborative group planning and comprehensive review of available data, we work with schools to ensure their individual needs are met. Our team emphasizes cross-functionality, providing schools with seamless access to the full range of network supports. We are proactive, keeping principals apprised of impending deadlines and anticipating school needs.</p> <p><b>Special Expertise:</b> CFN 205 is led by administrators with expertise in literacy, mathematics, school leadership and special education. Staff includes certified Thinking Maps, Wilson and Foundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCLS lab sites for ELLs.</p>
<p><b>Network:</b> N205</p> <p><b>Branch:</b> LEARN 205 (Learning Enrichment and Responsive Network)</p> <p><b>Leader:</b> Joanne Joyner-Wells/Mary Jo Pisacano</p> <p><b>Contact:</b> <a href="mailto:jjoyner@schools.nyc.gov">jjoyner@schools.nyc.gov</a> <a href="mailto:mpisaca@schools.nyc.gov">mpisaca@schools.nyc.gov</a></p>	<p>Queens: 28</p>	<p>Elem: 19</p> <p>JH//MS: 1</p> <p>K-8: 8</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> Using a tiered approach, CFN 205's operational and instructional staff provide customized support to each of our schools. With one-on-one assistance, onsite support, collaborative group planning and comprehensive review of available data, we work with schools to ensure their individual needs are met. Our team emphasizes cross-functionality, providing schools with seamless access to the full range of network supports. We are proactive, keeping principals apprised of impending deadlines and anticipating school needs.</p> <p><b>Special Expertise:</b> CFN 205 is led by administrators with expertise in literacy, mathematics, school leadership and special education. Staff includes certified Thinking Maps, Wilson and Foundations trainers. Innovative approaches include a teacher effectiveness partnership with the New Teacher Center and the development of CCLS lab sites for ELLs.</p>

# Spring 2012 - 2013 Network Directory

Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N206</p> <p><b>Leader:</b> Ada Cordova <b>Contact:</b> acordova@schools.nyc.gov</p>	<p>Brooklyn: 2 Manhattan: 14 Bronx: 3</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N207</p> <p><b>Leader:</b> Danielle Giunta <b>Contact:</b> dgiunta4@schools.nyc.gov</p>	<p>Queens: 25</p>	<p>ECE: 2 Elem: 20 JH/J/MS: 1 K-8: 2</p>

# Spring 2012 - 2013 Network Directory

Current Schools per borough/level		Vision Statement	
<p>Network: N203</p> <p>Leader: Daniel Purus</p> <p>Contact: dpurus@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Queens: 16</p>	<p>Elem: 3</p> <p>JH//MS: 15</p> <p>K-8: 1</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Members of our instructional staff, three of whom are bilingual, are seasoned pedagogues who have expertise in elementary and middle school instruction and content, as well as supporting ELLs and SWD, including compliance. Our expert operational staff is well-versed in all areas, including HR, budget, technology, procurement, and youth development.</p>
<p>Network: N209</p> <p>Leader: Marylene D. Wilks</p> <p>Contact: M.Wilks@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 6</p> <p>Queens: 10</p> <p>Bronx: 3</p>	<p>ECE: 1</p> <p>Elem: 20</p> <p>JH//MS: 1</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N210  <b>Brand:</b> RISE - Reaching Individual Schools Effectively  <b>Leader:</b> Joanne Brucella  <b>Contact:</b> jbruceal@schools.nyc.gov</p>	<p>Brooklyn: 12            Queens: 16</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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-visitaton and professional growth.</p> <p><b>Special Expertise:</b> 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><b>Network:</b> N211  <b>Brand:</b> Your Source For Success  <b>Leader:</b> Jean McKeon  <b>Contact:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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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Network	Current schools per borough/level	Vision Statement
<p>Network: Brand: NA01 Mobilizing Collective Capacity</p> <p>Leader: Roxan Marks Contact: rmarks@schooils.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 1 Bronx: 10</p>	<p>Elem: 13 JH/MS: 2 K-8: 7</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We ensure supports are in place for students and provide assistance with many systems. Learning is a process that moves through stages of meaning (building on ideas), machinery (acquiring skills, connecting strategies), and mastery (reaching the goal, applying learning to meet real-world challenges).</p>
<p>Network: NA02 Cristina Jimenez Contact: mjimenez25@schooils.nyc.gov</p>	<p>Brooklyn: 3 Manhattan: 3 Queens: 3 Bronx: 10</p>	<p>JH/MS: 1 Secondary: 5 High School: 13</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> The network provides consultations with all schools in the beginning, middle and end of year to create meaningful partnerships through data analysis and alignment of resources. Professional learning for leaders occurs at each others' school to observe best practices and become reflective learners. The school leaders engage in conversations about all aspects of school instruction and operations.</p> <p><b>Special Expertise:</b> 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
<p><b>Network:</b> NA03 <b>Brand:</b> The Good Network</p> <p><b>Leader:</b> Joshua Good <b>Contact:</b> jgood2@schoools.nyc.gov</p>	<p>Brooklyn: 10 Manhattan: 8 Queens: 4 Staten Island: 1 Bronx: 4</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We are pleased to boast that we are the only network in the city to be awarded a \$700,000 Petrie grant. This generous funding has allowed our network to support our schools with additional time and materials to develop CCLS units, stronger teacher effectiveness models, and a newly-developed tool to support quality IEP writing.</p>
<p><b>Network:</b> NA04</p> <p><b>Leader:</b> Malika Bibbs <b>Contact:</b> mbibbs@schoools.nyc.gov</p>	<p>Brooklyn: 16 Manhattan: 4 Queens: 7 Bronx: 3</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We provide our schools tailored support in the areas of Special Education, Galaxy, and School Quality Review.</p>
<p><b>Network:</b> NA05</p> <p><b>Leader:</b> William Bonner <b>Contact:</b> WBonner@schoools.nyc.gov</p>	<p>Brooklyn: 12 Manhattan: 8 Staten Island: 4</p>	<p><b>Mission/Philosophy:</b> We are a diverse network of high schools and middle schools that recognizes and responds to the needs of all constituencies within our school communities. Over the past seven years, our team has developed a culture that respects individuality while enabling schools and leaders to work collaboratively through the sharing of best practices, interventions, and professional learning communities in support of citywide initiatives.</p> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We build leadership and learning capacity in teachers, administrators, support staff, parents and especially students; provide schools with practical support in reaching accountability and instructional targets; promote professional growth that is linked to student and teacher achievement; CEP support; mock QRS; and CCLS/TE Institutes.</p>

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<p><b>Network:</b> NA06</p> <p><b>Leader:</b> Sandra Litrico</p> <p><b>Contact:</b> SLitric@schools.nyc.gov</p>	<p>Brooklyn: 8</p> <p>Manhattan: 13</p> <p>Queens: 5</p> <p>Bronx: 7</p>	<p>ECE: 3</p> <p>Elem: 21</p> <p>JH//MS: 4</p> <p>K-8: 5</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> NA07</p> <p><b>Brand:</b> Maverick Education Partnership</p> <p><b>Leader:</b> Debra Lamb</p> <p><b>Contact:</b> dlamb@schools.nyc.gov</p>	<p>Brooklyn: 3</p> <p>Manhattan: 2</p> <p>Queens: 1</p> <p>Bronx: 11</p>	<p>Elem: 13</p> <p>JH//MS: 4</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>
<p><b>Network:</b> NA08</p> <p><b>Leader:</b> Lucius Young</p> <p><b>Contact:</b> lyoung22@schools.nyc.gov</p>	<p>Brooklyn: 7</p> <p>Manhattan: 14</p> <p>Queens: 1</p> <p>Bronx: 1</p>	<p>ECE: 1</p> <p>Elem: 13</p> <p>JH//MS: 1</p> <p>K-8: 7</p> <p>High School: 1</p>



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Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N409</p> <p><b>Leader:</b> Neal Opronmalla noproma@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 26 Staten Island: 9</p> <p>ECE: 1 Elem: 26 JH/I/MS: 2 K-8: 5 K-12: 1</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N410 The ROCKS</p> <p><b>Brand:</b></p> <p><b>Leader:</b> Altagracia Santana Asantanz2@schools.nyc.gov</p> <p><b>Contact:</b></p>	<p>Brooklyn: 4 Manhattan: 3 Queens: 15 Staten Island: 1</p> <p>ECE: 2 Elem: 16 JH/I/MS: 2 K-8: 3</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> We are experts in Quality Review, RtI, Inquiry, Strengthening Professional Practice, Student Leadership, ELL instruction and compliance, Special Student Services, Budget and Operations. Our focus on effective question and discussion techniques results in 96% of schools participating in ongoing professional development.</p>

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Current schools per borough/level		Vision Statement	
<p><b>Network:</b> N4:11</p> <p><b>Leader:</b> Michael Alcoff</p> <p><b>Contact:</b> ma.alcoff@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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b></p> <ul style="list-style-type: none"> <li>- Supporting leaders of small schools in their instructional supervision and organizational capacity building.</li> <li>- Supporting teacher teams in their work looking at tasks, student work, and data to inform planning.</li> <li>- Common core aligned literacy and math curriculum and instruction for high school and middle school teachers.</li> </ul> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> M412</p> <p><b>Grant:</b> Making It Happen</p> <p><b>Leader:</b> Daisy Concepcion</p> <p><b>Contact:</b> dconcep@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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> NS11 <b>Brand:</b> FH1360 <b>Leader:</b> Jorge Izquierdo, L.A. <b>Contact:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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"> <li>- Ensure college readiness for all students through rigorous curriculum, instruction, and assessment aligned with the Common Core Learning Standards.</li> <li>- Foster continuous teacher development driven by varied data sources and a research-based framework.</li> <li>- Achieve good standing on identified city and state metrics.</li> </ul> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> NS21 <b>Brand:</b> CUNY <b>Leader:</b> Dennis Sanchez <b>Contact:</b> DSanchez@schools.nyc.gov</p>	<p>Brooklyn: 7 Manhattan: 4 Queens: 4 Bronx: 3</p>	<p>JH/MS: 3 Secondary: 6 High School: 9</p>

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Current Schools per Borough/Level		Vision Statement	
<b>Network:</b> NS31 <b>Brand:</b> CEI-PEA <b>Leader:</b> Joseph Blatze <b>Contact:</b> jblatze@schools.nyc.gov	Brooklyn: 6 Queens: 23	ECE: 2 Elem: 22 K-8: 5	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>
<b>Network:</b> NS32 <b>Brand:</b> CEI-PEA <b>Leader:</b> Ben Soccodato <b>Contact:</b> BSoccod@schools.nyc.gov	Manhattan: 20 Bronx: 12	ECE: 1 Elem: 12 JH//MS: 10 K-8: 9	
<b>Network:</b> NS33 <b>Brand:</b> CEI-PEA <b>Leader:</b> Nancy Ramos <b>Contact:</b> nRamos@schools.nyc.gov	Brooklyn: 14 Queens: 3 Staten Island: 11	ECE: 1 Elem: 17 JH//MS: 8 K-8: 2	
<b>Network:</b> NS34 <b>Brand:</b> CEI-PEA <b>Leader:</b> Ben Waxman <b>Contact:</b> bWaxman@schools.nyc.gov	Brooklyn: 1 Manhattan: 2 Queens: 2 Bronx: 25	ECE: 1 Elem: 15 JH//MS: 12 K-8: 2	
<b>Network:</b> NS35 <b>Brand:</b> CEI-PEA <b>Leader:</b> Eileen Padva <b>Contact:</b> EPadva@schools.nyc.gov	Brooklyn: 9 Queens: 20	ECE: 1 Elem: 15 JH//MS: 11 K-8: 2	
<b>Network:</b> NS36 <b>Brand:</b> CEI-PEA <b>Leader:</b> Bill Colavito / Gerard Reirne <b>Contact:</b> WColavito@schools.nyc.gov GReirne@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	
<b>Network:</b> N551 <b>Brand:</b> Fordham University <b>Leader:</b> Dr. Anita Batisti/Marge Struk <b>Contact:</b> abatisti@fordham.edu struk@fordham.edu	Brooklyn: 10 Manhattan: 8 Queens: 1 Bronx: 16	Elem: 20 JH//MS: 5 K-8: 2 Secondary: 2 High School: 6	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>		
<b>Network:</b> N561 <b>Brand:</b> New Visions 561 <b>Leader:</b> Derek Jones <b>Contact:</b> djones@newvisions.org	Brooklyn: 3 Manhattan: 12 Queens: 9 Bronx: 1	K-8: 2 Secondary: 8 High School: 15	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>		
<b>Network:</b> N562 <b>Brand:</b> New Visions 562 <b>Leader:</b> Barbara Gambino <b>Contact:</b> bgambino@newvisions.org	Manhattan: 3 Bronx: 22	Elem: 1 JH//MS: 1 Secondary: 4 High School: 19	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>		
<b>Network:</b> N563 <b>Brand:</b> New Visions 563 <b>Leader:</b> Alexis Penzell <b>Contact:</b> apenzell@newvisions.org	Brooklyn: 20 Queens: 1 Staten Island: 2	Elem: 1 JH//MS: 1 Secondary: 1 High School: 20	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> New Visions has extensive experience working with every type of secondary school in NYC. We have highly successful programs in Common Core Curriculum development and implementation, teacher and school leader development, data analysis and use, and the development of school-level systems that use innovative technology.</p>		

# Spring 2012 - 2013 Network Directory

Network	Information	Current schools per borough/level	Vision Statement
<p>Network: 4502</p> <p>Leader: Julia Bove Contact: jBove@schools.nyc.gov</p>	<p>Brooklyn: 32 Staten Island: 2</p> <p>ECE: 1 Elem: 16 JH//MS: 14 K-8: 3</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p><b>Special Expertise:</b> Data informs all decisions from organizing instructional support, creating operational and compliance systems, developing academic intervention and enrichment systems, to the creation of targeted action plans. Our instructional and operational teams are among the best in the city.</p>
<p>Network: 4503</p> <p>Leader: Lawrence Pandergerst Contact: lpander@schools.nyc.gov</p>	<p>JH//MS: 3 Secondary: 5 High School: 16</p>	<p>Brooklyn: 2 Manhattan: 3 Queens: 2 Bronx: 17</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> Each school is unique in its progression toward preparing students for College and Career Readiness and in developing its understanding of the CCLS and teacher effectiveness. We pride ourselves on tailoring support to meet the needs of schools as identified by principals and student performance data. In one-on-one visits, working with teacher teams, principal meetings and extensive data analysis and support, Team 603 organizes human and fiscal resources to support school and student success.</p> <p><b>Special Expertise:</b> 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><b>Network:</b> N604</p> <p><b>Leader:</b> Richard J. Gallo</p> <p><b>Contact:</b> rgallo@schools.nyc.gov</p>	<p>Brooklyn: 3 Staten Island: 23</p> <p>Elem: 19 JH/J/MS: 5 K-8: 2</p>	<p><b>Mission/Philosophy:</b> CFN 604 is committed to its enduring mission:</p> <ul style="list-style-type: none"> <li>- To deliver operational, instructional and leadership support of exemplary quality.</li> <li>- 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.</li> <li>- To customize service that meets the unique needs of each school and embrace efforts to continually improve instructional practice.</li> </ul> <p><b>Organizational Structure:</b> We work together as a cross-functional network dedicated to delivering personalized service through continuous support both instructionally and operationally. Our work is focused on supporting each school with the citywide expectations along with the special education reform initiative. Our unique geographic design allows us to respond immediately as a team to specific school concerns and provide specialized support. Each school has been designated a liaison that has developed a very special partnership with staff.</p> <p><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N605</p> <p><b>Leader:</b> Wendy Karp</p> <p><b>Contact:</b> wkarp@schools.nyc.gov</p>	<p>Brooklyn: 26</p> <p>ECE: 1 Elem: 15 JH/J/MS: 3 K-8: 6 High School: 1</p>	<p><b>Mission/Philosophy:</b> CFN 605 provides customized services to meet the instructional, operational, and YD needs of our schools. We are committed to excellence in a positive, professional and safe culture. We strive to ignite curiosity, imagination and passion for students, teachers and leaders. Through collaboration and collegiality, we cultivate and enhance PLC and teams in order to nurture the whole child and support their intellectual, academic, social, and emotional development so they will be 21st century leaders and be post-secondary ready.</p> <p><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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>

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Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> NS06 <b>Brand:</b> Making a Difference</p> <p><b>Leader:</b> Setrina Palazzo <b>Contact:</b> ospalazz@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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b></p> <ul style="list-style-type: none"> <li>- CFN 606 participated in the Teacher Effectiveness Program for 2 years, establishing network and school-based experts in using the Danielson Framework.</li> <li>- We supported school leaders in successfully opening/phasing-in 14 new schools.</li> <li>- Our budget support is second-to-none, consistently exceeding NYCDOE expectations.</li> </ul> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> We partner with each individual school to develop an action plan that will provide customized operational and instructional support for every school.</p> <p><b>Special Expertise:</b> 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><b>Network:</b> NS07 <b>Leader:</b> Elmer Myers <b>Contact:</b> 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>



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Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> N608</p> <p><b>Leader:</b> Rudolph Rupnarain</p> <p><b>Contact:</b> rrupnar@schoools.nyc.gov</p>	<p>Bronx: 27</p> <p>ECE: 1 Elem: 2 JH//MS: 22 K-8: 2</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> Eighteen middle schools from our network are participating in the MSQI pilot program that focuses on reading strategies such as Guided and Reciprocal Reading, Socratic Seminar and intervention programs such as Ach 3000, Access Code, Just Words and Willson. Members of the network team have supported these schools with its implementation.</p> <p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N609</p> <p><b>Leader:</b> Debra VanNostrand</p> <p><b>Contact:</b> dvanno@schoools.nyc.gov</p>	<p>Brooklyn: 11 Queens: 4 Staten Island: 6</p> <p>Elem: 13 JH//MS: 8</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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><b>Network:</b> N610</p> <p><b>Brand:</b> Transition Support Network</p> <p><b>Leader:</b> Steven Chernigoff</p> <p><b>Contact:</b> scherni@schoools.nyc.gov</p>	<p>Brooklyn: 11 Manhattan: 6 Queens: 5 Staten Island: 1 Bronx: 15</p> <p>Elem: 8 JH//MS: 7 Secondary: 2 High School: 21</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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	Current schools per borough/level	Vision Statement
<p><b>Network:</b> NS12</p> <p><b>Leader:</b> Roberto Hernandez</p> <p><b>Contact:</b> rhernandez@schools.nyc.gov</p>	<p>Brooklyn: 18 Manhattan: 3 Queens: 5 Staten Island: 1</p>	<p><b>Mission/Philosophy:</b> CFN612 understands the complex and changing nature of the NYC educational landscape. This understanding coupled with our deep respect for school leaders drives our commitment to our schools. The path to success varies from school to school as it is defined by the school's leader and vision. It is our responsibility to highlight the school leaders' strengths as it is our commitment to provide them with the administrative, instructional, and leadership support and development necessary to excel at their job.</p> <p><b>Organizational Structure:</b> 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 CLE: Customized PD, based on the needs and requests of our principals, are designed and delivered by our instructional team. Instructional Coaches are assigned to partner with a cohort of schools.</p> <p><b>Special Expertise:</b> Our instructional coaches have extensive training in the understanding and implementation of the CCLS and the creation of CCLS-aligned lessons and units of study. In addition, our team offers specialized training to school staff on the Framework for Teaching. Our instructional coaches have Pre-K to 12 academic experience.</p>
<p><b>Network:</b> NS12</p> <p><b>Brand:</b> The Grapevine Network</p> <p><b>Leader:</b> Margarita Neil</p> <p><b>Contact:</b> mneil@schools.nyc.gov</p>	<p>Brooklyn: 32 Queens: 1</p>	<p>Elem: 2 K-8: 5 Secondary: 6 High School: 14</p> <p><b>Mission/Philosophy:</b> Grapevine Network CFN 612 comprises elementary schools across Brooklyn whose diverse populations serve as a microcosm of the world. Fearless school leaders work together to assure the success of every child. A network team of lifelong learners works in partnership with schools to create exemplary models of culturally relevant, empowering, rigorous and creative teaching that speaks to the belief in the inherent spirit and ability of all learners to flourish.</p> <p><b>Organizational Structure:</b> The prevailing belief of the Grapevine Network is a shared responsibility for the success of all. This belief supports the tiering of schools based on need. Student performance dictates the needs of the school and alongside the Principal, action plans to address the goals of school improvement are crafted. Instructional and operational goals and targets for the school year are identified and specific network support is aligned to assist school communities in realizing them.</p> <p><b>Special Expertise:</b> The Grapevine Network is comprised of dedicated educators and operational specialists who love children and the business of schooling. As a network team, we are as diverse as the communities we serve embracing knowledge and skills across gender, age and nationality. Dual language, science and operations are among our strengths.</p>

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Network Information	Current schools per borough/level	Vision Statement
<p><b>Network:</b> Cluster 5  <b>Brand:</b> Diploma Plus  <b>Leader:</b> Crystal Joye  <b>Contact:</b> csimmons-joye@diplomaplus.net</p>	<p>N/A</p>	<p><b>Mission/Philosophy:</b> 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"> <li>- Performance-based Systems</li> <li>- Supportive School Culture</li> <li>- Future Focus</li> <li>- Effective Supports.</li> </ul> <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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> While we specialize in providing Competency-based professional development to those educators serving off-track youth, the Diploma Plus model benefits students at all levels. Competency-based services include: curriculum development, instruction, grading, portfolio development, and college and career readiness. Diploma Plus services support staff to codify the current systems to improve student outcomes.</p>

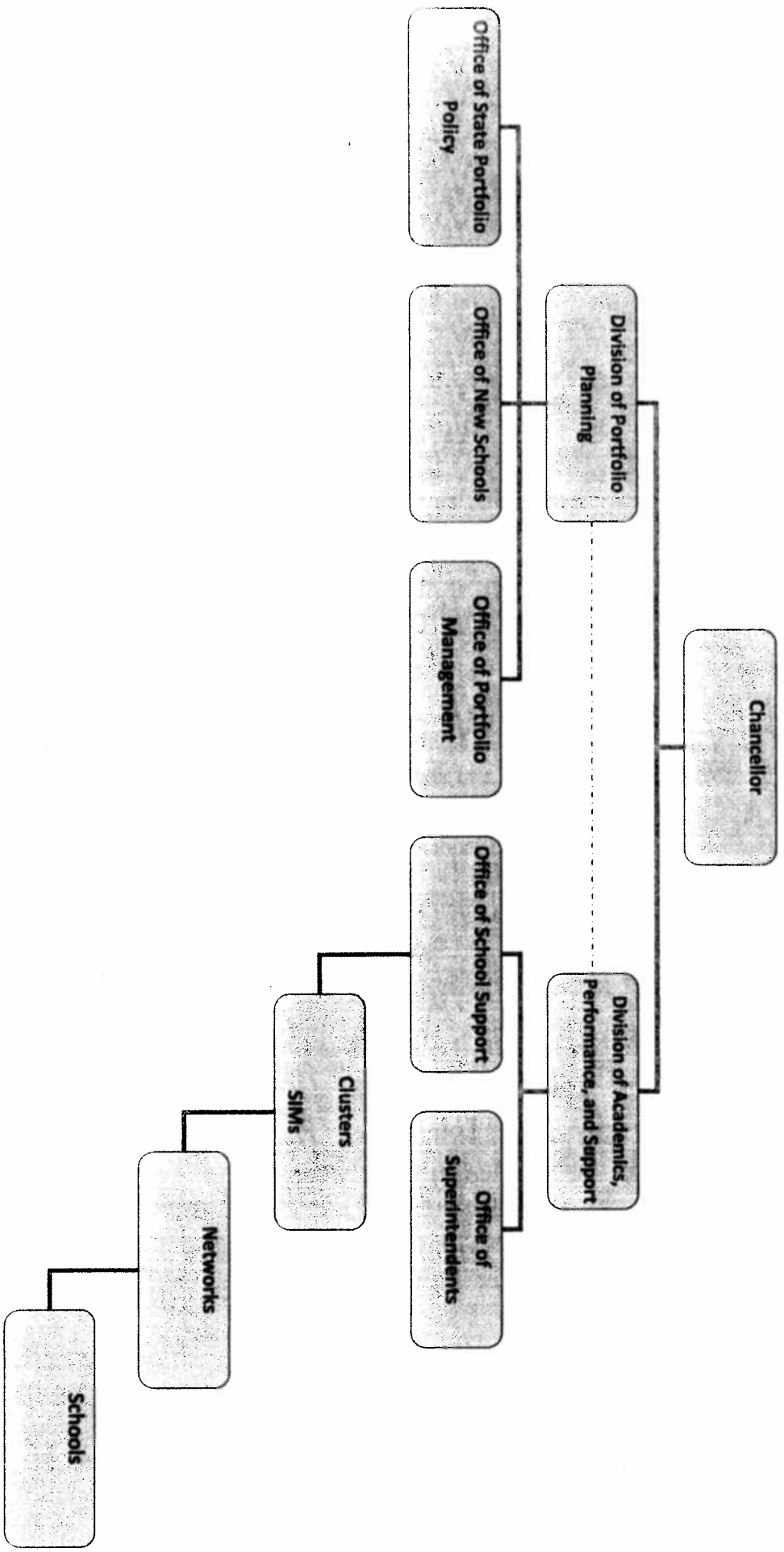
# Spring 2012 - 2013 Network Directory

Current School Information	Current schools per borough/level	Vision Statement
<p>Network: Cluster 5 Teaching Matters PSO</p> <p>Brand: Lynette Guastaferra</p> <p>Leader: lguastaferra@teachingmatters.org</p> <p>Contact: lguastaferra@teachingmatters.org</p>	<p>N/A</p>	<p><b>Mission/Philosophy:</b> 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><b>Organizational Structure:</b> 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><b>Special Expertise:</b> 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"> <li>- Leadership Coaching</li> <li>- Common Core Curriculum and Assessment Support</li> <li>- Danielson Observation/Feedback</li> <li>- QR Support</li> <li>- Coaching Teacher Leaders/Teacher Teams</li> <li>- Content Coaching in Math/ELA Common Core</li> <li>- Humanities/Science Coaching</li> <li>- ELLs/Special Education</li> <li>- Student Interventions (RTI)</li> <li>- Assessment/Data Systems Support</li> <li>- Technology</li> <li>- Hotline support</li> <li>- Grant writing</li> </ul>

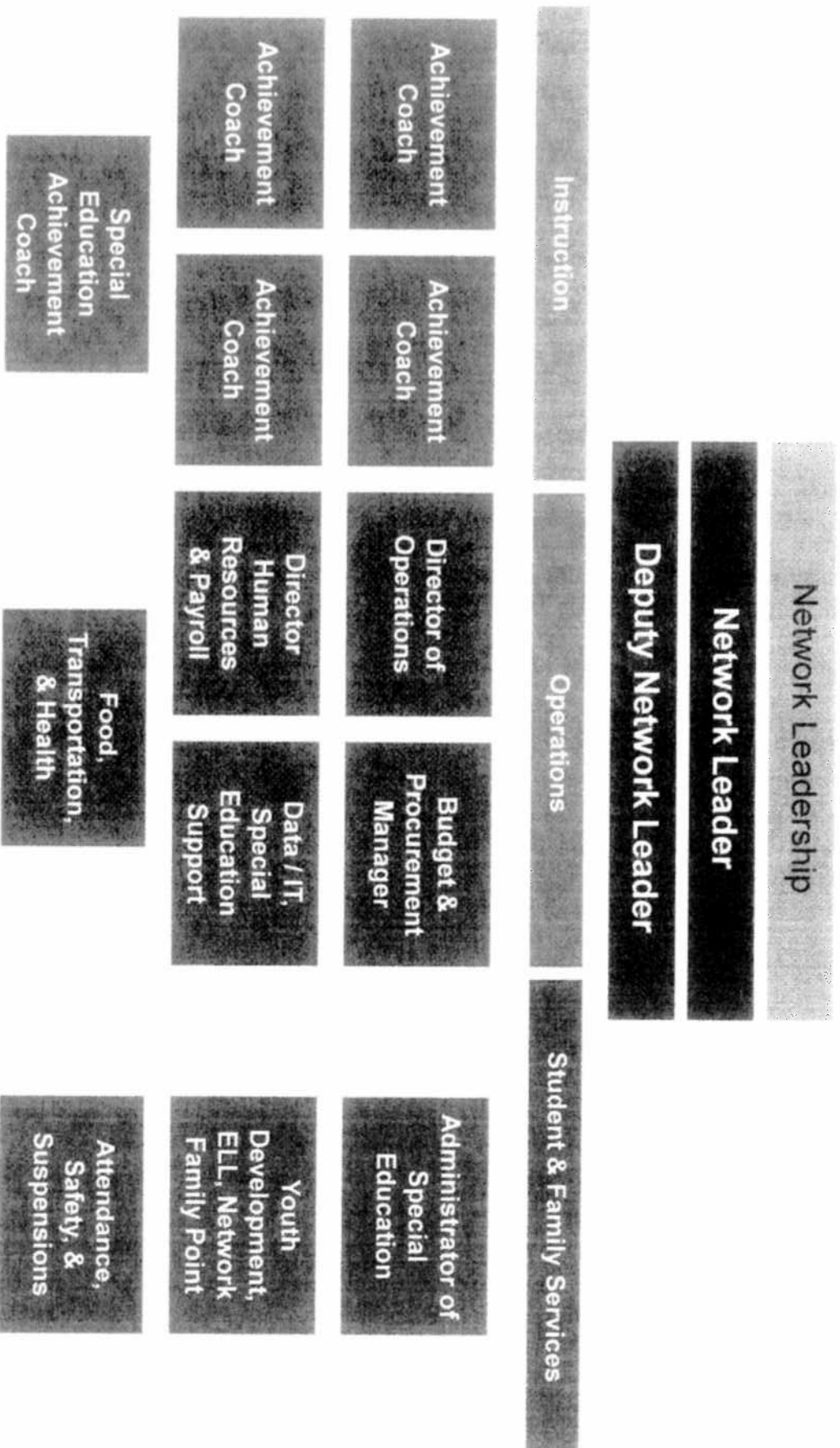


NYCDOE Management Structure for Turnaround Efforts

SP-12-01



# Sample Network Structure



Department of  
Education

Dennis M. Walcott  
Chancellor

Note: not all networks are configured the same way.

iii. Timeframe and persons responsible

Planned Interaction	Details/Timeframe*	Person Responsible
Quality Review	<p>Schools that meet at least one of the following criteria will have a formal Quality Review during the 2012-13 school year:</p> <ul style="list-style-type: none"> <li>• 2011-12 Quality Review of Underdeveloped</li> <li>• 2011-12 Progress Report of F, D, or ***third C or below in a row (09-10, 10-11, and 11-12)</li> <li>• Schools who participated in a Developing Quality Review (DQR) in 2011-12</li> <li>• Schools in the 10th percentile or below of the Progress Report scores</li> <li>• Schools in their 3rd year of existence (that did not have a formal Quality Review in 2011-12)</li> <li>• All schools that have not had a review since 2008-09 (that do not qualify for a peer review)</li> <li>• Schools that were proposed for closure as part of the Turnaround process and who did not receive a QR in 2011-12</li> <li>• 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.</li> </ul>	<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	Fall, For each school annually	<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>&amp;</p> <p>Chief Academic Officer and Senior Deputy Chancellor Shael Suransky</p> <p>Division of Academics, Performance, and Support</p>
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\* Note: Some timeframe dates provided are for School Year 2012-13; School Year 2013-14 and future dates will be similar

section D

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

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

## **A. School Overview**

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

Our vision is to provide students with sound educational programs that maximize their ability to become college and career ready. The Hunts Point Middle School is committed to providing students with a standards-based instructional program aimed at educating the whole child to enable them to meet future challenges and make a positive impact on the community.

Our mission is to develop a three year approach towards a blended learning environment through the development of themed academies: Go Green, Focus and Aim High. It is our intent to graduate towards an instructional environment that contains informal and full time learning opportunities designed to personalize student learning to maximize student achievement.

The Hunts Point Middle School is a school of teaching and learning. Our aim is to build capacity from within by developing instructional leaders by providing the best professional development opportunities through partnership support.

Our goals over the next three years are:

Goal #1 – Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership capacity within the key Danielson indicators, planning, and preparation, questioning and the use of both formative and summative assessments.

Goal #2 – Improve teacher practice in providing CCLS aligned instruction with multiple points of entry for all students resulting in improved student achievement.

Goal #3 – Implement a social/emotional program which provides tiered layers of supports for all students and families.

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

*Goal #1 – Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment*

In order to support the implementation of a teacher effectiveness goal over a three year period, the school will build capacity on a year-by-year basis through the use of staff, the CFN coach, along with outside consultants. The school will create a teacher observation model which will systematically incorporate routine, short frequent observation cycles, peer-to-peer observation, and professional supports to design lessons around the Danielson indicators as well as multiple entry points for all learners. The programming structures of the school will support the implementation of the observations and the professional development support needed to build teacher and leader capacity. The instructional leads will work with leadership and the consultants to provide an additional layer of support for the teachers. In order to help facilitate the school will contract with The Danielson Group. The Danielson Group will also provide

support for leadership in assessing, monitoring, and supporting teacher progress using the rubric. The school plans to frontload a good part of the support in Year One. During Year Two it is our expectation that teacher and leadership capacity will be progressing and consultant support will shift to more differentiated support for groups of learners. In Year Three, we expect that internal capacity will be built and the consultants will be able to work on an as needed basis.

In order to support the new principal, a leadership coach will be contracted through The Danielson Group. This coach will support the principal in moving the instructional agenda of the school within areas of needed development. A key area is teacher effectiveness. The purpose of this coach is to provide a layer of support for the new principal.

To facilitate the work around teacher effectiveness as well as curriculum and instruction, a programming structure will be developed which enables teachers to meet during common times to engage in planning, inquiry and peer-to-peer observations of professional practice. There will also be per-session opportunities available for teachers to engage in Professional Development.

*Goal #2 – Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement*

The work around teacher effectiveness is an integral part of the framework for improving teacher practice in providing CCLS aligned instruction which incorporates multiple entry points for all learners. The school will use both the qualitative and quantitative data derived from the teacher effectiveness work to support the facilitation of a comprehensive professional development plan to support the implementation of the curriculum. The school has opted into NYC's aligned curriculums for both ELA and math through Scholastic and Pearson.

The school plans to support teacher simultaneously in both ELA and Math, along with supporting the integration of literacy across the curriculum for grades 6, 7 & 8 by contracting with Scholastic and Pearson to provide coaching and professional development support for teachers in both literacy and math. To further support teacher delivery of classroom instruction, the school will contract with TEQ to provide Professional Development for teachers on integrating SMART board technology into their lesson design. In addition, the school will purchase a data system (DataCation) to support teachers' ability to use formative and summative assessments to plan instruction, monitor progress, and allow for multiple entry points. On a global level, DataCation will be used by school leadership to assess patterns and trends across classrooms and provide differentiated support for teachers.

The school currently contracts with The American Reading Company (The 100 Book Challenge) to support literacy across the grades. The school will also utilize the electronic IRLA component offered by The American Reading Company whereby teachers will be able to assess, monitor, conference, and reassess progress using an IPAD. The principal plans to purchase IPADs for all teachers to facilitate DataCation and IRLA programs.

The school will employ blended learning opportunities within their extended learning time for at-risk students. This will be facilitated through the program Achieve 3000. To further support student engagement, the school will pilot a program for students in grade six during the 2013-14

school year, and build throughout the remaining grades each year for students to develop digital portfolios of their work products throughout the course of the year. This will also support the themed concept of the individual academies in grades 6-8. To support students within this pilot, the school plans to purchase one set of grade tablet laptops each year of the grant. In order to support integration of the arts into the curriculum, the school has planned for an after-school program which provides enrichment supports. The school will bring in the following programs as part of after-school: enrichment, dance, art, music, theatre and sports.

Teacher programming will play an integral part in facilitating Goal #2 throughout the course of the grant. In preparing for this support, the teachers have elected for one professional period per month as part of the 37 ½ minutes of extended time. This period will be used to facilitate professional development in addition to their common planning periods. The school has identified instructional leads in the focus areas of ELA, math, special education, ELL, social studies and science. The instructional leads are responsible for facilitating teacher inquiry meetings (which take place after-school) and turn keying learning.

*Goal #3 – Implement a social/emotional program which provides tiered layers of supports for all students and families*

The Hunts Point Middle School has planned for a comprehensive approach to adolescent development by supporting the social and emotional needs of the school community through incorporating an advisory curriculum, partnering with the organization Partnership for Children, and continuing work with the PBIS model. Within this model teachers will also receive professional development support from the partnership organizations. Within the advisory curriculum facilitated by the Leadership program students will gain valuable resources within the following areas: communication skills, teamwork, conflict management, personal/social responsibility, goal setting, life skills and study/test taking skills.

## **6. 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 Hunts Point Middle School is home to 408 students in grades 6 through 8. The school population is comprised of 30% black, 68% Hispanic and 2% white students. Boys account for 51% of the enrolled population and girls account for 49%. The student body includes 17% of English Language Learners and 23% special education students. The attendance rate year to date for the 2012 -13 school year is 90%. 79% of the student population is eligible for free or reduced lunch. Throughout the year, the attendance of our population has been steadily improving moving from 86% in the past year, to an average 90% this year. Approximately 5% to 10% of our students are overage and exhibit behaviors indicative of students with these challenges.

In ELA, 10.3% of the students scored between levels 3 and 4, and in math 26.8% of the students scored between levels 3 and 4. On the 2011-12 NYS accountability report the school did not make AYP in math or ELA for any of its subgroups.

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

In March 2012 the school went through an SQR and in February 2013, the school went through a NYC Quality Review. The narrative below reveals the major findings from both comprehensive reviews. It was determined that the school needed to better support teachers in using data to create lessons, differentiate instruction, and monitor progress toward student academic achievement. The limited use of data also extended to planned interventions and lessons for sub-groups inclusive of SWD and ELLs. Classroom instruction was labeled as “teacher-directed” with few opportunities for students to engage in peer-to-peer conversations or to be engaged with technology. It was also determined that teacher feedback both written and verbal did not provide students with next steps and subsequently resulted in stagnant movement from level to level. Also evidenced was the lack of formative assessment being utilized to plan lessons and rigorous activities for student groupings.

There was a lack of coherence between the follow through of professional development and classroom instruction. In turn it was determined that there was not a comprehensive Professional Development plan based on student and teacher needs, nor an effective system to monitor teacher growth.

### **iv. Results from systematic school review**

The results of the school reviews have evidenced the following needs:  
The leadership needs to put in a place a comprehensive Professional Development calendar which addresses the needs of the teachers, connected to a systematic observation process whereby teachers are receiving timely actionable feedback on their practice. This will enable the leadership to monitor and revise the Professional Development plan based on the collective needs of the school. In addition, it will provide the venue for individualized professional supports for groups of teachers. This intense focus on professional development will enable teachers to acquire the skills they need to provide engaging student centered lessons with an emphasis on the key Danielson indicators, 1E – designing coherent instruction, 3B – questioning and 3D – using assessment. The school also needs to address the adolescent development for students and teachers, thus we have tucked in 2B – creating a culture for learning.

As evidenced by prior state and city reviews the school’s focus on the three prioritized goals will help support the changes needed to improve student achievement. In the 2012-13 school year, the Hunts Point Middle School experienced a change in leadership. The new principal has been working with her staff to provide the supports needed through targeted professional development. The professional development design will support teachers in their efforts to plan instruction that is engaging, rigorous and has multiple entry points.

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

The Hunts Point Middle School identified a number of goals within the School Comprehensive Educational Plan (SCEP 2012-13) which are intrinsically connected to the three prioritized goals outlined in the SIG grant.

The school has prioritized these goals because we firmly believe that supports provided for our professional staff will subsequently have a very positive effect on student achievement coupled with an intense focus on adolescent development. The adolescent development piece is integral to our success as a school community. We want to be able to equip students with the coping skills necessary to take ownership of their own learning and the skill set to make decisions which will lead to long-lasting positive college and career gains. We feel that a strong advisory curriculum will support the notion of what it means to be career and college ready.

### **C. School Model and Rationale**

#### **i. Model rationale and key school design elements.**

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

The Hunts Point Middle School is home to 408 students in grades 6 through 8. The school population is comprised of 30% black, 68% Hispanic and 2% white students. Boys account for 51% of the enrolled population and girls account for 49%. The student body includes 17% of English Language Learners and 23% special education students. 79% of the student population is eligible for free or reduced lunch. On the 2011-12 NYC progress report, the school received a letter grade of “D” on both student progress and performance. In ELA, 10.3% of the students scored between levels 3 and 4, and in math 26.8% of the students scored between levels 3 and 4. The progress report also evidences a disproportionate relationship between the percentage of students moving toward proficiency on the state test and the overall percentage of students passing the core subjects at the school level. On the 2011-12 NYS accountability report the school did not make AYP in math or ELA for any of its subgroups. The performance on the 2011-12 progress report evidences a need for strong support for teachers and students within curriculum, instruction, teacher effectiveness as well as adolescent development.

The school improvement design couples professional development with a shift in programming structures to support student and teachers. Teachers and students will be organized into theme-based academies by grade level, and advisory programs will be integrated for all students once per week. Teachers will gain an additional professional period monthly to engage in professional development. In addition all teachers will engage in common planning and engage in inquiry meeting facilitated by the instructional leads. The professional supports planned for through the SIG grant will enable a coaching structure within the middle school which will help to facilitate a shift in the percentage of students moving toward proficiency, and will also seek to develop a culture of adolescent development which supports students in becoming more accountable for their own learning.

All teachers have been participating and utilizing professional development on how to align instructional goals with Common Core Learning Standards (CCLS), technology and data effectively as measured by an increase in the number of teachers trending to an effective rating in *Designing Coherent Instruction* (Danielson, 1e). After hour sessions for inquiry teams to meet have been established on a weekly basis to review student work using set protocols and to analyze data to identify student needs. A website has been developed in-house for professional staff to access curriculum calendars, CCLS resources, professional development materials and disaggregated data.

However, the staff needs the coaching structure through the partnerships and the time to engage in, and to be supported through professional development. Presently teachers are focusing on whole group instruction which does not allow for multiple points of entry into the curriculum and often results in low levels of student engagement. As evidenced by New York State and New York City data the result is poor percentages of students scoring at proficiency.

The three prioritized goals will support the needs of the teachers, the students, and leadership. The prior principal had not combined these three prioritized goals; the results have not been sustainable in turning the school around. This plan incorporates and puts an equal emphasis on teacher effectiveness, curriculum and instruction, along with adolescent development. The overall goal is a comprehensive approach with systems and structures which will lead to sustainability over time. The use of consultants will diminish as internal capacity develops.

#### **ii. Process for model selection and stakeholder engagement.**

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

### **D. School Leadership**

#### **i. Characteristics and core competencies sought for school principal**



The core competencies in a leader necessary to meet the needs of the school encompass strong expertise in instruction with a specific focus on literacy, teacher effectiveness, the ability to implement systems & structures for effective teacher team practices and youth development. As evidenced through the NYC DOE progress students struggle to meet proficiency in ELA or show overall growth. Sonya Johnson's experience is perfectly suited to address the literacy & overall academic needs of the community. Her prior experience as a teacher, literacy coach and assistant principal have prepared her to make the decisions necessary to create a literacy curriculum and to develop the pedagogy of all teachers. In addition, her understanding of the community and its unique needs allows her to know what systems and structures to implement in order to address the social and emotional needs of the students and the community.

## **ii. Principal's biography**

Sonya Johnson entered the education field after a career in business. She invested 8 years of her life as a classroom teacher and literacy coach. During those years, she honed her understanding of pedagogical practices and curriculum development. Four years ago, she was tapped to be the Assistant Principal at MS 424. While she had the background and ideas to make a substantial impact at 424, the principal did not tap into her expertise and rather focused on his own vision for the school. In 2012, the NYC DOE identified Sonya as a leader capable of making sustainable changes when they accepted her into the LEAP program. Quickly after her acceptance, she was chosen to become principal of 424, due to the former principal's retirement. Given her strong knowledge of the community & experience, DOE leadership felt she was well positioned to have a substantial impact on the school in implementing a successful school reform model.

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

The assistant principal supports teachers through facilitating professional development, and providing feedback utilizing the Danielson framework. The assistant principal is responsible for supporting the core content areas and developing the model lab site classroom environments. The role of the AP is critical at facilitating grade meetings, organizing professional development sessions, reviewing student data reports and providing analytical reports on the content areas to the cabinet members.

The school will also provide an internship for a current staff member who has been accepted into the Teacher Leadership Advancement Program (TLAP) through the NYCDOE and NYC Leadership Academy. Through this program the staff member will receive training and work with the administrative team to support and professionally develop teachers within the Danielson framework. Within the small school environment the assistant principal spends a lot of time supporting adolescent development and maintaining discipline.

The school utilizes a SIM to support overall comprehensive planning of the systems and structures present in both the SCEP & the SIG grant. The SIM participated in helping the school with a needs assessment of the present system and structures in the school and facilitating planning meetings with leadership.

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

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

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

The Leadership team consists of, the principal, the assistant principal, administrative intern (NYC leadership academy), six instructional lead positions, dean, guidance counselor, social worker, special education coordinator, and the psychologist. The model proposed within this plan provides three prioritized goals with a focus on, teacher effectiveness, curriculum and instruction, and adolescent development. Each of the leadership positions described above will work in unison to support the prioritized goals. The principal, assistant principal and administrative intern will work with the Danielson framework to support teacher growth. The six instructional leads will provide another layer of Danielson facilitating the teacher inquiry meetings as well as professional development. The dean, guidance counselor, social worker, special education coordinator, and psychologist will also support the framework through their adolescent development partnerships and programs. The new principal created this leadership team to ensure the connection between both academic and adolescent development supports for students and teachers. This school improvement plan is the collective vision of the leadership team and staff members.

### **E. Instructional Staff**

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

About 85% of the teaching staff falls within the 5-8 year tenure. Under the previous administration teacher turnover rate was often 15-20%. The staff had not received on-going professional development with a strong focus on the Danielson framework prior to the new principal taking over during the 2012-13 school year. The present staff is committed to the vision as outlined in the SIG grant, and with support from the CFN network, partnerships and leadership they will be able to realize the vision articulated within this plan. In order to help facilitate this shift, a programming structure has been enacted to re-organize the school into small theme-based learning academies with a core advisory program. Teacher time has been re-organized to allow for common planning and professional periods.

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

The principal's leadership team was constructed in a way which supports academic achievement and adolescent development. The staff members selected for these leadership roles will help to move the school vision within the prioritized goals. In creating a leadership team with capacity in both academics through the instructional leads and academic development through the guidance staff, the new principal has created a comprehensive model with key stakeholders. This will provide an intense focus on the whole child.

Prior to the 2012-13 school year, the instructional lead positions did not exist in the areas described above. The functional roles of these staff members are facilitating professional development, supporting teacher effectiveness through Danielson framework as well as leading teacher inquiry meetings. The criteria for selecting the instructional leads from the current staff were teachers of model classrooms, effective & highly effective as indicated in the NYS grading reports and, highly motivated individuals invested in helping the school succeed.

The guidance staff were pre-existing positions; however prior to the 2012-13 school year they were not connected to the leadership team and subsequently had not been involved in conversations around academics or measures needed to support the whole child. Their involvement on this team solidifies the connection between academics and adolescent development.

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

The principal provided the all staff members with a copy of the grant, along with the Parents Association and the School Leadership Team. The instructional leads facilitated a conversation during the teacher inquiry meetings around supports that teachers felt they need for their professional growth and to improve student progress and performance. The administrative intern coordinated all the responses from each instructional lead and worked with the principal to incorporate the feedback into the final SIG grant plan.

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

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

**F. Partnerships**

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

Goal	Partnership organization	The role they will play in the implementation of the school’s model.
Goal #1	Danielson Group	To provide leadership support for the administrative team through assessing teacher pedagogy.

Goal #1 & Goal #2	Danielson	To provide direct coaching and professional development support for teachers in implementing the CCLS aligned curriculums and teacher effectiveness. The school has opted into the CCLS aligned curriculums suggested by the DOE. The literacy curriculum is CODEX and the math curriculum is CMP3.
Goal #2	DataCation	To provide a data system for all teachers to house both formative and summative assessment data and support teachers in building internal monitoring systems.
Goal #2	Achieve 3000	To provide blended online learning opportunities for students during extended learning time.
Goal #2	TEQ	To provide professional development support for teachers to utilize SMART boards in planning classroom instruction as well as the student response component of the program.
Goal #1-3	Apple	IPads to provide teachers with a method of tracking student data through the DataCation and IRLA programs.
Goal #2	Lenovo	Tablets to provide students with a method of creating digital portfolios.
Goal #2	American Reading Company	To provide IRLA program and professional development support for teachers to utilize the independent reading.
Goal # 2	Wilson	To provide multisensory curricula for students to become fluent independent readers.
Goal # 2	Gordian Group	To serve as professional contractor to upgrade the auditorium A/V components.
Goal #3	City Year	To serve as tutors, mentors and role models to help students stay on track – and get back on track – to graduating by focusing on three early warning indicators that have been defined through research: attendance, behavior and course performance in math and English.
Goal #3	Partnership with Children	To provide an integrated, comprehensive school-based program of social emotional learning opportunities.
Goal #3	The Leadership Program	To facilitate coaching support and curriculum for the advisory program.
Goal #3	424 Beacon Graham Windham	To provide a range of activities for students in tutoring, college prep, photography, basketball, martial arts, GED, ESOL, parenting skills workshops, and advocacy.
Goal #3	Hunts Point Alliance for Children (HPAC)& Groundswell	To support the educational progress by providing resources for the intellectual, social, emotional, physical health and well-being for the children and families of Hunts Point.
Goal #3	Education Through Music	To establish and sustain a school wide music education program designed to help students exercise left-brain cognition and to gain musical skills.

Goal #3	Arts Connection, Studio in a School, Circle of Dance	To make the arts an essential part of education, we connect artists with children, families and schools in creative partnerships for teaching and learning.
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**ii. Evidence of Partner Effectiveness Chart (Attachment C)**

**iii. Partner accountability**

The leadership team consisting of, the principal, assistant principal, six instructional leads and the guidance staff meets on a weekly basis. They will use both qualitative and quantitative data to monitor the success of the partnerships. The leadership team will provide the internal checks and balances for all the partnerships, given the frequency of these meetings if a partnership is working for the school steps can be taken in a timely fashion to re-design the supports.

The cabinet members will hold weekly/bi-weekly meetings with all partners and conduct feedback sessions with teachers on these partners. The team will monitor data from its partners and turnkey in-house data points regarding partners work with students (ex. teacher effectiveness, OORS, interim assessments). Corrective action plans will be worked out with our partners to ensure that student and teacher success is achieved. In the event that a correction cannot be achieved, a suitable replacement partnership will be established followed by a transition to the new partner.

**G. Organizational Plan**

**i. Organizational chart**

See Attachment G

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

The Hunts Point Middle School operates based on shared decision making architecture which flows in to the Principal’s Cabinet. The Principal’s Cabinet is comprised of lead representatives from key areas of the school depicted in the organizational chart (Attachment G) meets weekly to communicate information to and from the core content areas, inquiry teams, operations, administration, partner groups and parent organizations.

The members of the Principal’s Cabinet serve as leaders and project managers on one or more inquiry teams that meet weekly. The inquiry teams consist of a lead instructional specialist, a data specialist, the assessment coordinator, an ESL specialist, a special education specialist and all respective content area teachers from every grade band. The following is a list of the inquiry teams in operation:

- ELAted: English Language Arts and Social Studies
- Team IQ: Mathematics
- Team SpeEd: Special Education and Related Services

- STEM: Science and Technology

These professional learning communities collaborate weekly to review student work and identify practices yielding student progress. The teams are responsible for:

- driving the curriculum and maintaining the pacing calendars
- analyzing data
- developing units of study aligned to CCLS
- implementing citywide instructional expectations
- reviewing and recommending resources/materials
- sharing instructional practices.

The outcomes and recommendations are then communicated to the cabinet for final review of budgetary/human resource allocation for execution.

In addition to the internal communities, the Hunts Point Middle School has developed strong bonds with the parent community through its School Leadership Team (SLT). Together members of the teaching staff, parent organization, and school partnerships discuss the needs of the students, concerns of the parents and programs being requested. The discussion outcomes from these monthly meetings are brought before the cabinet for final review of budgetary/human resource allocation for execution.

### iii. **Annual professional performance review (APPR) process**

The Hunts Point Middle School has been a pilot school for the Teacher Effectiveness Project (TEP) for the calendar year 2012-13. The project incorporates key element of assessing teacher practices using the Charlotte Danielson *Framework for Teaching*. The focus competencies for the pilot year have been:

- Designing Coherent Instruction (1e)
- Establishing a Culture for Learning (2b)
- Managing Student Behavior (2d)
- Using Questioning and Discussion Techniques (3b)
- Engaging Student Learning (3c)
- Using Assessment in Instruction (3d)
- Growing and Developing Professionally (4e)

Throughout the year, six classroom observations and feedback conferences were scheduled for each instructional member of the school, conducted by the Principal and the Assistant Principal. The ratings and feedback for these observations are maintained within the ARIS Learn system. The cabinet reviews the data captured as a means for identifying professional development workshops to improve teacher practices.

In order to meet the demands of the program going forward and provide adequate support for the staff, the Hunts Point Middle School is in the process of developing lead teachers from within the school. Several key cabinet members are in the process of enrolling in leadership programs offered throughout the city to develop the skills and capacity to effectively assist in the 2013-14 Teacher Effectiveness Program.

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

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

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

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

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

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



The initial formal/informal observation performed in September establishes the baseline for teacher effectiveness using the Danielson competencies as the framework. During the fall months leading to the end of the calendar year, additional observations will occur identifying the levels of effectiveness, developing action plans, Professional Development needs in preparation for the mid-year evaluation. Utilizing the mid-year action items, the spring formal/informal observations will occur identifying and implementing instructional strategies in support of teacher movement towards the level of highly effective according to the Danielson rubric.

**H. Educational Plan**

*i. Curriculum.*

The Hunts Point Middle School has selected the Scholastic Common Core Codex for its English Language Arts curriculum. The Codex is designed to engage students in close reading and daily writing. Codex contains content to build knowledge across the disciplines through direct instruction, academic discussion, small group, pair and independent work. According to the results of the 2011-12 NYS ELA assessments, only 14% of the student body achieved scores at or above grade level. In order to reduce the gap, the ELA inquiry team has proposed a supportive scaffold of blended learning programs targeting students at various levels. See Attachment O.

The Hunts Point Middle School has made an investment in the American Reading Company’s 100-Book Challenge over the past year. The 100 Book libraries purchased are color coded and aligned to CCLS to increase reading fluency, stamina and proficiency. Through the improvement grant, the ELA department would expand its resource base to include vocabulary products, reading systems, 21<sup>st</sup> Century eReaders, online libraries and blended learning environment access.

The programs selected address the needs of the readers at various capacity levels ranging from emergent to above-grade reading levels. At the lowest rung of the ladder, the Wilson Reading System would assist in developing decoding skills of the struggling readers. The Wilson Reading System and Wilson Just Words are structured remedial programs successful with students that have not made sufficient progress for middle school and/or require multi-sensory language instruction. At the next level of the rung, this grant would provide the means to refresh of our Pearson *Words Their Way* consumable materials and renew a school wide online *Flocabulary* subscription will target the students weak in comprehension and building college and career readiness through rigorous multisensory practice. At the high end of the rung, the



implementation of web-based differentiated instruction targeted to develop lifelong readers and learners preparing students for college and career readiness. The team has selected Achieve 3000 to monitor and manage independent reading proficiency.

In order to implement the programs and systems above, the team has requested that sufficient after hour and weekend professional development workshops from each of the vendors are provided. Additionally, the staff has recommended that adequate support from ELA F-status consultants are secured for the initial implementation years to ensure a successful transition to the proposed model. Success of the model will be measured by the increase of student proficiency levels between baseline, midline and final assessments.

### **Math**

The Math inquiry team chose the common core Connected Math Project 3 (CMP3) materials from Pearson as its primary math program. This CCLS aligned resource takes an inquiry based approach with a high level of technology interaction. To effectively make full use of this rich resource, math classes will be equipped with iPads for each student to access powerful digital tools and content. Delivery of the content is blended with a student-centered digital workspace allowing for immediate access to student performance data.

The McGraw Hill Math Course 1 – 3 and the online DimensionM system are used as supplemental practice materials for home use. The math group would continue its supplemental material under the grant. Additionally, the staff has recommended that adequate support from math F-status consultants are secured for the initial implementation years to ensure a successful transition to the proposed model. Success of the model will be measured by the increase of student proficiency levels between baseline, midline and final assessments.

### **Science and Technology**

In order to bring our students into the 21st century in the area of science education, we would like to implement STEM classrooms and a Science lab. This kind of classroom will allow our students to work cooperatively in a differentiated environment where 'hands on' items are essential. We have also started our Science Club where students are given additional time to complete assignments, obtain individualized instruction for clarity and purpose, as well as, receive additional points toward their grades.

The Hunts Point Middle School currently operates two computer technology labs each servicing a specific population of students. One lab functions as a general education computer room that services general education class sizes of 35 students. The equipment within this room was created six years ago without any equipment upgrades. The equipment in this room has become obsolete and is no longer operating at adequate levels for the instructional programs being purchased. The second computer lab is a wireless lab that functions to service the special education and related services class sizes of 12 students. This second lab was developed three years ago equipped with a 3-dimensional printer to handle the latest engineering and design programs to support its curriculum. The recommendation is being made to upgrade the original computer lab to support the instructional capability of the technology curriculum established in the wireless lab.

## ESL

The Hunts Point Middle School has approximately 75 English language learners every year, equally distributed throughout all three grade levels. This year, there were 41 newcomer ELLs who had been in the United States for less than 3 years. There were also 25 beginner level and 16 intermediate level ELLs as per the NYSESLAT. The vast majority of our ELLs score below grade level on both ELA and math exams. The transitional bilingual (TBE) program at the school is taught by a certified bilingual teacher and services 25 of the newcomer, Spanish-speaking ELLs. The ESL program is taught by a certified ESL teacher and is comprised of roughly 8 heterogeneous pull-out groups.

Currently, the Hunts Point Middle School is unable to fulfill ELL mandates for instructional time and cannot properly support the needs of the entire ELL population. There are several ELLs who are preliterate in their own language, many of whom speak languages other than Spanish. It is extremely difficult to achieve our goals for our ELLs with only 2 teachers providing services for these students. As recent immigrants, many of these students require a great deal of socio-emotional and academic support. Therefore, contracting 2 F-status teachers is necessary to help improve instruction and become compliant with mandates. One F-status teacher would be assigned to co-teach the TBE class with our current bilingual teacher. This would help create a true “transitional” program that helps newcomers transition to a monolingual environment. Another F-status teacher would be assigned to help with push-in to give content area support to beginner ELLs in monolingual classes, as well as pull-out groups for ELLs who are being underserved. The addition of these F-status teachers would improve both the quantity and quality of educational support received by ELLs, allowing for more differentiation and individualized attention. It would also allow for more time for professional development for current teachers in the Common Core and ESL strategies, testing and intake (i.e. HLIS, LAB, NYSESLAT) and administrative work (i.e. BESIS, LAP).

The ESL program will be focused on using technology and language acquisition methodologies to enhance content area instruction. The ESL program’s goal is to create connections between language and other content areas, so it will rely on communication between the ESL teachers and classroom teachers. The ESL teachers will need to stay abreast of themes, topics, projects and vocabulary. The TBE program will require more materials for newcomers to use, specifically the National Geographic “Inside: Language, Literacy and Content” (Hampton-Brown). Textbooks will be reused, but the program will need 30 more consumable workbooks for new students next year. The program has been used this year and has been successful in immediately engaging newcomers in learning English.

We would like to leverage the power of technology to move new immigrants to fluency. Pearson's ELLIS product is designed to equip students with real-world language skills in a private learning environment. The products multimedia lessons emphasize practical dynamic language skills to help students succeed in all subjects. Upon researching the product, it appears the Pearson ELLIS product was purchased for this district several years ago. As a result, the Hunts Point School has the opportunity to upgrade its lifetime license and implement ELLIS to support the new immigrants arriving in our community. This product can be activated and installed within the ESL classroom environment for direct, supplemental and group collaboration support.

This program would be implemented after school for one hour, two days per week, for which per session money will be needed. The ESL teacher will monitor their progress in the program. The ELLIS program will help prepare our ELLs for the NYSESLAT test, the ELA test and other content area standardized tests that require English skills. ELLIS will directly provide speaking, listening, reading and writing instruction to benefit students who are taking the NYSESLAT and will need to achieve proficiency in these modalities. ELLs will be able to make gains on the ELA test with this software as well. The program involves a "watch, learn, practice, perform" approach to English in which students watch videos, receive explicit vocabulary and grammar instruction, practice the skills independently and then are assessed through a game or activity on the computer.

### **The Arts and Music**

Through a recently awarded music grant, a state of the art music technology lab was installed that houses 32 Apple computer stations equipped with music software, recording systems, 32 digital pianos, 32 electric guitars, a teacher management system and 2 Smart boards. ETM partners with the school to provide a full time instructional consultant that has implemented a music technology curriculum providing students with an educational program to develop left brain cognition skills, gain self esteem and become excited about school. Through SIG funding it is the schools intention to maintain the program and begin a three year transition from the ETM consultant maintaining the program to an in-house expert to sustain the music program.

The school would like to reinstate the arts with a traditional art, dance and theater program. Similarly the school would like to partner with arts and theater programs to implement new programs aimed at develop the whole child. The school would like to implement two residency programs through Studio in a School, Arts Connection and the Circle of Dance educational programs by giving students the opportunity to develop creative talents through an interdisciplinary approach to arts education. In preparation to showcase student talent through theater and arts, the school will upgrade the sound, lighting and air conditioning systems within the school auditorium.

### ii. **Instruction.**

The proposed changes in the schools instructional strategies are to develop a three-year approach towards a truly blended learning environment. The intent is to graduate from a mix of traditional and text rich instruction towards an environment that contains informal and full time online learning. The focus in year one is to lay the foundation in Grade 6 Go Green Academy with a 1:1 ratio of mobile devices to commence the movement for online components as specified in the curriculum. In year two and three of this grant, the implementation of the 1:1 ratio of technology will follow the first cohort on to the Grade 7 Focus and Grade 8 Aim High academies thus developing into an innovative school designed to personalizing student learning and high student-teacher ratio.

The Hunts Point Middle School has been working towards the implementation of the Workshop Model through a series of PD workshops. In the coming year, the plan is to incorporate that model with a flexible learning environment utilizing rotational strategies of movements to/from centers and labs for the adaptive and independent online instruction component.

The key shifts in ELA instruction will focus on

- building knowledge through content-rich non-fiction
- reading, writing and speaking grounded in evidence from text
- regular practice with complex text and its academic language

The key shifts in Math instruction will target

- a strong focus where the CCSSM is focused
- coherence across grades and link to the major topics in the grade
- conceptual understanding, procedural skill and fluency and application with equal intensity.

iii. **Use of Time.**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
School Hours	8:10-2:30	8:10-2:30	8:10-2:30	8:10-2:30	8:10-2:30	8:30-11:30
ELT	2:30-3:07	2:30-3:07	2:30-3:07	2:30-3:07		
After school	3:30-5:00	3:30-5:00	3:30-5:00	3:30-5:00		

In order to maximize student time during the day, the inquiry teams of each content area plans to continue its weekly meeting session to collaboratively plan units of study, analyze data, review student work and make adjustments to pacing calendars after hours once a week for 2 hours. Additionally the staff the faculty has allotted the first Monday of every month as dedicated to professional development activities that will run from 2:30 – 3:45pm.

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

The school performs a baseline, midline and final common assessment across each grade band in all core subject areas. In addition, the school administers all citywide periodic assessments to obtain evaluative data compared to other schools in our peer group, district and city. The inquiry teams meet for two hours a week after school to plan units, collaborate on instructional strategies, and analyze student data/work. Teacher teams analyze summative data to identify student’s strengths and weaknesses. These meetings will be facilitated by the instructional leads. This analysis leads to the general identification of skills not mastered. The English language arts, math science and social studies teams have developed curriculum maps and pacing calendars which are placed online to encourage unified alignment of instruction. All teams review student work using the Can, Almost, Cannot (CAN) protocol. As a result, the analysis of student work to measure progress and develop a more coherent approach to teaching and learning for students is emerging.

In order to capture real-time class data on unit assessments, assignments and projects the team is prepared to move towards an online grade book and assessment management system. It is proposed to purchase a site license to consolidate the grade capture, assessment management, centralize curriculum map, lesson plan and assignments using the DataCation teacher management system. All teachers will receive an iPad for the real-time use of the DataCation

system providing a real-time progress reporting system connected to DOE system with parent access to the parent portal.

v. **Student Support.**

The School Assessment Team is the social and emotional arm of the leadership team. The group is comprised of the guidance counselor, social worker, psychologist, IEP specialist and the dean of students. Using the data systems tracking student performance, attendance, behavior and teacher referrals, the team is currently working on dividing the students into tiers 1-4 (tier 1 being the highest need students to 4 being the lowest need students). An afterschool program, divided by gender, will enable the providers to teach social skills that are pertinent to the group. The team will meet twice a month for an hour, with a maximum of 8 students. The following are topics to be addressed in group sessions, along with the goals and objectives for each topic. Additionally, clubs will be developed based on student interests.

Club	Partner	Description
Team Building	Partnership with Children	Learn to exercise self-affirmation, mutual respect and positive attitudes.
Conflict Resolution	Partnership with Children	Facilitate positive and rational discussion in a non-threatening environment.
Community Building	Groundswell/Rock the Boat	Learn the value of community and service and civic engagement.
Personal Relationships	Leadership Program	Learn to work towards fostering healthy relations.
Educational Planning	Partnership with Children	Develop effective study habits, time management skills and test taking.

vi. **School Climate and Discipline.**

Full implementation of the PBIS model has been in force this year with extensive support from the Network and Ramapo partners. This model allows us to explicitly develop a shared vision where school community values and goals are translated into norms and codes for students and teachers. Our strategies will be intentionally systematic with a focus on social emotional, ethical, and civic learning. We will use the following indicators to monitor and evaluate progress: dean referrals, student grades, student removal, and suspension data. Also, Partnership with Children (PwC) will allow us the flexibility of addressing and improving the social emotional development of students.

PwC Open Heart-Open Mind provides an integrated, comprehensive school-based program of social emotional learning opportunities that include whole classroom work, small counseling groups, individual counseling and crisis intervention, combined with a full range of additional supports including family support, home visits, and referrals to other collaborating community based agencies and organizations. The program results demonstrate that participating students have improved attendance, positive interaction with teachers, improved student self-esteem and

behavior at school and at home, reduced the number of incidents and suspensions and improved academic performance, all resulting in improved school and classroom climate.

vii. **Parent and Community Engagement.**

The Hunts Point Middle School has developed its own website in-house to share information, events, resources, and pacing calendars for each of the core content areas. The website is in the process of being expanded to provide a page for parents and families. The webpage will become a vehicle for the parent organizations to communicate and disseminate informational and workshop materials.

Informational workshops for families are being developed to educate parents of CCLS, school curriculum, promotional requirement, ARIS, accountability and family literacy. The Parent Association has expressed the need for periodic workshops in English Language Arts, Mathematics, ESL and technology to support their children with school work. Workshops will begin over the summer inviting parents from the community to begin the series of workshop that will be performed by our instructional staff.

The Hunts Point Middle School believes in the importance of building communications with the parents to support student learning and keep them apprised of student progress. The implementation of an online parent portal will allow the parents on demand access to their children's grade book, calendars, assignment status, test scores, alerts and most importantly to their children's teachers. The DataCation system will empower teachers and parents with information about student progress and needs without having to wait for the next parent-teacher conference.

**I. Training, Support, and Professional Development**

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

The development of the School Improvement Grant plan was developed collaboratively with all of the professional learning communities. The Principal's Cabinet was the first to meet and discuss the opportunity with the supporting network specialists. Each cabinet member was given areas of the SIG to be discussed with their inquiry team. Each team identified and prioritized the needs for their respective core content area. The information gathered was brought back to the cabinet for further discussion and evaluation. The cabinet consolidated the responses for each area of the plan working with the Principal, Office Manager the Technology & Operations specialist to refine the narrative and budget expenditures. The plan was shared with the supporting network specialists for additional discussions and refinement followed by a disclosure of the final version with the staff and parent organization team.

**ii. Year One Implementation Period (September 1, 2013, to August 31, 2014).  
See Attachment H for Year One Implementation**

**iii. Plan for training, support and professional development**

Professional development is centered around the three goals: improving teacher effectiveness, improving teacher practice and development of the whole child. The school is prepared to bring in the Danielson group, all CLLS core material vendors and expert specialists in social/emotional child development to develop and support the staff in order to improve student achievement. As a result of these education specialists in conjunction with the support of the F-status coaches and institution of instructional leaders, it is the expectation that over the next three years the staffs capacity and overall effectiveness will rise to the *effective* and *highly effective* ratings of the Danielson rubric.

## **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.

The Hunts Point Middle School has established successful communication mechanisms to the community with its newly established and functional Parent Association. The involvement of the PA on the School Leadership Team and voice within the district has been instrumental in developing the flow of information to the community. The Parent Association is aware and participating in the creation of this document. The school held a Town Hall meeting with the families of the community to announce our direction towards obtaining a school improvement grant to respond to the needs of the students that we service based on the data and the results of our Quality Review.

The Hunts Point Middle School will apprise the community and other stakeholders through regularly scheduled Town Hall and Parent Association meetings. The School Leadership Team will monitor the implementation of the initiatives set forth in this document.

Additionally the implementation of the proposed parent portal using the DataCation system will empower the school with the ability of providing real-time status and alerts on student progress.

## **K. Project Plan and Timeline**

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

Goal #1 – Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessments

Goal #2 – Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement

Goal #3 – Implement a social/emotional program which provides tiered layers of supports for all students and families

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

Goal #1 – Improvement of teacher effectiveness will be measured by the movement of key Danielson indicators noted in the teacher observation trends. Improvement in planning & preparation, questioning and use of assessments will result in higher student engagement, quality student work and student progress on benchmark assessments.

Goal #2 – Improvement in teacher practices will be identified by the effective use of technology within the classroom for instruction and data to drive instructional plans to improve student achievement.



Goal #3 – Improvement in student behavior, increased attendance and review of partnership data analysis will be monitored to gauge the successful implementation of the social and emotional programs implemented.

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

The leadership team will review data reports from various source systems that capture performance, attendance, behavior and teacher effectiveness trends on a monthly basis. The DataCation system will house real-time student course and attendance data allowing the leadership team to review detail disaggregated data on each student, class and grade band. The DataCation system in conjunction with the ARIS Learn repositories will provide trend analysis on observational teacher effectiveness on planning and preparation, questioning and assessment. The OORS and partnership supplied reports will provide an overview of the school climate and student behavior issues.

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

The key goals and strategies for Year Two and Year Three of the implementation will continue to focus on teacher effectiveness and instruction to increase student performance and progress, until all students are performing at grade level or above. The leadership team will closely monitor the successes of the digital portfolio school as the first Go Green (Grade 6) academy progresses through each grade band. The social and emotional behavior of the school will continue to be a focal point for this population. As we advance into the third year, it is our intent to begin a transition phase from partner dependencies to a staff that has been sufficiently developed to sustain the programs and initiatives that were put in place during Year One.

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
<b>I. Leading Indicators</b>								
a.	Number of minutes in the school year	min		60060	75600	80640	80640	80640
b.	Student participation in State ELA assessment	%		99%	100%	100%	100%	100%
c.	Student participation in State Math assessment	%		98%	100%	100%	100%	100%
d.	Drop-out rate	%		n/a	n/a	n/a	n/a	
e.	Student average daily attendance	%		93.0%	87%	88%	89%	90%
f.	Student completion of advanced coursework			n/a	n/a	n/a	n/a	
g.	Suspension rate	%		7.2%	9.4%	5.4%	3.4%	1%
h.	Number of discipline referrals	num		115	1433	1000	500	250
i.	Tuancy rate	%		7.3%	16.5%	11.0%	7.0%	2.0%
j.	Teacher attendance rate	%		95.2%	95.6%	95.7%	95.8%	95.9%
k.	Teachers rated as "effective" and "highly effective"	%		Please see memo	Please see memo	Please see memo	Please see memo	Please see memo
l.	Hours of professional development to improve teacher performance	num			152	900	900	900
m.	Hours of professional development to improve leadership and governance	num			112	1020	1020	1020
n.	Hours of professional development in the	num			495	1250	1250	1250



## 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 SEID (School Report Card) divided by the number of students enrolled in 2010-11.
- h. **Number of discipline referrals:** Represents total count of Level 3-5 incidents in 2010-11
- i. **Truancy rate:** K-8: Aggregate number of students absent 30% or more divided by register.  
High Schools: Aggregate number of students absent 50% or more in 9-12 divided by register.
- j. **Teacher attendance rate:** Calculated based on 2010-2011 school year: 1 – (total absent days/total active days)  
*Absent days:* defined as total of time teachers were reported to be absent for discretionary reasons (personal, sick, and grace period) during 2010-2011 school year. Excludes school holidays and weekends, or when teachers were otherwise not required to report to school.  
*Active days:* defined as all days where teachers were to report to school based on DOE school calendar (excludes school holidays, snowdays, and weekends) where they were in the title of teacher, and were not on leave or sabbatical.
- k. **Teachers rated as "effective" and "highly effective":** Data for percentage of teachers rated "Effective" and "Highly Effective" (HEDI categories) does not exist for all schools at this time. Please note that targets will be set for teacher ratings once the new evaluation system is underway. All elements related to teacher evaluation will be consistent with the Commissioner of Education's determination and order dated June 1, 2013 regarding the NYC APPR, Education Law 3012-c, and NYSED regulations."

**l. Hours of professional development to improve teacher performance**

This may include the following types of professional development activities:

<ul style="list-style-type: none"> <li>• PD to implement Common Core-aligned curriculum, including specific curricular programs (e.g., core curriculum adoptions)</li> <li>• PD to build a shared understanding of Danielson's</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><i>Framework for Teaching</i> and develop a shared picture of effective teaching</p> <ul style="list-style-type: none"> <li>• PD to understand the new system of teacher evaluation and development</li> <li>• PD to implement Response to Intervention (RTI)</li> <li>• PD for teachers working with English Language Learners</li> <li>• PD to implement Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Observation and feedback to individual teachers</li> <li>• PD/mentoring to support new teachers</li> <li>• PD to implement CTE courses in which increased percentages of historically underserved students will enroll</li> </ul>	<p>increased percentages of historically underserved students will enroll</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• PD to implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs</li> <li>• 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</li> </ul>
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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"> <li>• Regular meetings in which school leaders:             <ul style="list-style-type: none"> <li>◦ Review data and establish an instructional focus</li> <li>◦ Evaluate curricular alignment with standards in all content areas</li> <li>◦ Plan and adjust PD to support implementation of the school's curricula</li> <li>◦ Plan and adjust PD to improve instruction</li> </ul> </li> <li>• Regular meetings in which team leaders develop facilitation, data analysis, and planning skills</li> <li>• PD specifically designed for teacher leaders, principals, and assistant principals, including PD provided to principals at network meetings</li> <li>• Support for instructional coaches, teacher leaders, and others in conducting evidence-based observations using the Danielson rubric, providing coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system</li> <li>• Support for school leaders supporting teachers with the new teacher evaluation and development system</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• PD for principals/instructional supervisors regarding the implementation of CTE courses in which increased percentages of historically underserved students will enroll</li> <li>• PD for principals/instructional supervisors regarding the implementation of Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge courses in the subjects for which has approved an alternate assessment, and in which increased percentages of historically underserved students will enroll</li> <li>• 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</li> </ul>
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- n. **Hours of professional development in the implementation of high quality interim assessments and data-driven action**  
This may include the following types of professional development activities:
- Teacher team meetings in which teams review student work products and other data to adjust teaching practice (“inquiry team meetings”)
  - Professional development on creating and using periodic assessments
  - Training on information systems that track assessment outcome

## II. Academic Indicators

- o. **ELA performance index**
- p. **Math performance index**  
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools’ Performance Indices. While the school’s PI from 2010-2011 is provided as baseline, targets for each year of the grant will be set once more current data on schools’ performances are available.
- q. **Student scoring “proficient” or higher on ELA assessment**
- r. **Students scoring “proficient” or higher on Math assessment**  
Due to changes in the State tests to align with the Common Core standards, changes are anticipated in schools’ proficiency rates. While the percentage of students scoring ‘Proficient’ or higher is provided from 2010-2011 as baseline, targets for each year of the grant will be set once more current data on schools’ performances are available.
- s. **Average SAT score**
- t. **Students taking PSAT:** The grade in which students take the PSATs varies from school to school; total takers from 2010-2011 is provided.
- u. **Students receiving Regents diploma with advanced designation**
- v. **High school graduation rate**
- w. **Ninth graders being retained:** This was determined based on audited registers of students who were coded as being in ninth grade in both 2009-10 *and* 2010-11.
- x. **High school graduates accepted into two or four year colleges**

Attachment C  
Evidence of Partner Effectiveness Chart

Partner Organization Name and description of type of service provided.	Partner Organization Contact Information and description of type of service provided.	Partner Organization Name and Contact Information and description of type of service provided.
424 Beacon Graham Windham	1. PS 48 2. Hyde Charter School	1. Michelle James 2.
Partner Organization Name and description of type of service provided.	Schools the partner has successfully supported in the last three years	References / Contracts
Education Through Music (ETM)	1. MS 180 2. 3.	1. Peter Poulicks 2. 3.
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years	References / Contracts
Hunts Point Alliance for Children (HPAC)	1. PS 48 2. 3. 4. 5.	1. Maryann Hedaa 2. Leland Robinson 3. 4. 5.
4. Shakespeare Theater 5. Department of Transportation		

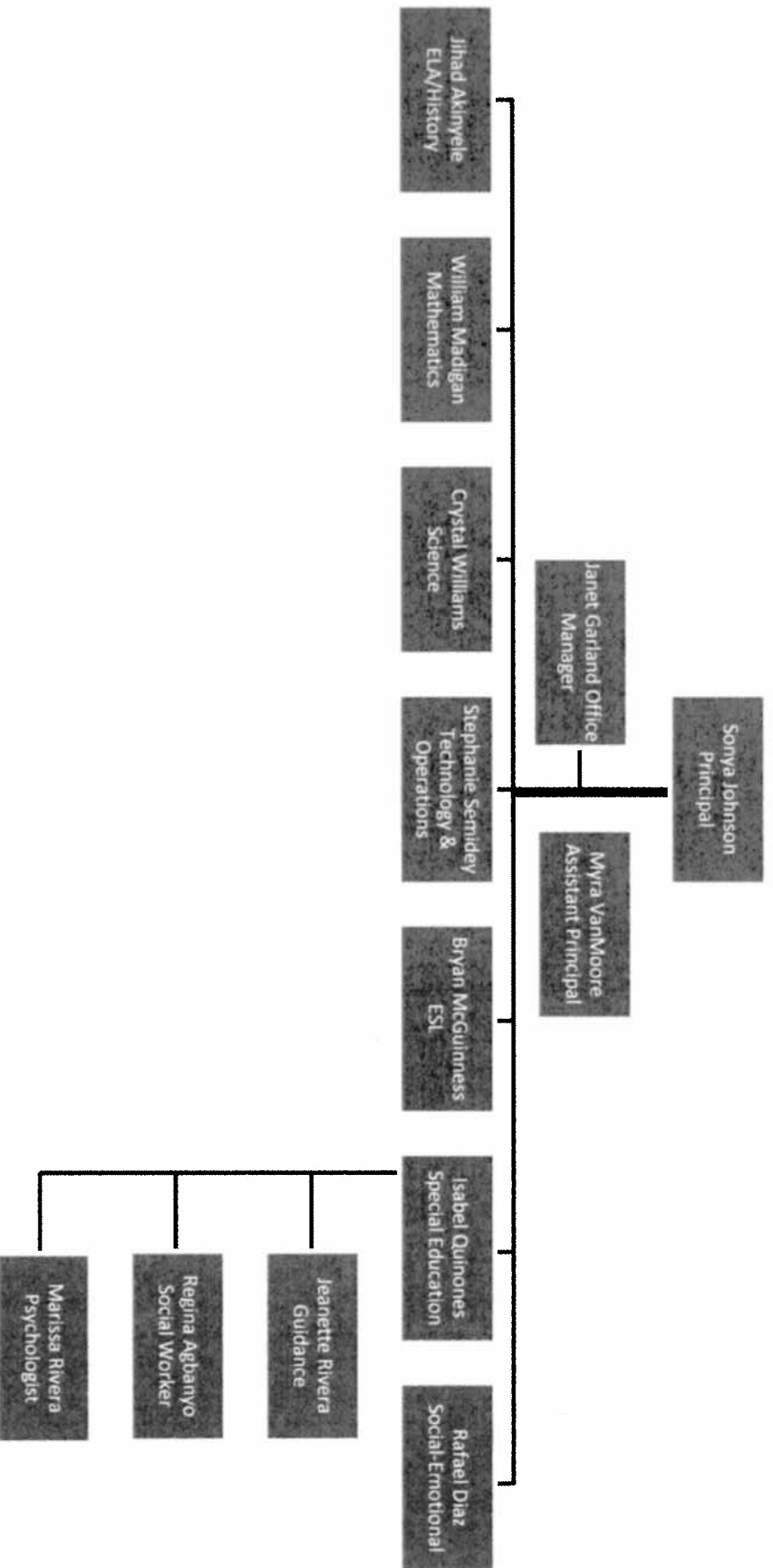
Groundswell	6.	6.
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b>	<b>References / Contracts</b>
City Year	1. PS 48	1) John Hughes
• Rocking the Boat	2.	2)





Attachment G Organizational Chart

Principal's Cabinet



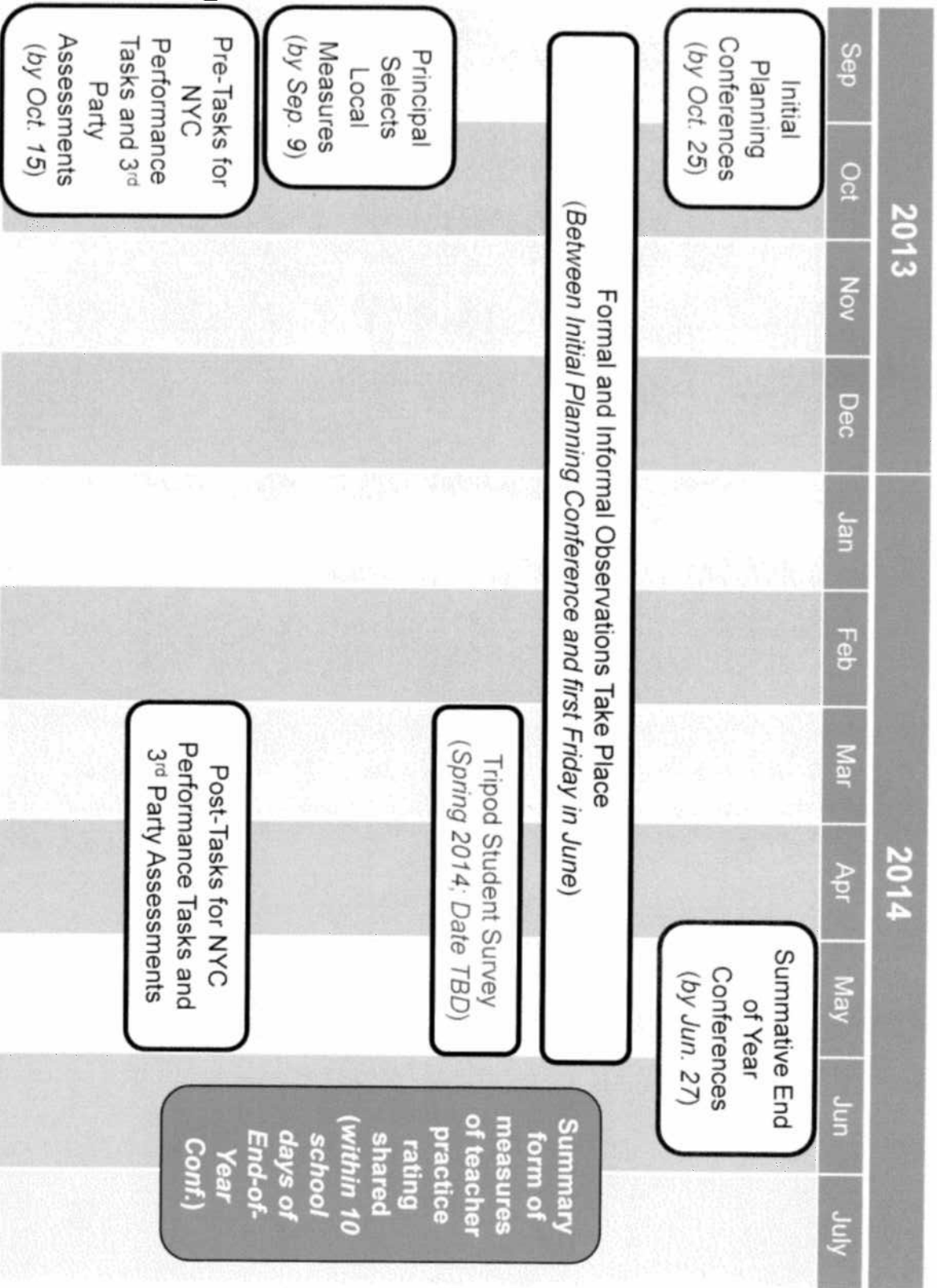
## Attachment H

### Year One Implementation Period

<b>Professional development &amp; Support</b>	<b>Organization</b>	<b>Measureable Outcome</b>	<b>Audience</b>
DataCation	DataCation	Student data on grades, assignments, work and calendars will be made available for parent access.	Students, teachers, administrators, parents
PD: Low-inference and feedback process for lead teachers	PD Consultants	Completion of formative assessment cycles and observable data to plan teacher PD.	Teachers, lead instructional specialists
Coaches and lead teachers placement for each academy	F-status coach	Front load of lesson plans, assessment creations and web quests on Datacation to enable standards based reporting.	
ESL Specialists (2)	F-status coach	Establishment of TBE and newcomers program.	
PD: 100-Book	American Reading Co	Improved teacher effectiveness from classroom observations	ELA, ESL, SpEd Teachers
PD: Common Core Codex	Scholastic	Improved teacher effectiveness from classroom observations	ELA, ESL, SpEd Teachers
PD: CMP3, Words Their Way, Ellis	Pearson	Improved teacher effectiveness from classroom observations	Math Teachers
PD: Achieve 3000	Achieve 3000	Improved teacher effectiveness from classroom observations	All Teachers
PD: Wilson Reading System, Just Words	Wilson	Improved teacher effectiveness from classroom observations	All Teachers
PD: Smart boards and Student Response Systems	Teq	Improved teacher effectiveness from classroom observations	All Teachers
PD: Blended learning models	PD Consultants	Improved teacher effectiveness from classroom observations	All Teachers
Coaches and lead teachers placement for	F-status coach	Front load of lesson plans, assessment	

each academy		creations and web quests on Engrade to enable standards based reporting.	
ESL Specialists (2)	F-status coach	Increased proficiency levels of TBE and newcomers students on unit assessments.	
PD: Social/Emotional workshop series	Partnership with Children, Ramapo, Leadership Program	Improve climate and classroom management	All teachers

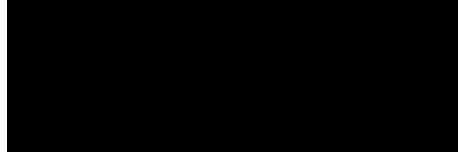
# 2013-14 Teacher Evaluation and Development Timeline



Department of Education  
 Dennis M. Waack, Chancellor

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

## SONYA JOHNSON



### LICENSES and CERTIFICATIONS

New York State Certification (749691)  
New York State SBL (August 2007)  
New York City Certificate (Conflict Resolution)  
New York City Certificate (New Teacher Mentor)

### SUMMARY OF EXPERIENCE

#### Assistant Principal

- Supervision of content area curriculum
- Supervision of English Language Arts and Special Education Inquiry Teams
- Supervision of Special Education Services
- Supervision of compiling Comprehensive Plan
- Provides teacher professional development
- Classroom observations
- Supervision of Danielson Framework implementation
- Implementation of 7<sup>th</sup> Grade Advisory Program
- Leads Attendance Team
- Leads Child Study Team
- City Year Liaison
- Graham Windham/Beacon Liaison
- Oversees student discipline
- Performs other duties as assigned by the Principal

#### Literacy Coach

- Responsible for implementing the Teachers College Writing Workshop Project
- On-going development of C.S. 66 curriculum map
- Curriculum writer in collaboration with K12 Connect **Writing With Purpose** technology grant
- Collaborates with and is an integral part of the School Professional Development Team
- Effectively develops, designs and turn-keys central concepts learned during Professional Development workshops
- Assisted staff in curriculum design, development and implementation of Bernstein Artful Learning Units
- Analyzes and communicates student assessment data to drive instruction
- Confers with administration in planning and implementing an effective balanced literacy program
- Plans and models scientifically-based literacy strategies across the curriculum
- Provides daily in-class support for teachers by mentoring and coaching, assisting in screening and diagnostic activities, monitoring intervention strategies and student progress
- Participates in high quality professional development aligned with scientifically-based reading research methods
- Facilitated study group and in-house book group

Administrative Duties

- Liaison for Teachers College Partnership Initiative
- School Based Support Team
- IEP Coordinator/Special Education Liaison
- Lab Site Coordinator
- Testing Coordinator
- After-School Program Director
- Facilitated English Language Learner Study Group

Teacher

**Curricula:** Regents English, Technical Writing, Global Literature, American Literature, Drama, Shakespeare, Rap as Poetry, Black Women's Literature, Caribbean Literature, Archetypes in Literature, Children's Literature, Drama, Social Skills Streaming, Conflict Resolution, Social Studies, Logic

Director, Business Affairs

- Drafted contracts between artist and BMG Music
- Monitored adherence to contract between artists and BMG Music
- Processed all artist advance payments
- Instrumental in construction of contract database
- Disseminated information to intra-departmental personnel regarding contract compliance
- Maintained accurate royalty statements

**PROFESSIONAL POSITIONS**

ASSISTANT PRINCIPAL

Middle School 424

8/08 – Present

LITERACY COACH

Middle School 201

1/08 – 8/08

Community School 66

9/05 – 1/08

Frederick Douglass Academy III

9/04-9/05

Choir Academy of Harlem

10/02-9/04

ENGLISH TEACHER

Choir Academy of Harlem

2/01-10/02

Bronx Regional High School

2/00-2/01

Program for Pregnant and Parenting Services

9/98-2/00

National Council of Negro Women (Saturday Academy)

9/97-9/00

DIRECTOR, BUSINESS AFFAIRS

Bertelsmann Music Group (formerly RCA Records)

12/84-9/98

**EDUCATION**

**Mercy College** (Bronx, NY)

Masters in Supervision and Administration (2008)

**New School University** (New York, NY)

Masters of Art - Historical Studies (2006)

**Fordham University** (Rose Hill Campus)

Bachelor of Arts - Literature and Modern Society (1998)

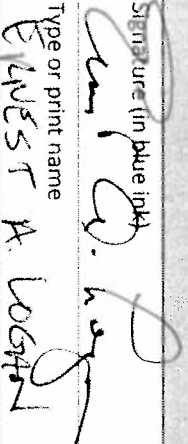
OSKIP 24 The Hunts Point School

Attachment A  
 Consultation and Collaboration Documentation Form

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

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

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

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



08X424 The Hunts Point School

Attachment A  
 Consultation and Collaboration Documentation Form

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

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<b>Principals Union President / Lead</b>  Signature (in blue ink)  Type or print name	<b>Date</b>  <b>Summary Documentation if Signature is Unobtainable</b> 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.
<b>Teachers Union President / Lead</b>  Signature (in blue ink)  Type or print name	<b>Date</b>  <b>Summary Documentation if Signature is Unobtainable</b> 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.
<b>Parent Group President / Lead</b>  Signature (in blue ink)  Type or print name	<b>Date</b>  <b>Summary Documentation if Signature is Unobtainable</b> 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.

Oxyria - The Hunts Point School

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

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 Consultation and Collaboration Documentation Form

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





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

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

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

**BUDGET TOTAL**

<b>\$1,042,244</b>
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**SALARIES FOR PROFESSIONAL PERSONNEL: Code 15**

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

Specific Position Title	FTE/Hours/Days	Rate of Pay	Project Salary
Teacher	0.00	0	0
Lead Teacher	0.00	0	0
Coach (Math, Literacy, Special Ed)	0.00	0	0
Guidance Counselor	0.00	0	0
Education Administrator	0.00	0	0
Social Worker	0.00	0	0
Teacher Per Session (rate per hour)	2,300	41.98	96,554
Teacher per session Trainee Rate (rate per hour)	1,032	19.12	19,727
Supervisor Per Session (rate per hour)	70	43.93	3,075
Social Worker Per Session	0	45.13	0
F-Status Teacher per diem (rate per day)	280	306.67	85,868
Teacher Occasional Per Diem (rate per day)	180	154.97	27,895
CENTRAL - School Implementation Manager	0.30	119,344	35,937
CENTRAL - Talent Coach	0.10	114,000	11,944
CENTRAL - Policy and Operations, New Schools	0.00	95,000	0
Subtotal - Code 15			280,999

**SALARIES FOR NONPROFESSIONAL PERSONNEL: Code 16**

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

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

**PURCHASED SERVICES: Code 40**

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

Object Code and Description of Item (Potential Vendors)		Proposed Expenditure
685 - Educational Consultant	Partnership with Children, ETM, Studio in School, Circle of Dance and the Arts, Leadership Program, Ramapo Teachers as Leaders, DataCation	189,700
686 - Evaluation Consultant	American Reading, Pearson Achieve 3000, Wilson	0
689 - Professional Development Consultant	Danielson, Teq Professional	68,400
Subtotal - Code 40		258,100

**SUPPLIES AND MATERIALS: Code 45**

Include computer software, library books and equipment items under \$1000 per unit cost

Object Code and Description of Item	Proposed Expenditure
Computer and Printers under \$5,000 per unit	382,142
Educational Software	75,318
General and Instructional Supplies	0
Library Books	0
Supplemental Textbooks	13,500
Subtotal - Code 45	470,960

**TRAVEL EXPENSES: Code 46**

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

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

**EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS: Code 80**

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

Item	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Welfare Benefits	
Annuity	
Sabbaticals	
ARRA FRINGE	17,822
ARRA FRINGE - CENTRAL	14,364
Subtotal - Code 80	32,186

**CALCULATION OF INDIRECT COST: Code 90**

A. Modified Direct Cost Base - Sum of all preceding subtotals (Codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$1,042,244
B. Approved Restricted Indirect Cost Rate	0.0%
C. (A) x (B) Total Indirect Cost Dollar Amount Subtotal - Code 90	\$0

**EQUIPMENT : Code 20**

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

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





<b>Agency Code</b>	
<b>Agency Name</b>	

Pre-Implementation Period (April 1, 2013 - August 31, 2013)		
Categories	Code	Costs
Professional Salaries	15	\$ -
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ -
Supplies and Materials	45	\$ -
Travel Expenses	46	\$ -
Employee Benefits	80	\$ -
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ -</b>

Year 1 Implementation Period (September 1, 2013 - August 31, 2014)		
Categories	Code	Costs
Professional Salaries	15	\$ 280,999
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 258,100
Supplies and Materials	45	\$ 470,960
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 32,186
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 1,042,244</b>

Year 2 Implementation Period (September 1, 2014 - August 31, 2015)		
Categories	Code	Costs
Professional Salaries	15	\$ 287,833
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 356,132
Supplies and Materials	45	\$ 372,928
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 34,236
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 1,051,129</b>

Year 3 Implementation Period (September 1, 2015 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 188,511
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 239,632
Supplies and Materials	45	\$ 518,687
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 27,124
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total</b>		<b>\$ 973,953</b>

Total Project Period (April 1, 2013 - August 31, 2016)		
Categories	Code	Costs
Professional Salaries	15	\$ 757,342
Support Staff Salaries	16	\$ -
Purchased Services	40	\$ 853,864
Supplies and Materials	45	\$ 1,362,575
Travel Expenses	46	\$ -
Employee Benefits	80	\$ 93,545
Indirect Cost (IC)	90	\$ -
BOCES Service	49	\$ -
Minor Remodeling	30	\$ -
Equipment	20	\$ -
<b>Total Project Budget</b>		<b>\$ 3,067,326</b>

BUDGET NARRATIVE: The Hunts Point School (08X424)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1 -3 TOTAL	Sustainability
Curriculum	Professional Purchased Services (Code 40)	ETM, Studio in School, Circle of Dance and the Arts connection will provide support for both students and teachers. This is connected to Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families.	68,700	68,700	77,700	\$215,100	These vendors will build internal teacher capacity, and the programs will transfer over to in-house staff after the grant expires, therefore the school will not need to sustain these expenses after the grant.
Curriculum	Professional Purchased Services (Code 40)	This is the professional training for teachers on curriculum by, American Reading, Pearson Achieve 3000 and Wilson. (300 hours x 15). This will support Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement.	35,000	35,000	0	\$70,000	These trainings will build teacher capacity and will not need to be sustained after the grant.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment. Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement. Math, ELA, Science F-Status coaches to support the implementation of the new CCLS math and ELA core materials and systems; ESL F-status (2) coaches for TBE and newcomers program support.	85,868	85,868	12,267	\$184,002	The F-status coach will build teacher capacity and will not be sustainable after the grant expires.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	This expenditure will support Goal 2 & 3 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement, and a focus on youth development. This will provide music program coverage	27,895	27,895		\$55,789	In-house technology teacher will transition over the course of the grant into the lead music and technology teachers, therefore this expenditure will not be sustained after the grant expires.
Curriculum	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Training for teachers on curriculum by, American Reading, Pearson Achieve 3000 and Wilson. (300 hours x 15) This will support Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment. Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement	5,736	5,736	5,736	\$17,208	These trainings will build teacher capacity and will not need to be sustained after the grant.

BUDGET NARRATIVE: The Hunts Point School (08X424)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Coridan (Auditorium A/V upgrade) will support Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families. This is an investment in providing an avenue for student creative arts programming as well as supporting the core curriculum. This will enable students, parents and teachers to come together for school events, celebrations of student achievement and build upon family engagement. This investment will continue to the school community after the grant expires.	0		200,000	\$200,000	These materials will belong to the school and will not need to be sustained after the grant.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	The school plans to purchase these materials. Math - 150 iPad 4.0, 5 Security Carts, Computer Lab 35 desktops to support facilitation of all three goals. They will provide teachers and students with multiple pathways for instruction and demonstration of mastery of the standards. This is an investment for the school which will support future classes after the grant period expires.	95,400	37,023	5,700	\$138,123	These materials will belong to the school and will not need to be sustained after the grant.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Vocabulary, DimensionU, Achieve 3000, ELLIS, American Reading Company will support Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & summative assessment.	25,318	25,553	15,635	\$66,506	These in-house software programs will not be sustained after the grant, the software will belong to the school.
Curriculum	Supplies, materials Supplemental books and Software (Code 45)	Wilson Reading Systems Starter Kit + students, Pearson Words Their Way Consumable, McGrawHill Math Consumable are connected to Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment	13,500	18,250	5,250	\$37,000	These materials will belong to the school and will not need to be sustained after the grant.
		Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement					
Data-Driven Instruction/Inquiry (DDI)	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Inquiry work (50 hours x 25 teachers) is connected to Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment.	52,475	52,475	52,475	\$157,425	Upon expiration of the grant, this expenditure will be absorbed into the regular school budget.
Data-Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	DataCation Teacher management system site license is connected to Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment.	50,000	50,000	50,000	\$150,000	These materials will belong to the school and will not need to be sustained after the grant.

BUDGET NARRATIVE: The Hunts Point School (08X424)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Data Driven Instruction/Inquiry (DDI)	Supplies, materials Supplemental books and Software (Code 45)	Teacher iPads for teacher management system is connected to Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment.	44,640	0	0	\$44,640	These materials will belong to the school and will not need to be sustained after the grant.
Instruction	Professional Purchased Services (Code 40)	Danielson, Teq Professional services will support Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement.	33,400	33,400	33,400	\$100,200	These trainings will build teacher capacity and will not need to be sustained after the grant.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Lead instructional work (100 hours x 6 teachers) will support Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement, by providing coaching support for teachers.	25,188	25,188	25,188	\$75,564	Upon expiration of the grant, this expenditure will be absorbed into the regular school budget.
Instruction	Professional Staff - Hourly or Per Diem Stipends (Code 15)	This expenditure is the teacher per-session for PD: Danielson, Teq which supports goal #1-2. (see above)	11,472	11,472	11,472	\$34,416	These trainings will build teacher capacity and will not need to be sustained after the grant.
Instruction	Supplies, materials Supplemental books and Software (Code 45)	Academy Equipment (150 tablet laptops, 6 security carts, 6 printers) will support Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment. This will enable each grade level to show mastery of common core curriculum through digital presentation and representations of their work. Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement.	242,102	242,102	242,102	\$726,306	These materials will belong to the school and will not need to be sustained after the grant.
Parent and Community Engagement	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Parent Workshop series (30 hours x 3 teachers) is connected to Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families & Goal #2 - Improve teacher practice in providing CCLS aligned instruction with multiple points of access for all students resulting in improved student achievement.	3,778	3,778	3,778	\$11,335	Upon expiration of the grant, this expenditure will be absorbed into the regular school budget.
School Climate and Discipline	Professional Purchased Services (Code 40)	Ramapo Teachers as Leaders is connected to Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families.	13,500	13,500	13,500	\$40,500	These trainings will build teacher capacity and will not need to be sustained after the grant.

BUDGET NARRATIVE: The Hunts Point School (08X424)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
Student Support	Professional Purchased Services (Code 40)	Partnership with Children residency program is connected to Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families.	88,000	176,000	88,000	\$352,000	These trainings will build teacher capacity and will not need to be sustained after the grant.
Student Support	Professional Purchased Services (Code 40)	Leadership Program is connected to Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families.	19,500	24,532	24,532	\$68,564	These trainings will build teacher capacity and will not need to be sustained after the grant.
Student Support	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Student support work (20 hours x 3 teachers) is connected to Goal #3 - Implement a social/emotional program which provides tiered layers of supports for all students and families.	2,519	2,519	2,519	\$7,556	Upon expiration of the grant, this expenditure will be absorbed into the regular school budget.
Training, Support, and Professional Develop	Professional Purchased Services (Code 40)	DataCation PD analyzing data is connected to Goal #1 - Improve teacher effectiveness through implementation of a system with supports to build both teacher and leadership's capacity within the key Danielson indicators, planning & preparation, questioning & the use of both formative and summative assessment.		5,000	2,500	\$7,500	These trainings will build teacher capacity and will not need to be sustained after the grant.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	The Saturday academy (60 hours x 6 teachers) is connected to all three goals, because it provides ELT time for students facilitated by teachers who have been receiving professional supports on Danielson, CCLS and incorporation of technology. This expenditure will help to support overall student achievement.	15,113	15,113	15,113	\$45,339	Upon expiration of the grant, this expenditure will be absorbed into the regular school budget.
Use of Time	Professional Staff - Hourly or Per Diem Stipends (Code 15)	Saturday academy (70 hours x 1 supervisor) is connected to all three goals, because it provides ELT time for students facilitated by teachers who have been receiving professional supports on Danielson, CCLS and incorporation of technology. This expenditure will help to support overall student achievement.	3,075	3,075	3,075	\$9,225	Upon expiration of the grant, this expenditure will be absorbed into the regular school budget.
Employee Fringes. Code 80	All	Employee fringes as calculated on ARRA-funded FTE positions and teachers' extension of service to participate in extended day teaching and professional development opportunities outside of the school day.	17,822	17,822	10,057	\$45,700	
		<b>Subtotal School</b>	<b>980,000</b>	<b>980,000</b>	<b>899,999</b>	<b>2,859,999</b>	

BUDGET NARRATIVE: The Hunts Point School (08X424)

Primary SIG Activity	Category	Description of Budget Item	Year 1	Year 2	Year 3	Years 1-3 TOTAL	Sustainability
District-level expenses: School Implementation Manager (SIM)	Professional Staff (Code 15)	The SIM serves as the on-site project manager ensuring that SIG schools receive appropriate guidance, coaching and PD in order to improve outcomes for students and pedagogical practices through implementation of the identified intervention model. The SIM is also responsible for managing the accountability structures put in place to assure ongoing monitoring and intervention in SIG schools. FTE (Y1, Y2, Y3): 0.31, 0.36, 0.36	35,937	41,066	42,698	119,701	
District-level expenses: Talent Coach (TC)	Professional Staff (Code 15)	The TC provides program planning, research and technical support to SIG school leaders as they implement a new system of teacher evaluation. In this capacity, TC assists instructional leaders in strengthening their skills in using a rubric to assess teacher practice, utilizing measures of student learning to assess teacher effectiveness, and giving high-quality developmental feedback. FTE (Y1, Y2, Y3): 0.11, 0.12, 0.12	11,944	13,648	14,190	39,782	
Fringes central positions (Transformation)	Employee Fringes (Code 80)	Employee fringes as calculated on ARRA-funded FTE positions.	14,364	16,414	17,066	47,845	
		<b>Subtotal Central</b>	<b>62,245</b>	<b>71,129</b>	<b>73,954</b>	<b>207,328</b>	
		<b>TOTAL SIG</b>	<b>1,042,244</b>	<b>1,051,129</b>	<b>973,953</b>	<b>3,067,326</b>	
		Non-Core Instruction Tax Levy	261,274	261,274	261,274	783,821	
		Title I for Priority and Focus Schools	74,154	74,154	74,154	222,462	
		Other Title I allocations	367,411	367,411	367,411	1,102,233	
		Title III	33,700	33,700	33,700	101,100	
		<b>TOTAL</b>	<b>1,778,783</b>	<b>1,787,667</b>	<b>1,710,492</b>	<b>5,276,942</b>	