

**BROOKLYN SOUTH**  
Borough Field Support Center

# Blueprint

for Great Schools  
2015-2016



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# A Letter From the DIRECTOR



**Cheryl Watson-Harris**  
**Director of Brooklyn South BFSC**

*"Onward and Upwards!"*

Greetings,

Dear Friends of Brooklyn South,  
Thank you for your partnership, collaboration, and support as we actualize Chancellor Carmen Fariña's vision for the Framework for Great Schools.

In Brooklyn South, we are fortunate to support 187 schools in five districts (17, 18, 20, 21 and 22), serving over 209,000 students from families who speak over 100 languages. Our efforts are in support of the creation of a customized support plan for our partner-districts so we can best meet the needs of all scholars to reach their Preferred Future! We strive to create opportunities for the celebration of the richness and cultural backgrounds of our unique communities. The Brooklyn South BFSC is developing several Borough Wide initiatives. Two of these initiatives are "Brother's Break Bread", a mentoring program focused on Black and Latino boys, and a girl's empowerment program in partnership with "Girl Rising", focused on giving a voice to our immigrant girls through story-telling and social justice action.

Our commitment has been to launch our center to advance the comprehensive set of six elements put forth in the Framework for Great Schools that serve as the foundation of the major restructuring of the New York City Public Schools adapted from the work of Dr. Anthony Bryk and his colleagues from the University of Chicago. We have been working relentlessly to align our work to these elements: rigorous instruction, supportive environment, collaborative teachers, effective leadership, strong family environment, and a culture of continuous trust as evidenced by the priorities and goals developed by the different divisions within the BFSC.

Our greatest challenge has been to take this aspirational vision and create the conditions for its achievement in practice. This strategic approach has required developing a professional learning community amongst all stakeholders. Richard DuFour's Professional Learning Communities That Work was selected as a partner text. Some key foci to this end have been:

1. Relationship building with superintendents and their leadership teams via the creation of two-way communication practices.
2. Building a Borough Field Support Center identity based on a shared mission, vision, professional language, cross-functional structures, and consistent systems and practices (such as the use of the Data Wise and Meeting Wise protocols) across all divisions.
3. Establishing visibility in our communities and improving communication amongst all stakeholders.
4. Identifying clear and measurable goals to monitor and evaluate our success, by division and by district.

The Brooklyn South "Blueprint for Great Schools" serves to memorialize our "launch story," as well as serve as our road map for the year. In its essence it is our customized, co-created professional commitment to each of the districts we serve. We believe this will be a vibrant document that we can review and revise as the needs of each of our districts evolve.

At our BFSC we have adopted two mantras: the first, "Go Slow to Go Fast." We respect the magnitude of this major reorganization and our approach to this work has been deliberate, intentional and thoughtful in all decisions and choices we are making. Ultimately, we believe our efforts to build the right processes and engage in the right work will allow us to produce the right outcomes. Our second mantra is, "Onward and Upwards", because we continue to strive to be on a path of continuous improvement so that our schools and our scholars receive the very best.

We would like to thank Chancellor Carmen Fariña and her leadership team for charting a course for excellence, access and equity for all children, with special thanks to Josh Wallack, Deputy Chancellor of Strategy and Policy.

We celebrate the entire Field Support Office led by Executive Director Marino Guzman. We thank you all for the support, guidance and for the opportunity to learn through inquiry and the sharing of best practices.

We thank our phenomenal group of partner superintendents, Clarence Ellis, Beverly Wilkins, Karina Costantino, Isabel DiMola, Julia Bove, Michael Prayor and LaShawn Robinson. We acknowledge that the content of the Blueprint has been co-created and heavily influenced by their extraordinary leadership.

Lastly, we want to acknowledge and show gratitude to all of the amazing school leaders and teachers we have the pleasure of supporting. Thank you for your patience as we've launched the Brooklyn South BFSC. We look forward to continuing to support our Great Schools and Great Communities!

Onward and Upwards,  
Cheryl Watson-Harris



# OUR JOURNEY

2015 - 2016



Spring 2015

Summer 2015

Fall 2015

Onward & Upwards



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# Meet The Team

## Brooklyn South BFSC Leadership 2015 - 2016

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Introducing the Brooklyn South leadership team. Throughout the 2015 - 2016 school year we will be working very hard to develop a team that is reflective of the diversity of the districts served by the Brooklyn South Borough Field Support Center. We are excited about the opportunity to work alongside students, school leaders, district leadership teams, superintendents and stakeholders throughout the Borough of Brooklyn to build strong schools and strong communities.



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**Cheryl Watson-Harris**  
**Director of Brooklyn  
South BFSC Districts  
17, 18, 20, 21, & 22**  
*BFSC Leadership &  
Management*

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Cheryl began her career in education in the New York Public School System, working in the Bedford-Stuyvesant section of Brooklyn, where she was featured as a “lab site” teacher for the Lucy Calkins Writing Project. After being appointed assistant principal of an elementary school in Boston for one year, her leadership skills as a reading/writing specialist, grant writer, supervisor, and motivator resulted in her being appointed the youngest principal in the history of the city of Boston. While a principal, Cheryl served as one of district’s senior leadership mentors and participated in the development and support of aspiring and new principals. She has also been noted for her work with the national Full Service Schools movement, building strong school partnerships, aligning resources with student achievement, and developing Family and Community Engagement programs. She served as principal of an elementary and K-8 School, both with over 80% English Language Learners, for 15 years before moving to the central office as a Network Superintendent, supervising and evaluating school leaders, and supporting an urban district restructuring. Cheryl’s work developing engaging strategies for Black and Latino boys, and the implementation of Universal Design for Learning (UDL) have been noted by Harvard University, leading to a formal partnership between HUGSE and Cheryl’s network of schools.

Cheryl holds a B.S. from Marymount College and a M. Ed. from the Harvard Graduate School of Education, certificates of attendance from the American University of Cairo and Columbia University Teacher’s College Writing and Reading Institute. Cheryl is a Lynch School of Education Leadership Fellow and a Chinese Bridge Delegate Alum.

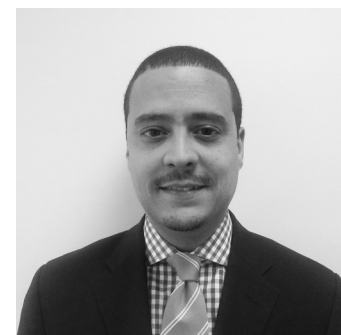


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**Laura Kaiser**  
**Deputy Director for  
Teaching and Learning**  
*Supports schools’ instructional  
practices, academic policies and  
systems, including ATS, STARS  
and Advance*

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Laura Kaiser is the Deputy Director for Teaching and Learning at Brooklyn South. She has worked in the Department of Education for 21 years and has a strong instructional and administrative background. Laura Kaiser’s extensive experiences as an educator include: classroom teacher, staff developer, certified reading teacher, Regional Instructional Supervisor, Assistant Principal, Principal, Deputy Network Leader and Network Leader. Her expertise and successful background in implementing data driven instruction, Danielson’s Framework, Balanced Literacy methodologies and Teacher College Writing Process will provide our schools exemplary support in literacy instructional practices. Laura Kaiser is dedicated to assisting our schools in building capacity, utilizing assessment to drive instruction and strengthening teacher practice in order to increase student achievement. Laura Kaiser brings a passion and wealth of instructional knowledge to the Department of Teaching and Learning.



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**Will Ramirez**  
**Deputy Director of  
Special Education**  
*Supports schools’ specialized  
instructional practices and  
implementation of Shared Path  
to Success*

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Will began his career in the Department of Education as a School Social Worker for the Committee on Special Education (CSE) in District 32. It was there where he developed an extensive knowledge base of the special education processes and its multifaceted components that range from creating and implementing quality IEP’s to a thorough understanding of local, State and Federal law. Will has served in various administrative capacities that have ranged from supporting schools as one of the first Administrators of Special Education (ASE) for one of the first four pilot Children First Networks—CFN 3, to the Executive Director of Special Education in Cluster 4 overseeing special education compliance and operations, while building capacity to 11 Network ASE’s and ultimately serving as a Central Deputy Director supervising Supervisors of Psychologists prior to coming to the BFSC—Brooklyn South. Throughout his professional journey, Will has always had the child centered approach and continues to allow that professional value to guide the work and practice with ensuring that all students with disabilities and their families receive the necessary support in order to facilitate student achievement.



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**Jean Mingot**  
**Deputy Director of  
Finance and Human  
Resources**  
*Supports budget, human  
resources procurement, payroll  
services*

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Jean Mingot is a business professional with extensive experience in School Business Administration, Grants and Contracts Administration, Budgeting and Accounting. He joined the DOE 12 years ago as a Budget Officer at the Manhattan ROC, occupying several positions in budget and finance at the ROC and ISC, including that of a Senior Grants Officer. Most recently Jean served as the Deputy Director of Operations for Cluster 4 overseeing the network Budget and HR staff. Mr. Mingot’s educational background includes a BA in economics and Finance from the University of Stony Brook, and an MBA with a concentration in Information Systems from Iona College. He currently pursuing an Advanced Certificate in School Leadership in order to obtain his School District Business Leader (SDBL) certification with the New York State.



**Dr. Jo Ann Benoit**  
**Deputy Director for English Language Learners**

*Supports schools' ELL instructional practices, compliance, and program development*

Jo Ann Benoit has been in education for over two decades and with the NYCDOE for 18 years having started in the classroom as a Social studies and English teacher. Jo Ann currently serves as the Deputy Director for English language learners for the Brooklyn South Borough Field Support Center (BFSC). Before joining the Brooklyn South BFSC, she served as the Director of English Language Learner Instruction (DELLI) for Cluster 1. During that time, she led the work of the Cluster in the areas of English Language Learner Instruction and compliance as well as conducted quality reviews throughout the City. Jo Ann also served as a Senior Instructional Coach at the Central Office where she led the design and facilitation of the Achievement and Citywide Institutes for the City's coaches, network and cluster leads as well as superintendents. Prior to that, she supported schools at the network level from 2004-2013 as an ELL Instructional Specialist in Region 9, a Special Services Manager with the Empowerment structure, and an Achievement Coach and eventually as Deputy Network Leader for Instruction with the Children First Network structure.



**Charles Koonce**  
**Deputy Director of Operations**

*Supports school food programs, pupil transportation, and facilities*

Mr. Charles Koonce has served the children of NYC within the Department of Education for 16 years. He served as a college advisor at Boys and Girls High School and Crotona Academy High School, a safety administrator in District 79 Alternative Schools and Programs, Senior Program Manager for Students in Temporary Housing, and Director of Youth Development and Safety for the Children First Network. In addition, he co-owned an online magazine publication. Charles believes that all children can learn and be successful.



**Gregory Bowen**  
**Deputy Director for Student Services**

*Supports guidance, school climate, crisis / safety, health and wellness*

Gregory Bowen is the Deputy Director for Student Services at the Brooklyn South Field Support Center. He has worked in the Department of Education for 19 years and has a strong operational and administration background. Gregory Bowen's extensive experiences as an educator include: classroom teacher, Dean, Assistant Principal, Safety Administrator, Deputy Network Leader and Network Leader. His expertise and successful background in implementing School wide Protocols and Procedures, Restorative Approaches, Capacity Building and School Culture/Climate enhancement will provide our schools exemplary support in Student Services initiatives. Gregory Bowen is dedicated to assisting our schools in building capacity, utilizing citywide best practices and strengthening school community engagement in order to increase student achievement. Gregory Bowen brings a passion and wealth of operational knowledge to the Department of Student Services.



**Annemarie D. Vardy**  
**Administrative Assistant to the Director and Deputies of Brooklyn South BFSC**

*Administrative Assistant*

Annemarie D. Vardy is the Administrative Assistant to the Director, Cheryl Watson-Harris and the Deputies here at the Brooklyn South Borough Field Resources Center. She has worked in the Department of Education for 9 years and has worked in operations. Annemarie D. Vardy started as a temp at the Staten Island ROC entering data into the No Child Left Behind database, became an Applications Support Liaison at the Staten Island ROC and Staten Island ISC. She was the Health Liaison and Attendance Manager at CFN 205 at Linden Place, Queens as well as the Cluster Two Point Person for Health and Back up Cluster Two Point Person for Attendance. She was the Data/It and Technology, Health Services, Food Services at CFN 409 in Brooklyn.

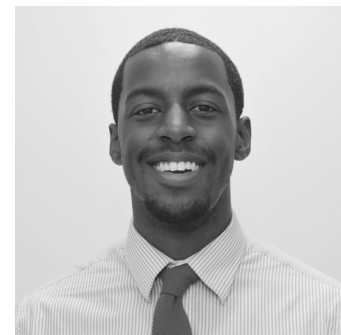


**Kevin "Rhodie" Edwards**  
**Brooklyn South BFSC Data Manager**

*Supports schools' specialized instructional practices and implementation of Shared Path to Success*

Kevin "Rhodie" Edwards is an experienced educator and data aficionado with experience in the public, non-profit, and private education sectors. He began his career as a 5th grade teacher at P.S. 46x in the Bronx, before being recruited by American Ballet Theatre as Manager of School Programs. In both positions, Rhodie championed a systems-based approach, creating dynamic data systems to streamline such processes as finding an award-winning book for one's students, and onboarding interns. He has consulted with Amplify Education as a Project Manager in charge of facilitating teacher adoption of Amplify's ProjectEd ([www.ProjectEd.com](http://www.ProjectEd.com)), and co-directed the Critical Educators Network for peer-to-peer professional development.

Edwards is a proud Education Pioneers Fellow alumni (NYC 2014) and Lean Six Sigma Greenbelt, certified in process improvement. He holds an MEd from Mercy College and an MBA from the University of Notre Dame, where he focused on Data Analytics and Business Leadership as a Kenneth R. Meyer Fellow.



**Brandon Slaughter**  
**Support Service Liaison / Chief of Staff**

*Supports BFSC in coordinated support services to district & schools served by the BFSC*

Brandon Slaughter obtained his M.Ed from Boston College's Donovan Urban Scholars Program. He began his educational career as a high school history teacher and later transitioned into central office roles serving as the Director of Advanced Placement & International Baccalaureate Programs and as a Director of Network D Academics for Boston Public Schools. Currently Brandon service as the Support Service Liaison for Brooklyn South's Borough Field Support Center.

# Overview of Strategic Vision for District and School Support



## Five Types of Supports

Research has shown that the most important factors that contribute to increasing student achievement are teacher quality and school leadership. Access to timely, high quality, research based professional learning and professional expertise is key to ensuring the effectiveness of teachers, leaders, and wrap around service providers that interface with

our students and families on a daily basis. We, the Brooklyn South Borough Center, is committed to offering strategic guidance, transitional assistance, compliance support, and instructional learning opportunities in collaboration with Superintendents, District Leadership Teams and Central Offices in service of Brooklyn South Schools.



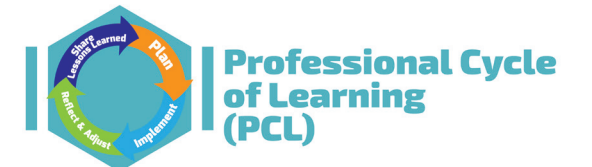
### TURN KEY / Train the Trainer

Turn Keys are targeted trainings where participants will learn practical knowledge, skills, and best practices on a given subject. Through modeling, participants will leave with the techniques and resources to return to their buildings and share the content of the PD with their colleagues



### CRITICAL FRIENDS GROUPS / COHORT MODEL

Critical Friends Groups describes a type of professional development delivered through formal, ongoing interactions of small cohort or groups strategically assembled around a specific challenge or problem of practice. These strategic groups contribute to the participants' professional growth and strengthen the school and district's capacity to function as learning communities (Source: National School Reform Faculty). Prompted by trends that emerge from apparent needs and/or patterns in district wide data, the Brooklyn South BFSC intends to work with districts to assemble various types charts to target problems of practice, share strategies and build capacity throughout districts.



### Professional Cycle of Learning Cycle (PCL)

*"The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.(DuFour)"*

The BFSC will be providing intensive professional development support for teachers and school administration around multiple strategies and tools in service of creating and/or strengthening professional cycles of learning. In collaboration with each district, four schools nominated by Superintendents will take part in the BFSC PCL model.

The accompanying Teaching an Learning overview of supports provides a detailed look of our vision for the PCL model based on an instructional problem of practice, however, PCL may also apply to non-instructional problems of practice.



### LAB SITES / Sharing Best Practices

Through collaboration with Districts, exploration, site visitations, and deep data analysis, the BFSC hopes to highlight promising practices that further student achievement, enhance systems and structures and contribute to success at the district, school leadership and classroom level.



### ONE-TO-ONE Support

"One-to-One" support can be termed as direct BFSC assistance to schools. This support may include training, direct responsive email/phone communication, school site visits, BFSC office hours, but is not necessarily limited to these types of interactions. Factors such as the capacity of the BFSC division, urgency of need/request, seasonal priorities, data trends and a District's Superintendent's recommendations may be considered on a case by case basis in determining the level, intensity and frequency of "One-to-One Support."

# BFSC Division of Teaching & Learning

## Descriptions of School Supports

### Mission :

The kinds of change that really matter in education are not structural changes but those that build teacher capacity and a culture of professional learning within each school building. The Brooklyn South Borough Field Support Center for Teaching and Learning is dedicated to providing rigorous professional learning to foster a capacity building model in all schools. The implementation of Professional Cycles of Learning, Sharing Best Practices Model and through series of Turn-key Professional Learning, will provide Administrators and teachers with the knowledge, tools and strategies needed to improve and strengthen teacher practice, to ultimately lead to an increase in student achievement.

### Vision :

To create a comprehensive professional learning system that provides the infrastructure, leadership, resources, and equitable opportunities to ensure that all educators engage in continuous improvement, have multiple, differentiated supports for increasing their effectiveness and for career growth, and support a culture of collective responsibility for student success.

Central Division of  
Teaching & Learning  
Deputy Chancellor  
Phil Weinberg

### Vision :

We will prepare all our students to think for themselves, pursue questions instead of answers, and cultivate an ethic of kindness and shared responsibility in their schools and communities. As a community of learners, adults at every level of the system (teachers, principals, field staff, and central office managers) must have the courage to address problems, make adjustments, and create solutions. Our work is responsive and we take time to reflect and revise our thinking. Our culture is supportive, professional, and committed to tackling the complex work of school improvement.



### Division Priorities:

During the 2015-2016 school year, the Brooklyn South Borough Field Support Center for Teaching and Learning Team will actively work with schools in building instructional capacity by providing rigorous professional learning through the implementation of Professional Cycles of Learning,

Sharing Best Practices Model and series of Turn-key Professional Learning. We will provide Administrators and teachers with the instructional knowledge, tools and strategies needed to improve and strengthen teacher practice, to ultimately lead to an increase in student achievement.



### Turn Key Professional Learning

The Division of Teaching and Learning is committed to providing "series trainings" available for all schools. Each school will identify one "Principal Designee." These teachers are purposefully identified by school administrators based on key factors such as, but not limited to, their leadership capacity, strength of instruction and content knowledge. Principal Designees will attend monthly district Professional Learning (PL) facilitated by the Borough Instructional Leads. Principal Designees will then "turn-key" these PL's to their school, during Monday PL times and/or grade conferences. The intention of these turn key professional learning is to ensure all schools receive the same instructional guidance to build capacity within each school.



### Cohort / Critical Friend Groups

We believe that effective education leadership plays a significant role in shaping and improving learning within a school building. The scope of this influence extends to both students and teachers. With this in mind, over the course of the year, the Division of Teaching and Learning will be convening cohorts of school leaders for purpose of strengthening the knowledge of key systems, observation capacity, instructional feedback skills and foundational content understandings.

#### The Office of Policy and Evaluation Leads:

The Office of Policy and Evaluation Leads will conduct bi-monthly meetings for STARS Programmers and Data Specialists. OPEL's will provide training to STARS Programmers to assist with report cards, grading, flexible scheduling and ensure the alignment of STARS to the Academic Policy. OPEL's will provide training to Data Specialists to assist with data verification, analyzing schools data of formative assessments to help guide instruction, and data tracking of student progress.

#### Advance Specialists:

Advance Specialists will provide training with the TDEC's in the Advance Evaluation System, MOSL, MOTP and Goal Setting selection process. Advance Specialists will assist in providing Principals with guidance and technical support around the Advance Web Application, MOSL, MOTP, Goal Setting and SchoolNet.

#### New Principal Institute:

The goal of the New Principal Institute is to provide a cohort of Principals new to the NYCDOE with a introductory series of trainings that will walk them through key NYCDOE systems as well as provide expert content guidance to insure school leaders understand standards aligned instruction.

#### Assistant Principal Institute:

Over the course of the year, Teaching and Learning will be convening Assistant Principals once a month around a wide variety of targeted topics. The purpose of these sessions will be to develop internal capacity of APs, provide training on key NYCDOE systems, support internal school initiatives, and ensure APs have a grasp of instructional standards.





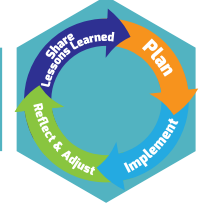
## Lab Sites and Sharing Best Practices

“Sharing Best Practices Model” is a replication of the highly successful, NYC DOE Learning Partners Program. The Sharing Best Practices Model is designed to promote collaborative learning by matching a school that has demonstrated strength in a specific area of practice, known as a host school, with a school interested in strengthening practices in that area, or partner school. These specific areas of practice will be identified by Superintendents as key characteristics needed for schools to promote college and career readiness for students.

School inter-visitations to the host school, will be facilitated and supported by a Brooklyn South, Borough Instructional Lead, an experienced educator who will guide participants through the learning process. Both host and partner schools will form teams to engage in structured onsite learning and collaboration. Both schools and their established teams should be willing to participate in the Sharing Best Practices Model in order to ensure success and collaboration through the learning process.

Teams will participate in a series of inter-visitations, school team meetings, and related learning activities to assist in:

- Strengthen school practices in specific learning focus area by helping build the capacity of school teams to lead cycles of learning that result in improved outcomes for all learners.
- Support collaboration within and across school groups by cultivating and sustaining cultures conducive to adult learning and leadership development.
- Strengthen system-wide knowledge sharing strong practices in order to improve school quality and equity.



## Professional Cycles of Learning

An overview of Teaching and Learning's Model

“Until a school has clarified what students should know and be able to do and the dispositions they should acquire as a result of schooling, it staff cannot function as a learning community. Attentiveness to students learning represents a core characteristic of schools where there is a strong professional learning community.”  
- DuFour

The Division of Teaching and learning will be providing intensive support to four Superintendent selected schools in each Brooklyn South District.

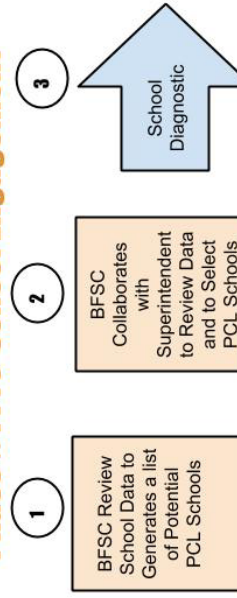
This level of support has two purposes: (1) targeting an instructional problem of practice and (2) a Danielson Component. The goal of this intense support is to ultimately strengthening teacher practice by and a school's instructional capacity in service of improving student outcomes.

The diagram to the right describes the Professional Cycles of Learning from start to finish.

# Division of Teaching and Learning Vision for Professional Cycles of Learning



## Phase #1 Pre-School Engagement



Steps

## Step #1 -- BFSC Reviews School Data & Generates a list of schools for Superintendent Review

- In collaboration with Superintendent offices, the Division of Teaching and Learning identified PCL schools by exploring (1) Previous year State ELA and Math Scores (2) Current year State ELA and Math Scores and (3) Item Analysis to generate a clear picture of instructional challenges.

## Step #2 --BFSC Meeting to Review Data and to Select PCL Schools:

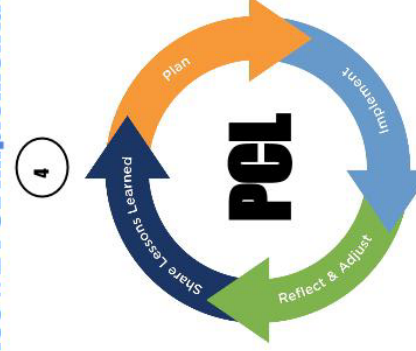
- Key implementation team members (BFSC Staff, Principal, Assistant Principals, Superintendent, District Leadership Team) meet to review outline of PCL plan.
- Four schools per district selected

## Step #3 -- PCL:

- Key stakeholders engage in a initial school diagnostic [example: learning walk] to develop a baseline(s) by which to measure the impact of the PCL

Description of Steps & Actions

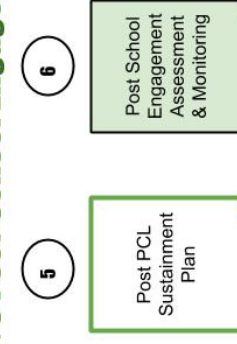
## Phase #2 PCL Implementation



## Step #4 -- PCL:

- The teachers will begin to implement researched based strategies in their classrooms, within a selected time frame.
- Formative data will be collected and analyzed to measure the impact on teacher practice and student achievement.
- To monitor and measure progress, BIL will actively manage an online activity log shared with key stakeholders.

## Phase #3 Post-School Engagement



## Step #5 -- Post Engagement Sustainment Plan:

- At the conclusion of the on-site PCL support, key stakeholders reflect on the process, discuss next steps, and develop a “sustainment plan” to ensure school can replicate, maintain and/or refine the PCL process for future cycles.

## Step #6 -- Post Intervention Assessment and Monitoring

- School Leadership & District Leadership Team members will coordinate to monitor the school's progress in meeting the goals articulated in the PCL “Sustainment Plan.”
- After an appropriate period of time, a follow visit will be scheduled by the BFSC to assist with the monitoring of the “Sustainment Plan.”

# BFSC Division of Special Education

## Descriptions of School Supports

### Mission :

The mission of the Brooklyn South Special Education team, consistent with the Chancellor's Framework for Great Schools and A Shared Path to Success--in collaboration with Superintendents, is to provide content expertise and leadership in supporting professionals; partnering with families and communities; and serving, including and advocating for Students with Disabilities. This work ensures that all Students with Disabilities in Brooklyn South schools have access to, and support within, high quality instructional programs and receive services that maximize their potential as independent, active learners and members in their school and community with the ultimate goal of fostering student achievement.

### Vision :

All Students with Disabilities served by the Brooklyn South Field Support Center will have access to great school communities, classrooms, instruction, services and curricula that maximize strengths and learning in order to prepare them for college, career readiness and to be positive contributing members of society.

**Central Division of  
Specialized Instruction  
and Student Support**  
Deputy Chancellor  
Corinne Rello-Anselmi

### Vision

All students with disabilities in NYC have access to great school communities, classrooms, instruction, services and curricula that maximize strengths and learning, support postsecondary transition and promote opportunities for personal fulfillment.

### Mission

The mission of the SEO is to provide content expertise and leadership for the DOE in supporting professionals; partnering with families and communities; and serving, including and advocating for students with disabilities. This work ensures that all NYC learners have access to, and support within, high quality instructional programs and receive services that maximize their potential as independent, active learners and members in their school and community.



### Division Priorities:

During the 2015-2016 school year, the Brooklyn South Special Education Team will actively work with schools in building capacity with Creating Quality IEP's and implementing the services

consistent with the service delivery model for Students with Disabilities while building Trust, Strong Family-Community Ties, Collaborative Teachers & Supportive Environment with the goal of ultimately fostering Student Achievement.



### Turn Key Professional Development: "Spotlight Series"

Inclusive Schools Learning Collaborative

In alignment with the Chancellor's vision for inclusive schools, PLI is now called Inclusive Schools Learning collaborative (ISLC). As a part of this collaborative, BFSC staff will facilitate monthly special education liaison meetings, entitled using "Cycles of Learning" materials developed and provided by the Special Education Instructional Staff (BSFC staff will leave every ISLC with a facilitator's guide and materials to turn key). One special education liaison per school will attend the monthly cycle meetings facilitated by the BFSC staff. In turn, special education liaisons will share information and activities from cycle meetings with their school.



### Cohort / Critical Friend Groups:

Extended Spotlight School Series for Spotlight Schools

"Spotlight Schools" are another component of the Inclusive Schools Learning collaborative (ISLC) vision. These schools are selected by Superintendent, Deputy Director of Special Education and assigned Administrator of Special Education (ASE). Participation in the monthly "Spotlight Series" is mandatory for Spotlight schools. Monthly trainings will be divided into two parts, a morning session dedicated key topics for all schools and an afternoon session dedicated to Spotlight Schools. Professional learning communities (i.e. study groups) will be established with the smaller non-Spotlight School cohort for behavior and transition respectively.



### Turn Key Professional Development:

Quarterly District Specific Training

In addition to the "Spotlight Series turn key PDs" offered by the BFSC monthly to all schools, Administrator of Special Education (ASE) and Specialized Student Support Lead (SSSL) strategically assigned each district will be providing four quarterly professional development to targeted audiences in each district. These professional developments will build upon the topics addressed in the "spotlight series" as well as act in response to needs expressed through district trends. Additional details and topics will be made available in the BFSC monthly professional development calendar.

## Professional Cycles of Learning

Overview of the Division of Special Education ISLC PCL Model

Each Spotlight school will be engaging in Cycles of Learning to support development and capacity building across all four strands (see cycle below). Work will not be isolated by strand. Cycles will each embed work that addresses all strands in order to be more reflective of the life of a school. All spotlight schools will receive compliance support around the development of systems and structures facilitated by their ASE.

Two spotlight schools are chosen per superintendent. Spotlight Schools will be informed of their focus strains as determined by the Superintendent et al, in order to address the necessary strands in their action plans.

The chart below provides an overview of the topics covered by the Cycles of Learning and mirrored by the monthly "Spotlight Series."

Overview of Cycles of Learning to Build Capacity of Special Education Liaisons

	Duration	Overarching Question	Problem of Practice
<b>Cycle One</b>	8 Weeks Sept. 9, 2015 – Oct. 30, 2015	How can schools across NYC DOE strengthen special education systems and structures to become self-sustaining and build capacity within a school community?	<ul style="list-style-type: none"> <li>Systems and structures to foster self-sustaining school systems</li> <li>Build capacity of schools across NYC in evaluating special education needs</li> </ul>
<b>Cycle Two</b>	5 Weeks Nov. 2, 2015 – Dec. 4, 2015	How can schools across NYC DOE develop IEPs that are used as instructional tools that minimize the impact of disability and provide access to the general education curriculum?	<ul style="list-style-type: none"> <li>Present Level of Performance (PLOP) as the foundation for Annual Goals and Recommended Programs and Services through an in depth understanding of each component of the PLOP</li> <li>Collaborative process of IEP development</li> <li>Data to be used to write about academics, behavior and social development in the PLOP</li> </ul>
<b>Cycle Three</b>	4 Weeks Dec. 7, 2015 – Dec. 31, 2015	How can schools across NYC DOE use standards and look at student work to develop quality IEPs that provide access to and progression within the general education curriculum?	<ul style="list-style-type: none"> <li>Alignment of needs stated in the PLOP to Annual Goals leading to an IEP that reasonably calculates educational benefit</li> <li>Staircase of complexity in the CCLS to determine the skills students need to access grade level curriculum</li> <li>Developmentally appropriate social and emotional skills</li> <li>Evidence of CDOS standards in IEPs to prepare students with disabilities for college and career readiness</li> </ul>
<b>Cycle Four</b>	7 Weeks Jan. 4, 2016 – Feb. 19, 2016	How can schools across NYC DOE develop IEPs that are used as instructional tools that provide access to and progression within the general education curriculum?	<ul style="list-style-type: none"> <li>Alignment of needs stated in the PLOP to Annual Goals leading to an IEP that reasonably calculates educational benefit</li> <li>Annual goals to address high leverage needs and provide access to the grade level curriculum</li> <li>Progress monitoring systems for Annual Goals, BIPs and Career Plans</li> </ul>
<b>Cycle Five</b>	7 Weeks Feb. 22, 2016 – April 1, 2016	How can schools across NYC DOE use the Continuum of Services as a broad array of services to match the intensity of support to unique student needs, so that students with disabilities have access to their Least Restrictive Environment?	<ul style="list-style-type: none"> <li>Continuum of Services as a broad array of services leveraged to support student needs in the Least Restrictive Environment (LRE)</li> <li>Behavioral supports in the LRE</li> <li>Integrate Recommended Programs and Services to strengthen a unified "whole school" approach to service delivery</li> <li>Connection between LRE and college career readiness and independent living skills</li> </ul>
<b>Cycle Six</b>	8 Weeks April 4, 2016 – May 27, 2016	How can schools across NYC DOE develop quality IEPs that describe individualized Specially Designed Instruction that support students with disabilities in accessing and progressing within the general education curriculum?	<ul style="list-style-type: none"> <li>Behavioral supports in the LRE</li> <li>Understand the connection between LRE and college and career readiness and independent living skills</li> <li>Specially Designed Instruction (SDI) and how to plan for access for students with disabilities</li> </ul>
<b>Cycle Seven</b>	4 Weeks May 27, 2016 – Jun. 28, 2016	How can schools across NYC DOE reflect on how special education systems and structures were strengthened to become self-sustaining and build capacity within a school community?	<ul style="list-style-type: none"> <li>Build capacity of schools across NYC in evaluating needs and creating action plans that support continual learning</li> <li>Continuum of Services as a broad array of services leveraged to support student needs in the Least Restrictive Environment (LRE)</li> <li>Specially Designed Instruction (SDI) and how to plan for access for students with disabilities</li> </ul>



## One-To-One School Support

The Division of Special education is committed to providing direct support to schools when necessary via visits, regular email/phone communication etc. around the key areas of compliance, IEPs, transition and behavior.

# BFSC Division of ELL

## Descriptions of School Supports

Central Division of  
English Language  
Learners  
Deputy Chancellor  
Milady Baez

**Vision :**  
All English Language Learners graduate with a high-quality education that is equitable, rigorous, and supportive, that values their cultural and linguistic assets, so that they are prepared for college, careers, and leadership in a global society.

**Mission :**  
The Division of English Language Learners and Student Support (DELLSS) is committed to providing a rich educational experience for all English Language Learners in collaboration with school communities, families, and all key stakeholders.

DELLSS provides ongoing support and guidance in the effective implementation of bilingual and ESL programs through staff development, resources, and technical assistance that incorporates data and research-based practices. DESS is committed to training aspiring school and district leaders seeking to become well prepared to ensure educational equity and excellence for English Language Learners.

DELLSS ensures educational equity by adhering to all applicable federal, state and city policies as well as informing future policies.

### Mission :

The Brooklyn South English Language Learner (ELL) Support team's mission is grounded in both the Chancellor's Framework for Great Schools, with student achievement driving all decisions, and the Division of English Language Learner and Student Support (DELLSS)'s vision of graduating all ELLs with a high-quality education. Hence, the ELL Team, a dedicated team of experienced professionals, is committed, in collaboration with the superintendents, to building capacity in South Brooklyn's school leaders to strengthen instruction and compliance in ELL programs. Its structures, processes and foci, all, revolve around providing schools services that are relevant to the work, responsive to school communities' needs, and in compliance with Federal, State, and City mandates. Its work will promote the use of data and research, and best practices rooted in the literature around ELL instruction to plan supports that are targeted and results-oriented.

### Vision :

All English Language Learners served by the Brooklyn South Field Support Center will benefit from a high-quality and equitable education that will enable them to become independent thinkers ready for college, career, and leadership in a global society.



## Division Priorities:

- (1) Establish and promote a common language and consistency of practice within the BK South ELL Support team. If successful, our schools will receive practical, consistent and high quality assistance throughout the different levels of support established by the BFSC.
- (2) School-based ELL Coordinators will deepen their baseline understanding of high-quality ELL instruction. If successful, ELLs will show academic progress in both content and language development.



## Turn Key Professional Development

The Brooklyn South English Language Learners Support Team is committed to providing professional development to all schools on a monthly basis in collaboration with Central. These professional developments will be open to targeted audiences serving to building capacity around ELL instruction, ensure compliance, promote the use of data and research, and best practices. The charts below provide an overview of the foci of both instructional and compliance oriented trainings:

### Instructional Training Focuses

#### Focus 1: Understanding ELLs: Reaching educators' hearts and minds

- Understanding the Framework for Great Schools: Its Implications for ELL instruction
- Data Dive – Analysis and Use of Data (qualitative and quantitative data points): Beyond “Who are our ELLs?”
- Universal Design for Learning

#### Focus 2: Replenishing a teacher's toolkit for the class with ELLs

- The Brain and learning: An introduction to language development and language acquisition
- Strengthening teacher pedagogy: Scaffolding reading, writing, listening and speaking
- Planning for ELL success: Developing language objectives

#### Focus 3: Enhancing Instructional supports in the English as a New Language (ENL) and the integrated ENL classroom:

- Implementing the Integrated English as a New - Language (ENL) model in the content area classes:
- Exploring differentiated models of co-teaching
- Providing the home language support in the ENL and the integrated ENL class.

#### Focus 4: Increasing ELLs' participation and production of rigorous work in the classroom.

- ELLs and the Standards: Making the most of the language progressions
- Supporting ELLs with the curricular resources
- Include ELLs in the conversation: Academic discussions with strategies for ELLs

### Compliance Training Focuses

#### Focus 1: Understanding the mandates

- Understanding and implementing the revisions of the CR Part 154 and the - Blueprint for ELL Success
- Developing effective Language Allocation Policy and - Translation and Interpretation plans
- Amending or continuing the implementation of the approved Title III plan.

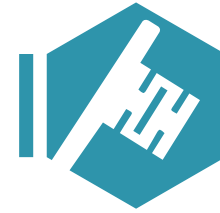
#### Focus 2: Analyzing ELL data

- Using the AMAO tool to plan for ELLs' success
- The NYSESLAT
- Effective scheduling for ELLs

#### Focus 3: Building the capacity of school leaders in order to best serve ELLs.

- Supporting a model ELL program: Planning for effective instruction in the ENL and the integrated ENL classroom.
- Supporting a model ELL program: Planning for effective instruction in the Bilingual classroom.

-RTI and ELLs / STEM and ELLs / Disciplinary literacy and ELLs (all possible topics to share with the Teaching and Learning and/or the Special Education teams)



## Turn Key Professional Development (Continued)

### Advanced Vocabulary Toolkit with Dr. Kate Kinsella and DELLSS:

All districts -focus on vocabulary development in grades 3 and 4 (high touch schools and other schools identified by superintendents).

### Transitional Bilingual Education PD with DELLSS:

All TBE schools – grades K to 12. PD on TBE structures and instruction. Starting November 30th with 3-4 additional sessions in the year.



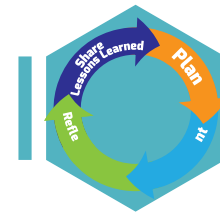
## Lab Sites / Sharing Best Practices

The Brooklyn South English Language Learners Support Team will seek to identify, share and coordinate visits to schools that exhibit exemplary practices in serving ELL students. By facilitating lab sites to highlight model programs within the three types of ELL programs (Freestanding ENL, Transitional Bilingual Education and Dual Language) we can ensure that best practices are spread and pollinate other schools both within and across districts. In collaboration with superintendent offices and school leaders, the ELL division will be facilitating lab site visits to schools twice this year.



## Cohort / Critical Friend Groups

To strengthen and support the study groups identified in collaboration with superintendent offices and schools, the Brooklyn South English Language Learners Support Team will be convening and facilitating critical friends groups. These study groups will offer a clear process for schools to look at a common problem of practice (based on schools' and specialists' knowledge of the schools).



## Professional Cycles of Learning: (See Teaching and Learning)

The Brooklyn South English Language Learners Support Team can co-plan and co-facilitate Professional Cycles of Learning (PCL) with counterparts in Teaching and Learning and in the Division of Specialized Instruction (Special Education) where applicable. The instances in which the English Language Learners Team support a professional cycle of learning at a given school include but are not limited to whether or not the instructional focus of the school centers around ELL students



## One-To-One School Support:

Generally speaking, a one-to-one level, the Brooklyn South English Language Learners Support Team is committed to providing direct support to schools via visits, regular email/phone communication etc Supporting with compliance (programming, ELL identification, assessments etc).

# BFSC Division of Student Services

## Descriptions of School Supports

### Mission :

Assist schools in creating and maintaining a safe, structured and supportive environment that fosters the development of the whole child by establishing a climate and culture that promotes respect for diversity, equity and access, and prosocial behavior for all students.

### Vision :

Every student will become resilient, socially responsible and productive citizens.

**Central Office of School  
and Youth Development**  
Chief Executive Officer  
Lois Herrera

### Mission:

The mission of the Office of Safety and Youth Development is to help schools to create and maintain a safe, orderly and supportive school environment for students. School safety, climate and culture have a profound effect on students' academic achievement and behavior. To support students in their academic and social growth and promote positive school climate and culture, OSYD works with the borough field support centers and directly with schools to:

- Establish and implement integrated safety, discipline and intervention policies and procedures;

- Promote respect for diversity;

- Take a proactive role in nurturing students' pro-social behavior by providing students with meaningful opportunities for social emotional learning.



### Division Priorities:

(1) To strengthen the capacity of the Student Services Division through the implementation of our shared Mission, Vision and Goals; and by creating and sustaining well defined structures and procedures.

(2) To fulfill our BSFC/DOE philosophy of equity and access, our Student Services Division will embrace TACD and city designated Potentially Persistently Dangerous schools and assist them with awareness of disproportionality, and a decrease of suspensions and incidents within their building. Even though the designation of Potentially Persistently Dangerous and TAC-D partnerships with NYU directly targets specific schools identified, the philosophy behind these two areas will be expanded to all of our schools.



### Turn Key Professional Development

The Division of Student Services is dedicated to providing professional development that will incorporate topics and information from a variety of sources including but not limited to: (1) Office of School and Youth Development (OSYD), (2) citywide best practices and standards, as well as (3) strategies derived from professional expertise. The information will encompass generalized and specific subject matter that will be aligned to the Chancellor's Framework for Great Schools, Quality Reviews, PPO's, Danielson's Framework and Consolidated Plans. Additionally, functional areas will be drawing on Sanford Harmony's "Character Education", Restorative Circles, Therapeutic Crisis Intervention in Schools (TCIS), Life Space Crisis Intervention (LSCI), Peer Mediation, Positive Behavior Interventions and Support (PBIS), Collaborative Negotiation, Respect For All / LGBTQ, Mindfulness.org and other promising practices in an effort to ensure schools have access to research driven strategies that have the potential to shifting practices in their buildings.

The managers will turn key this information through monthly and/or bi-monthly district specific sessions. Attendance at each of the PD's is strongly encouraged from all schools. Each school is expected to identify one or more "Principal Designee", a staff member(s) directly involved with student service related functions within a building. The designee should have leadership capabilities as well as content knowledge because the expectation of schools will be for the representative to return to the school and "turn-key" the information to building staff. Our intention is to develop the capacity of all schools through quality professional learning opportunities that effectively strengthen student support staff within schools by equipping participants with the tools and knowledge that improve school communities and impact student achievement.

### Specific Turn-Key support by functional area:

School Climate & Culture -- The BFSC School Climate and Culture Managers will provide professional learning opportunities that cover general and specific subjects related to school culture and climate. We define "Culture and Climate" as the How and the Why. How do members of the school community feel? Why do they feel this way? Our work is largely center around supporting schools in thinking critically about these questions. Using the 13 Dimensions of School Climate as defined by the National School Climate Center, we intend to engage participants in critical conversations that facilitate the sharing of best practices, strategies and tools. We are driven to supporting and assisting schools in creating educational environments conducive to learning, collegiality and that are welcoming to our communities.

Attendance -- The BFSC Attendance Managers will be working to support both Attendance Teachers as well as school based staff. Attendance teachers will be encouraged to develop, grow and learn from peers and experts around the following topics: (1) Systems & Data, (2) Policy and Practice, (3) Intervene Early, (4) Intensive Intervention, (5) Data Inquiry Cycles, (6) Family/Student Outreach. With respect to school based staff, BFSC Attendance Managers will be offering guidance, training and assistance to schools in service of building strong and effective attendance management structures. Throughout all components of this work the BFSC Attendance managers will aid in applying the Framework for Great Schools, in all their activities, especially in building strong family-community ties and supportive environments.



## Turn Key Professional Development

K-8 Guidance -- The BFSC Guidance Managers will be facilitating monthly School Counselor meetings. The goal of these meetings is to assist school counselors in leveraging their roles within their school community. To ensure that School Counselors are successful in their alignment to the Framework, K-8 Guidance Managers will work closely to support counselors with goal setting and defining their roles. School Counselors will also be trained how to be effective leaders within their school community. All training will be aligned to the Chancellor's Framework for Great Schools, the Quality Review Rubric, the American School Counseling Association (ASCA) standards, New York State School Counselor Association (NYSSCA) standards, and all applicable city / state regulations. Our goal is to ensure school counselors have the knowledge and access to expertise to be as effective as possible in their respective school communities.

9-12 Guidance -- The BFSC 9-12 Guidance Managers provide professional learning opportunities for school based guidance counselors, Assistant Principals of Pupil Personnel Services (APPPS) and College Counselors. These trainings are aligned to American School Counselor Association National Standards and cover the following topics: (1) school counseling goals, (2) effective Pupil Personnel Teams, (3) effective use of the Career Development Occupation Series (CDOS), (4) develop goals and objectives informed by student and school data. Additionally, College Counselor training topics will be guided by the Office of Postsecondary Readiness expectations. Participants in monthly trainings will develop goals and objectives that are aligned to the Chancellor's Framework for Great Schools to enhance their roles in; Restorative Justice Practices, Attendance teams, College and Career Readiness, Social/Emotional Counseling, PPT, Academic Counseling, Suspensions, Programming, Academic Advisement, Master Schedule creation etc. This differential support will ultimately encourage cross-functional work in school building and ensure high school guidance counselors, Assistant Principals of Pupil Personnel Services (APPPS) and College Counselors are adequately equipped to serve student needs.

De-escalation & Crisis -- The BFSC Crisis and De-escalation Manager is committed to providing Districts with two types of supports: (1) proactive "De-escalation" strategies and (2) conditional "Crisis" support as deemed necessary (See "One-to-One Support" below). To address deescalations the BFSC manager will support the schools with reviewing and analyzing data to identify trends that will inform school based interventions, strategies and protocols. This "De-escalation" training will assist in preventing school crises; build capacity in the school community so that they are self-supportive in the event of a crisis; and assist the school community in regaining/rebuilding a sense of normalcy after a crisis.



## Cohort / Critical Friend Groups

In alignment with the Chancellor's Framework for Great Schools (specifically the element of "Collaborative Teachers"), we believe that student services practices discussed in a deeper, and more intimate but rigorous setting, will help foster supportive school environments. With this in mind, the Division of Student Services will be convening cohorts of schools with similar challenges and/or best practices and create a collaborative environments through professional learning opportunities. Cohorts will be assembled around the five functional areas: (1) Attendance, (2) De-escalation, Crisis, (3) School Culture & Climate, (4) Guidance (K-8) and (5) Guidance (9-12). The BFSC Student Service Managers will be analyzing historical data and current reports throughout the school year to best group schools in service of assembling these cohorts. Participants in monthly trainings will develop goals and objectives that are aligned with student and school data. The overarching goal of these cohorts is to leverage existing expertise around shared challenges to affect change in schools and improve school learning environments for students.



## One-To-One School Support:

"One-to-One Support" can consist of direct support to schools via visits, regular email/phone communication etc. Highlighted below are two forms of "One-to-One Support": (1) Consolidated Plan (2) Office Hours and (3) School Crisis / Emergency Support.

Consolidated Plans: The BFSC Student Service Managers will review and approve all school based Consolidated Plans for State Mandates. Additionally, managers will work to assist and support schools in actualizing these plans over the course of the school year.

Office Hours: Division of Student Service will be affording the schools the opportunity to access expertise at the BFSC site in the form of "one-to-one" support through monthly office hours by appointment. Both principals and school personnel can take advantage of flexible scheduling to receive targeted support around personalized topics. This level of assistance and guidance will ensure schools have another channel to resolve questions and concerns as related to student services.

School Crisis / Emergency Support: "One to One Crisis/Emergency Support" can be initiated by school visits, qualitative assessments, current/historical data, incident reports, etc. as well as Superintendent requests for support. The length and intensity of this support will vary based on level of urgency, seasonal needs and the capacity of each functional area within Student Services. In these circumstances, schools can expect a variety of tools and supports including but not limited to: (1) School Walkthroughs, (2) Self-Assessment Tools, (3) BFSC Direct Support, (4) School Site Meetings, (5) Data Collection/Evaluation, (6) Action Plan Development, (7) Inter-visitations. Strategic and immediate support will be provided to schools on a conditional basis through the efforts of the larger BFSC Student Service team guided by the Deputy Director and Student Service Managers.

# BFSC Division of Finance & Human Resources

## Descriptions of School Supports

### Mission :

In developing our goal for the 2016 school year, the Finance and Human Resources Division want to concentrate our efforts on items 5 and 6 of the Chancellor's Framework for Great Schools. We recognized the need to assist our principals with becoming more Effective Leaders by not only helping them build capacity in their schools, but we'll also help equip them with the necessary tools so they can maximize their limited financial resources. Furthermore, we'll assist our principals in maximizing their school's human capital with targeted professional development to key administrative and support staff with the objective of reducing the demand on their time with respect to the daily administrative tasks associated with our functional areas.

We also recognize the need to establish Trust in our relationship with principals and their key staff. Through our collaborative efforts and being timely with our responses, we'll aim to provide focus solutions and differentiated support that reflects their specific needs taking into account the diverse student population of each individual school in the Brooklyn South BFSC.

### Vision :

The Chancellor's Framework for Great Schools identifies Effective School Leadership as one of the key components and underlying strengths ultimately leading to Student Achievement. To that affect, the Brooklyn South Division of Finance and Human Resources will strive to equip our school leaders with the necessary skillsets to become more effective fiscal managers, and more efficient at maximizing their limited resources.

Division of Financial  
Planning & Management  
Chief Financial Officer  
Raymond J. Orlando

### Mission:

The Division of Financial Planning & Management is committed to managing the Department of Education's (DOE) operating budget in a way that aligns resources with the strategic objectives of the DOE and consistently promotes the goal of maximizing student achievement. DFPM provides direction and support for resource allocation decisions that focus on the equitable and transparent distribution of Department funds. DFPM is dedicated to maintaining a balanced budget condition and the necessary policies and procedures to do this. DFPM seeks to ensure the effective and efficient use of Department funds to best support our schools and students.



### Division Priorities:

We will be engaging in a detailed analysis of the schools (K-8 grade span), with a particular focus on specific areas such as the FSF percentages, Title I allocation, percentage of Special and ELL,

staffing level, and level of discretionary expenses. We'll look at how these items affect the school's resource utilization in comparison to similar schools in other districts with similar student population. As a result, the BFSC will be better equipped to guide and support them by making use of that data.



### Turn Key Professional Development: School Management & Budgets

In order to better support our schools with management and ultimately maximize their budgets, the Finance and HR Team will be offering monthly trainings. These professional developments will vary month to month based on seasonal needs and district specific trends. These trainings will target specific audiences with the expected outcomes centered around: (1) strengthening the basic skills of school based administrative staff, (2) developing best practices to be of better service to constituents, (3) aid schools in becoming more self sufficient and (4) further build on the current relationship with BFSC Support Structure.

### Monthly PD Topics

#### Budget/Procurement Topics

- Budget basics for New School Staff
- Mastering Strong Procurement / Purchase Practices
- Developing a Strong School-Based Internal Control Practice
- Basic Excel for School Staff
- Basic Galaxy / FAMIS for New School Staff

#### Human Resources / Payroll Topics

- Tenure Tool Kit
- Employee and Talent Profiles
- ATR Coverage Requests in Galaxy
- New Teacher Finder/Excessing Staff Selection System
- New Hire Processing/Tracking in Galaxy
- Seniority Reports/Lists
- Solas for School Secretaries

#### System Trainings Topics

- ATS / STARS
- EIS / PDPS
- NYCAPS / APRL
- FAMIS
- GALAXY
- EXCEL
- Solas



### One-To-One School Support

The Division of Finance and Human Resources is committed to providing direct support to schools vis-a-vis site visits, regular email/phone communication etc. Our aim is to use our extensive knowledge and acquired experience in those areas to provide all of our schools with the highest level of customer service and support. We will collaborate with superintendents, principals, and their designees in order to develop specific solutions in response to the needs of their school, and their community as prescribed by Chancellor Feriña's Framework for Great Schools.

# BFSC Division of Operations

## Descriptions of School Supports

### Mission :

In collaboration with the Office of Pupil Transportation (OPT), the Office of School Food, the Division of School Facilities, School Construction Authority, the Office of School Health, and the Space Management Group-- the operations division aims to ensure that all schools are operating with the highest level of quality and care using accurate communication and a sophisticated tracking system. Moreover, we will use pertinent metric systems as well as input from all stakeholders and constituents to measure and improve performance.

### Vision :

The vision of the operations department is to support our schools with organized and efficient operating systems that will facilitate student achievement.



### Division Priorities:

- (1) Complete the current overhaul of both BFSC locations (89th St and Flatlands) by 2015 Christmas break
- (2) Provide schools with accurate and expedient ongoing operational support
- (3) Perfect tracking system of service



### One-To-One School Support

The Division of Operations supports and liaises with four functional areas: School Facilities, Construction/Capital Projects, Transportation, School Food. Within the functional areas, namely School Facilities & Construction/Capital Projects, the efforts of the division will largely center around tracking request and/or on-going work through completion or resolution. The Division of Operations will coordinate with respective central offices, superintendents, etc. to ensure fluid communication and supervision of various on-going projects. Additionally, division liaison will coordinate with districts and school to provide support to schools & districts in the following area when deemed necessary:

#### Transportation:

- Metro Card Administration
- Transportation Issues
- Mandated Busing (Yellow Buses) for students with special needs.
- Student Transfers
- Field Trips Protocols

#### Food Service:

- Lunch Forms
- Kitchen Useage
- \*Breakfast in the Classroom



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# DISTRICT Blueprints

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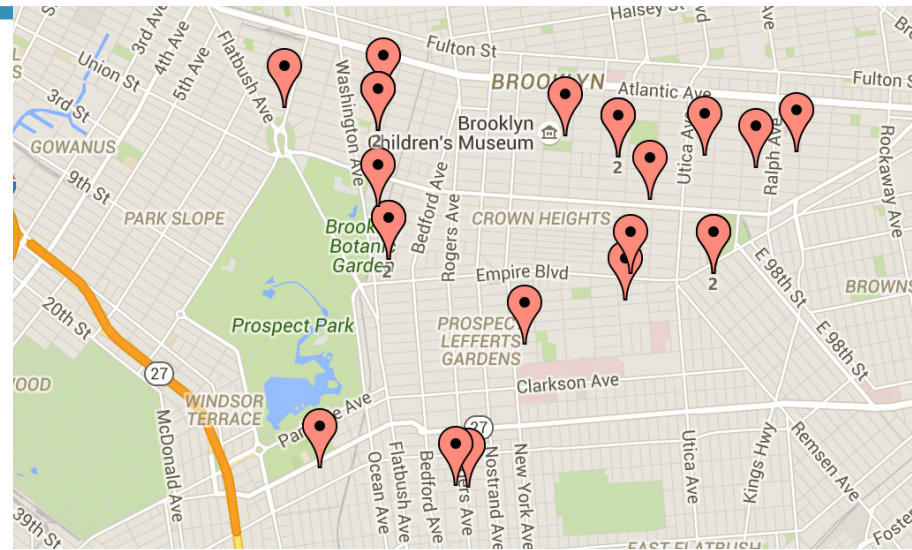


# DISTRICT 17 Blueprint



## District Leadership

- Clarence Ellis**  
*Superintendent*
- Mary Rivera**  
*District Administrative Assistant*
- Dr. Debra Lamb**  
*Field Support Liaison*
- Margot Sargeant**  
*District Family Advocate*
- Shenean Lindsay**  
*Principal Leadership Facilitator*
- Cherise Black**  
*Teacher Dev. & Eval Coach*
- Joelle Mcken**  
*Family Support Coordinator*



## Instructional Priorities

- Math Instruction - Emphasis on alignment to Common Core Standards
- Writing Across the Curriculum
- Student Centered Discussions
- Danielson
  - 3B - Using Questions and Discussion Techniques
  - 3C - Engage Students in Learning
  - 3D - Using Assessment in Instruction

## School Leadership Priorities

- Pairing Schools - School leader
  - Instructional focus -- Math
- Progress monitoring
- Leadership Structures
- Measures of Student Learning (MOSL) Training

## Key District Initiatives

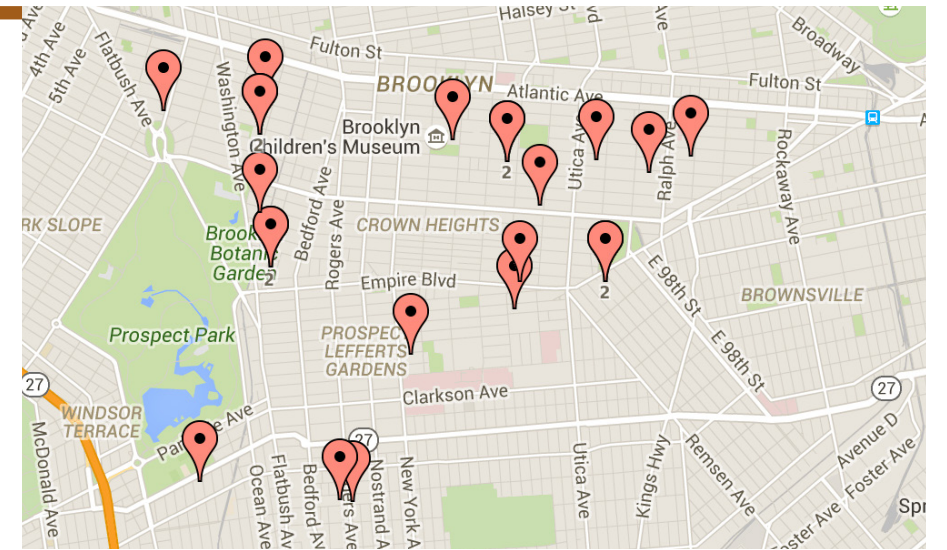
- Technical Assistance Center on Disproportionality (TAC-D) Partnership with NYU
- Strategic Principal Paring
- Inquiry Cycles
- Developing Strategic Partnership
- Science, technology, engineering, and mathematics (STEM) Initiative

# DISTRICT 18 Blueprint



## District Leadership

- Beverly Wilkins**  
*Superintendent*
- Naomi Devore**  
*District Administrative Assistant*
- Dr. Martin Williams**  
*Field Support Liaison*
- Ivie Bien-Aime**  
*District Family Advocate*
- Cheryl McClendon**  
*Principal Leadership Facilitator*
- Stephanie Martin**  
*Teacher Dev. & Eval Coach*
- Alisha Cross**  
*Director for School Renewal*



## Instructional Priorities

- Math -- Aligning to shifts in Common Core
- Writing -- Aligning to shifts in Common Core
  - Identify exemplars around types of writing
  - Make connections to anchor texts
- Aligning systems and structure to support instruction
  - Data Inquiry Teams
- Strengthening Cognitive Engagement (Danielson Framework 3c)
- Improving the quality of the tasks - instructional rounds
- Focus Grades: 2 & 7

## School Leadership Priorities

- Strength leadership practices & knowledge sharing
- Calibrating feedback

## Key District Initiatives

- Leadership "Think Tank"
- Resident Experts Professional Learning Cohorts -- increasing teacher capacity and share promising practices
- Office of Public School Funds "Innovation Grant" -- Focus: Family Engagement
- Generate district wide benchmarks & assessment / rubrics for writing
- Rebranding

# DISTRICT 20 Blueprint



## District Leadership

**Kariana Costantino**  
Superintendent

**Clare Purcell**  
District Administrative Assistant

**Shawn McClain**  
Field Support Liaison

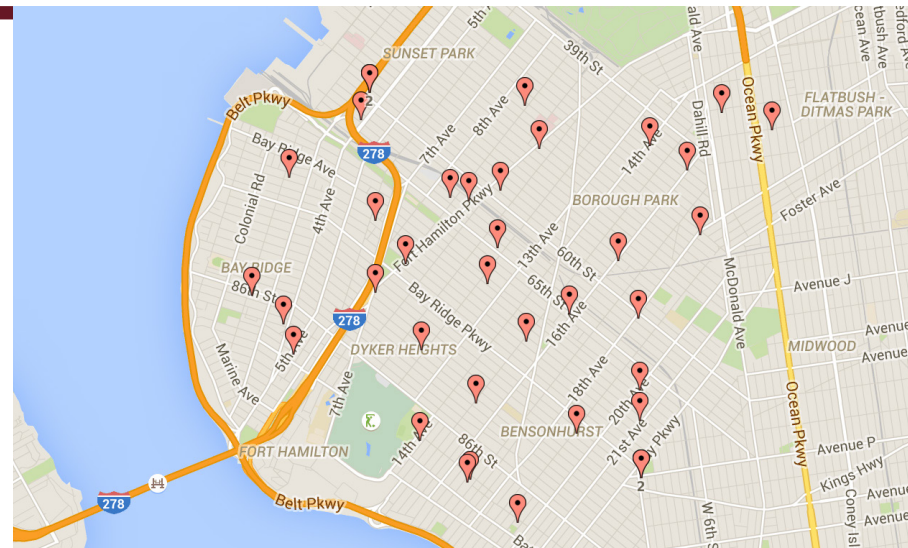
**William Chin**  
District Family Advocate

**Joseph O'Brien**  
Principal Leadership Facilitator

**William Kirk**  
Teacher Dev. & Eval Coach

**Sylwia Jasinski**  
Family Support Coordinator

**Dianne Gouardes**  
Director of Early Childhood Ed.



## Instructional Priorities

- Special Education Students
- Developing Quality IEPs
- inquiry Cycles
  - Math
  - Writing
  - Supporting SWDs

## School Leadership Priorities

Strengthen instructional knowledge around Special Education, instructional practices and compliance

## Key District Initiatives

- Instructional inquiry teams & cycles focused on Special Education Students
- Teacher Feedback [District TDEC is supporting Principals with Observation]
- Partnering with community colleges to support non-title I schools.
- Advancement Via Individual Determination (AVID)
- Vertical Alignment in support of instruction, benchmarks and Assessments [elementary, middle, high schools]
- Elementary Alignment for Interstate School Leaders Licensure Consortium (ISLLC) Standards

# DISTRICT 21 Blueprint



## District Leadership

**Isabel Dimola**  
Superintendent

**Diane Novarro**  
District Administrative Assistant

**Lisa Gigoux**  
Field Support Liaison

**Neal Oromalla**  
Principal Leadership Facilitator

**Jeanine Kucher**  
Teacher Dev. & Eval Coach

**Mary Montemarano**  
Family Support Coordinator

**Georgette Pezzolanti**  
Family Support Coordinator

**Jill Skop**  
Director of Early Childhood Ed.



## Instructional Priorities

- ELL Instruction
- Special Education Instruction
- Early Childhood Instruction
- Writing Process

## School Leadership Priorities

- Assistant Principal Training
- Early Childhood inquiry cycles
- ELL Instruction

## Key District Initiatives

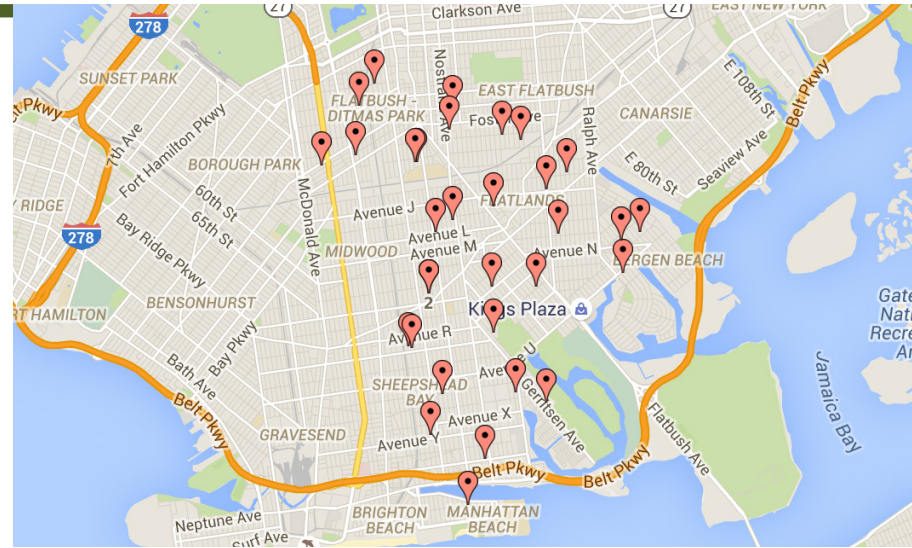
- Inquiry Cycles
- Early Childhood
- Domain 2 - The Classroom Environment
- Danielson 1E - Design Coherent Instruction
- Danielson 3C - Engaging Student in Learning

# DISTRICT 22 Blueprint



## District Leadership

- Julia Bove**  
*Superintendent*
- Robert Rowe**  
*District Administrative Assistant*
- Erica Digiovanna**  
*Field Support Liaison*
- Therese Salli**  
*District Family Advocate*
- Matthew Melchiorre**  
*Principal Leadership Facilitator*
- Anne Tully**  
*Teacher Dev. & Eval Coach*
- Christabel Quigley**  
*Director of Early Childhood Ed.*



## Instructional Priorities

- Developing Critical Thinkers
- ELA & Math instruction
- Priority Grades 2, 5 & 7
- Writing Across the Curriculum
- Special Education Instruction
- English Language Learners Instruction

## School Leadership

- Principals & Assistant Principals Learning communities

## Key District Initiatives

- "Learning Communities" for all
- Data Inquiry Cycles

## District Goals

**District Support Goals For Rigorous Instruction:** (1) Engage teachers in professional development to ensure that curricula are Common Core State Standards aligned and meet all student needs. (2) Coordinate grade teacher teams and inter-visitation to align instructions and strategies from grade to grade both math and ELA. (3) Provide professional development in analyzing formative and summative assessment data to plan and modify instruction to differentiate and meet the needs of all learners

**District Supports Goals for Effective Leadership:** (1) Provide support for school leaders to ensure knowledge of general subject-specific methods for evaluating reaching student learning. (TDEC). (2) Create collaborative school groups to engage school leaders in cycles of learning and shared practice. (3) Support school leaders in developing systems and structures for determining the needs of the school community in order to provide professional development and distribute leadership capacity (individual principal meetings and site visits). (4) Develop an action plan with individual school leaders to ensure the elements within the Framework for Great Schools are aligned to overall school priorities -- and to leverage strengths to help address areas for growth.

**District Support Goals For Collaborative Teachers:** (1) Support school leaders in analyzing Advanced Data to pair teachers with those who show strong practice through observation and assessment data. (2) Coordinate collaborative school visits to engage teachers in cycles of learning and shared practice of strong teacher teams. (3) Create content and ambassadors program to build instructional capacity within and between schools

**District Support Goals For Strong Family & Community Ties:** (1) Evaluate programs currently in place to support individual schools in building strong family relationships. (2) Support schools in creating programs that provide families opportunities to be involved in their child's education. (3) Support schools in creating programs for parents and students participating in district family days. (4) Support schools in scheduling weekly professional development and family engagement time to support structured conversations across the school community

**District Support Goals For Supportive Environment:** (1) Support schools in establishing shared goals to improve student achievement and developing an accountability system to measure success. (2) Provide professional development for guidance staff to expand training and progressive discipline and social emotional learning. (3) Deeped the expertise of special ed and English language learners meet the needs of all learners through monthly ambassador meetings.

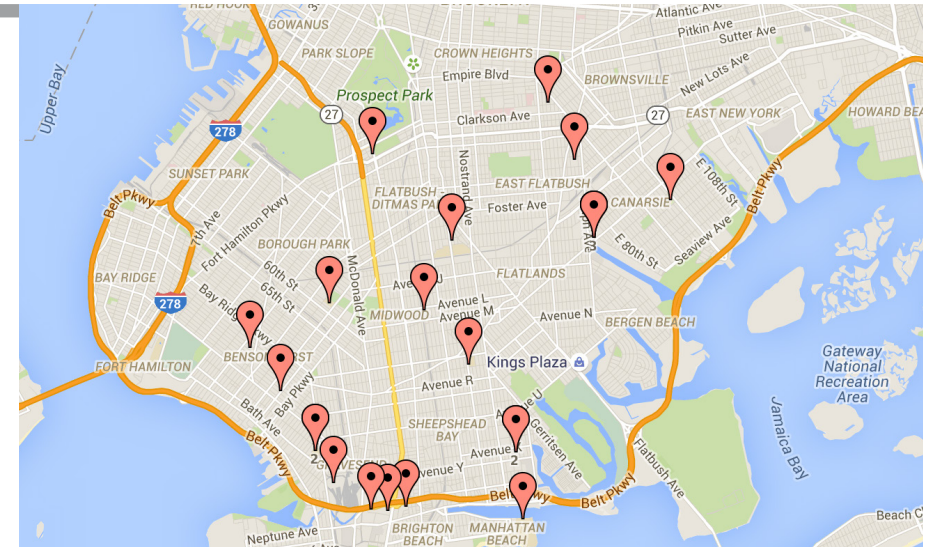
**District Support Goals For Trust:** (1) Work with school leaders to analyze survey results to identify specific causes of mistrust within the school community. (2) Support schools in identifying a shared vision for what a trusting school community looks like and develop an action plan centered on these common beliefs. (3) Schedule intervisitations to schools with a strong culture of trust. (4) Schedule intervisitations with school leaders who has improved trusting relationships with their school community

# DISTRICT HS Blueprint



## District Leadership

- Michael Prayor**  
*Superintendent*
- Ayesha Benjamin**  
*District Administrative Assistant*
- Hadiya Daniel-Wilkins**  
*Field Support Liaison*
- Mark Moses**  
*District Family Advocate*
- Marcella Barros**  
*Principal Leadership Facilitator*
- Irina Osipova**  
*Teacher Dev. & Eval Coach*
- Melissa Thomas**  
*Family Support Coordinator*
- Sanatha Alexis**  
*Director of School Renewal*



## Instructional Priorities

- Deconstructing CCLS and content standards
- Designing standards aligned performance tasks
- Supporting teachers with the implementation of Danielson's
  - 1E - Designing Coherent Instruction
  - 3B - Using Questioning and Discussion Techniques
  - 3C - Engaging Student in Learning
  - 3D - Using Assessment in Instruction
- Integrating complex texts into instruction across all grades and subjects

## School Leadership Priorities

- Designing effective systems for observation and feedback cycle
- Crafting meaningful feedback to teachers.
- Developing and monitoring inquiry cycles

## Key District Initiatives

- School Success Cycles
- Building capacity in Assistant Principal leadership
- Community Based Support Organization Partnerships
- Advancement Via Individual Determination (AVID)

## District Goals

**Goal 1:** By June of 2016, Superintendent Prayor's team will collaboratively work with staff members from the Borough Field Support Offices, using the Elements of the Framework for Great Schools, to inform strategic customized resources for improving school communities, as measured by students, teachers and principals' performance outcomes data.

**Goal 2:** By June of 2016 Superintendent Prayor's team will work with the Borough Field Support Offices to establish structures for building Principals, Assistant Principals, Teachers, and student leaders facilitative and instructional leadership capacities, in order to develop best professional practices for increasing student achievement, as measured by outcome, demographic and process data reports.

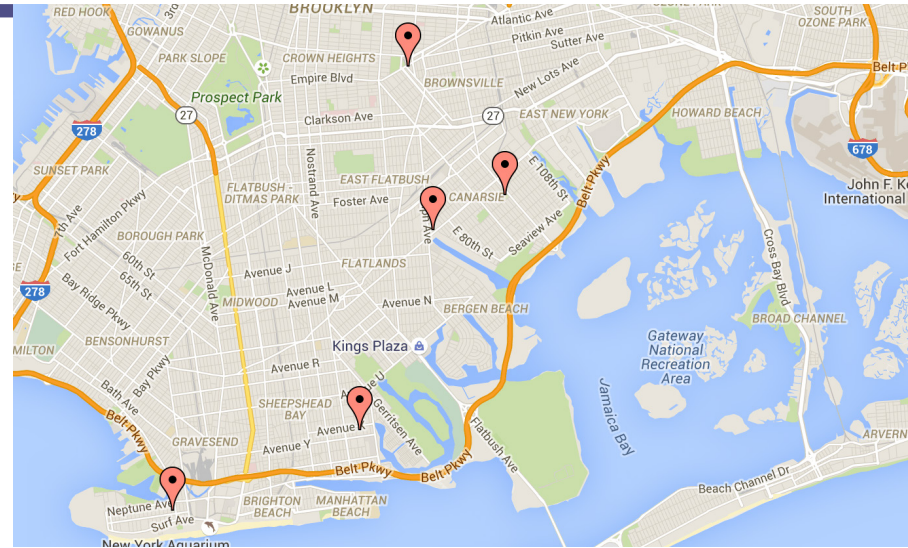
**Goal 3:** By June of 2016, professional relationships will be forged with Borough Field Support staff to design systems and structures for enlisting and engaging families, as partners, in the academic, social and emotional development of their youngsters, as measured by parent participation rates at parent-teacher conferences across our districts.

# DISTRICT THS Blueprint



## District Leadership

- Lawshawn Robinson**  
*Superintendent*
- Cleon McLachlan**  
*District Administrative Assistant*
- Maria C. Giacone**  
*Field Support Liaison*
- Flavia Puello Perdomo**  
*Principal Leadership Facilitator*
- Kalisha Robinson**  
*Teacher Dev. & Eval Coach*



## Instructional Priorities

- Writing  
*Core Beliefs of Writing:* "The expectations, structures, and design of professional learning opportunities are aligned to produce a coherent approach to support the effective implementation, monitoring, and assessment of writing. As a result, administrators and teachers will strengthen their professional capacity resulting in increased student achievement and college and career readiness."
- Critical Thinking
- Increase access and participation in Advanced Placement courses.
- Align writing expectations to College level work. Identify and share best practices.

## School Leadership Priorities

- Support school leaders to develop strategies and practices for targeted feedback.
- Differentiate supports & training for Assistant Principals.
- Establish Principal Teaming Model

## Key District Initiatives

- Lab site / Inter-visitation program
- Establish LTW partnerships
- Collaborate with OPSR to support the work of the TSCCI and engage LTW partners

## Strategic District Priorities

- Increase student achievement by providing high quality instruction aligned to the Common Core Learning Standards, with a focus on critical thinking, writing, and discussion.
- Ensure highly effective teachers in every classroom.
- Ensure highly effective principals is leading each school.
- Engage parents and community stakeholders in meaningful ways to accelerate learning outcomes for students and address causal factors related to low attendance.

## Key District Priorities

- College and Career Readiness
- Teacher and Leadership Development
- Student and family Support

# DIVISIONAL SUPPORTS Aligned to District Priorities



Teaching and Learning

English Language Learners

Special Education

Student Services

Operations

Finance & HR

BFSC

# CUSTOMIZED SCHOOL SUPPORTS

The following pages provide a brief summary of Brooklyn South Borough Field Support Center (BFSC) Supports. The document has been arranged by (1) “customized supports for all schools,” (2) “customized supports for highlight schools” and “customized supports for school leadership.”

## Customized BFSC Supports for - All Schools

Each Division of the Brooklyn South BFSC works to align their respective supports to District Priorities resulting in district plans and professional learning opportunities that, in practice, are significantly customized to the individual needs that exist in each district.

### T&L Teaching & Learning

#### Instructional Turn Key Professional Learning Opportunities

Turn key Professional Learning will be driven by District’s Instructional Priorities.

\*Please see BFSC Website <https://bit.ly/bksouth>

#### STARS Programmers & Data Specialist Trainings:

The Office of Policy and Evaluation Leads will conduct bi-monthly meetings for STARS Programmers and Data Specialists.

#### Advanced Evaluation System + MOSL + MOTP Trainings:

Advance Specialists will provide training with the TDEC’s in the Advance Evaluation System, MOSL, MOTP and Goal Setting selection process.

### ELL English Language Learners

#### Instruction Oriented Professional Learning Opportunities

- 1: Understanding ELLs: Reaching educators’ hearts and minds -- Understanding the Framework for Great Schools: Its Implications for ELL instruction
- 2: Replenishing a teacher’s toolkit for the class with ELLs
- 3: Enhancing Instructional supports in the English as a New Language (ENL) and the integrated ENL classroom:
- 4: Increasing ELLs’ participation and production of rigorous work in the classroom.

#### Compliance Oriented Professional Learning Opportunities

- 1: Understanding the mandates
- 2: Analyzing ELL data
- 3: Building the capacity of school leaders in order to best serve ELLs.

#### Advanced Vocabulary Toolkit with Dr. Kate Kinsella and DELLSS:

All districts -focus on vocabulary development in grades 3 and 4 (high touch schools and other schools identified by superintendents).

#### Transitional Bilingual Education PD with DELLSS:

All TBE schools – grades K to 12. PD on TBE structures and instruction. Starting November 30th with 3-4 additional sessions in the year.

Sp.  
Ed.

### Special Education

#### “Spotlight Series” Turn-key Professional Learning Opportunities

With guidance from Central Office, The Brooklyn South BFSC Division of Special Education staff will facilitate monthly special education liaison meetings, entitled using “Cycles of Learning” materials developed and provided by the Special Education Instructional Staff (BFSC staff will leave every ISLC with a facilitator’s guide and materials to turn key).

#### Quarterly District Specific Specials Education Professional Learning Opportunities (ASE & SSSL)

Administrator of Special Education (ASE) and Specialized Student Support Lead (SSSL) strategically assigned each district will be providing four quarterly professional development to targeted audiences in each district.

SS

### Student Services

#### Student Services Monthly Professional Learning Opportunities

- Guidance
- Attendance
- School Climate & Culture
- De-Escalation / Crisis

\*These monthly meetings / trainings will target specific audiences.

#### Office Hours

Monthly office hours by appointment will be made available to both principals and school personnel can take advantage of flexible scheduling to receive targeted support around personalized topics.

#### Consolidated Plan - District Lab Sessions (Oct.)

The BFSC Student Service will provide district based “lab sessions” for school personnel to develop and complete Consolidated Plans with support from BFSC Managers.

F/HR

### Fianance & HR

#### Budget/Procurement Topics

- Budget basics for New School Staff
- Mastering Strong Procurement / Purchase Practices
- Developing a Strong School
- Based Internal Control Practice
- Basic Excel for School Staff
- Basic Galaxy / FAMIS for New School Staff

#### Human Resources / Payroll

- Tenure Tool Kit
- Employee and Talent Profiles
- ATR Coverage Requests in Galaxy
- New Teacher Finder/Excessing - Staff Selection System
- New Hire Processing/Tracking in Galaxy
- Seniority Reports/Lists

#### Systems Training

- ATS / STARS
- EIS / PDPS
- NYCAPS / APRL
- FAMIS
- GALAXY
- EXCEL

F/HR

### Operations

#### Transporation:

- Metro Card Administration
- Transportation Issues
- Mandated Busing (Yellow Buses) for students with special needs.
- Student Transfers
- Field Trips Protocols

#### Food Services:

- Lunch Forms
- Kitchen Useage
- \*Breakfast in the Classroom

# Customized BFSC Supports for - Highlight Schools

## T&L Teaching & Learning

### Professional Cycles of Learning (PCL):

Intensive support to four Superintendent selected schools for the purposes: (1) targeting an instructional problem of practice exposed by student performance data and instructional deficiencies and (2) build capacity within a school by fostering the systems and structures to support effective professional learning communities.

### Sharing Best Practice -- Facilitated School Inter-Visitations

"Sharing Best Practices Model" is a replication of the highly successful, NYC DOE Learning Partners Program. The Sharing Best Practices Model is designed to promote collaborative learning by matching a school that has demonstrated strength in a specific area of practice, known as a host school, with a school interested in strengthening practices in that area, or partner school.

### Rationale for Support

In collaboration with Superintendent offices, the Division of Teaching and Learning identified PCL schools by assessing (1) 2014 State ELA and Math Scores (2) 2015 State ELA and Math Scores and (3) 2015 ELA and Math Item Analysis (City average compared to each grade) to generate a clear picture of instructional challenge and/or partners that may exist at a schools. Once areas of concern are revealed, grade level and content area focuses are identified and finalized.

### Rationale for Support

ELA, math, and NYSESLAT scores as well as ELL/SE percentages and rates, and quality review feedback were utilized to identify high touch schools.

### Rationale for Support

Based on an agreement between the DoE and the New York State Education Department, Spotlight schools are schools that have been deemed by the Borough Field Support Center, in collaboration with the Superintendent, to require additional support for Students with Disabilities in one or more of the following areas: Quality IEPs, Access, Behavior and Transition planning.

### Rationale for Support

The process by which the Division of Student Services arrived at its highlight school focus supports was a function of a collaborative undertaking whereby each functional area had input in accordance with their respective functional perspective. Factors including but not limited to quantitative data were taken into consideration.

## ELL English Language Learners

### High touch schools

These are are schools that ELL Team have determined will need more targeted and frequent support through PD, visits, and/or sharing of resources and materials.

### Sharing Best Practice

In coordination with superintendent offices, identify, share and facilitate visits to schools that exhibit exemplary practices in serving ELL

## Sp. Ed. Special Education

### Spotlight Schools:

Two school per district selected in collaboration with Superintendent, Deputy Director of Special Education. Identified Spotlight schools will receive targeted support during the 2015-2016 school year, which includes capacity building that will guide schools in fostering learning communities that are inclusive of all students.

## SS Student Services

### Student Service Cohorts

\*Possible cohort may be designed around the following topics: Potentially Persistently Dangerous School, Tac - D District Initiative, Social & Emotional, Restorative Justice

### Office Hours

Monthly office hours by appointment will be made available to both principals and school personnel. Individuals can take advantage of flexible scheduling to receive targeted support around personalized topics.

(3) De-escalation & Crisis Support

## F/HR Fianance & HR

When deem necessary, direct support will be provided to schools via-sa-vie site visits, regular email/phone communication etc.

# Customized BFSC Supports for - Schools Leadership

## T&L Teaching & Learning

### Assistant Principal Institute:

Over the course of the year, Teaching and Learning will be convening Assistant Principals once a month around a wide variety of targeted topics. The purpose of these session will be to develop internal capacity of APs, provide training on key NYCDOE systems, support internal school initiatives, and ensure APs have a grasp of instructional standards.

## ELL English Language Learners

### Principal Training: Building the capacity of school leaders to best serve ELLs (June 2016)

- Supporting a model ELL program: Planning for effective programming and instruction in the ENL, the integrated ENL and the Bilingual classroom.
- Supporting School Leaders in Planning ELL Programs 2016-2017 SY

## BFSC BFSC Supports

### BFSC Leadership Series

This leadership series will provide tenured school leaders the opportunity to reflect on their practices within the new DOE Framework. A strong emphasis will be placed on operationalizing the school's mission and vision, goal setting and data inquiry, and structures and systems that advance equity and access. Tools, templates, and protocols will be introduced to build leader capacity to bring back the work to their schools.

### New Principal Support Series

The goal of this series is to provide access to expertise and the space to assist New School Leaders in alleviating some of the challenges that arise the first year. The New Principal can expect to: (1) receive support from various BFSC divisions around seasonal school processes, (2) access BFSC expertise on a 1-to-1 level, (3) collaboratively work on, and/or get ahead of upcoming deadlines. Monthly sessions will more closely resemble that of "office hours" with opportunities for collaborative work sessions.

### Assistant Principal Pathways

The BFSC will be offering a Assistant Principal Pathways series to ensure APs have access to professional learning opportunities that strengthen their professional learning in instruction, compliance and school operations. Additionally, in service of the Chancellor's goal of preparing more individuals to take on the role of Principal, an extended goal of this series is to prepare APs to apply to one of the many NYCDOE associated leadership programs.

# Summary of BFSC Supports

Aligned to the Framework for Great Schools



Type of Support	Rigorous Instruction Supportive	Supportive Environment	Collaborative Teachers	Effective School Leadership	Strong Family Community Ties	Trust
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Support For All Schools						
Customized Instructional Turn Key professional learning offerings aligned to District Instructional priorities & goals	T&L	✓	✓	✓	✓	✓
STARS Programmers & Data Specialist Trainings	T&L	✓	✓		✓	✓
Advanced Evaluation System + MOSL + MOTP Trainings	T&L	✓	✓		✓	✓
Compliance and Instruction oriented professional learning opportunities provided by ELL Team	ELL	✓	✓	✓	✓	✓
Special Education Spotlight School Series	Sp. Ed.	✓	✓	✓	✓	✓
Customized Quarterly District Specific Special Education Professional Development	Sp. Ed.		✓	✓	✓	✓
Monthly Training / Professional learning Opportunities provided by Student Service Managers	SS		✓	✓	✓	✓
Systems and Budget Professional learning Opportunities provided by Finance & HR Personnel	F/HR		✓		✓	✓
Highlight Schools						
Professional Cycles of Learning for four schools per district	T&L	✓	✓	✓	✓	✓
Sharing Best Practice -- Facilitated School Inter-Visitations by the Division of Teaching and Learning	T&L	✓	✓	✓	✓	✓
High Touch Support (i.e. School level Support) facilitated by the BFSC ELL Team	ELL	✓	✓	✓	✓	✓
Sharing Best Practice -- Facilitated School Inter-Visitations by the BFSC ELL Team	ELL	✓	✓	✓	✓	✓
Spotlight School Inquiry Cycles for two district schools	Sp. Ed.	✓	✓	✓	✓	✓
Targeted Student Service Cohorts	SS		✓	✓	✓	✓
One-To-One Support -- Facilitated and supported by the Student Service Team	SS		✓		✓	✓
BFSC Support for District Leadership (Principals & Assistant Principals)						
Brooklyn South BFSC Leadership Series	BFSC	✓	✓	✓	✓	✓
New Principal Support Series	BFSC	✓	✓	✓	✓	✓
Assistant Principal Institute	BFSC	✓	✓	✓	✓	✓
Data Inquiry Professional Development	BFSC	✓	✓	✓	✓	✓

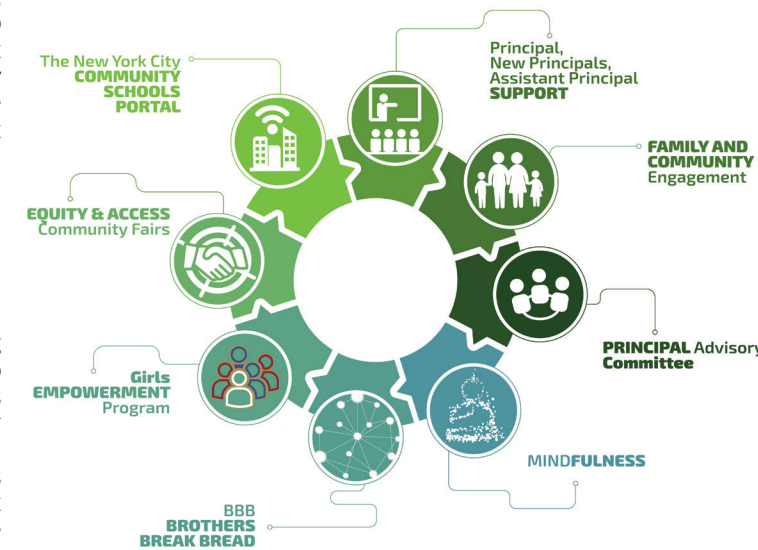
# BFSC Initiatives

## Community Schools Web Portal

Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. Mayor Bill de Blasio's vision to re-imagine the City's school system developed into the the NYC Community Schools Initiative. In an effort to build upon existing citywide initiatives, the BFSC is exploring possibility of adopting the Boston Public Schools "PartnerBPS" portal, a web-based partnership registration system that serves to leverage quality school partnerships to close opportunity and achievement gaps, and improve school quality.

## Principal, New Principal and Assistant Principal Support

In alignment with the Chancellor's vision as outlined in the Framework for Great Schools, the Brooklyn South Borough Field center will be crafting a series of differentiated training for school leaders. These training will expand on the goals of the Framework in service of ensuring school leaders have the knowledge, strategies, structure and tools to lead by example, nurture the professional growth of staff, and are capable of providing the instructional / social-emotional support to drive student achievement in their buildings.



## Family and Community Engagement

The Brooklyn South BFSC is committed to engaging with District CEC on a continuous basis to promote success, troubleshoot challenges, monitor changes, and leverage available community resources in support of districts & schools.

## Principal Advisory Committee

The purpose of this group is to establish a structure that ensures a robust, year-long discourse, inclusive of ongoing communication, capacity and community building as well as celebrating the outstanding work that we know happens every day among our 188 schools. The critical lens of this group would be to support the Brooklyn South BFSC in developing its own capacity to offer the highest quality services in collaboration with our Superintendents, Principals and professional learning communities.

## Equity and Access Community Fairs

We are excited to be organizing various opportunities to engage and empower Parents / Guardians in support of their child's education and build community partnerships. It is through these initiatives that we believe we are truly able to bring to fruition our mantra as a BFSC, to build "Strong Schools" and "Strong Communities."

## Student Engagement

The Brooklyn South BFSC will look to coordinate with district leadership to foster innovative youth programs that engage students, teachers and community stakeholders. Currently the BK South BFSC has several initiatives and plan to continue to expand this list in collaboration with superintendents.

- BSAC (Borough Student Advisory Council)
- Brooklyn South Girls Empowerment Program
- Brothers Break Bread

## Mindfulness

In an effort to service the social & emotional needs of students, the Brooklyn South Support Center is engaged in promoting "Mindfulness." Mindfulness is a way of paying attention to, and seeing clearly whatever is happening in our lives. Our hope is that, through trainings, we as a BFSC and participating schools can learn new ways of approaching our daily lives in a calmer manner that benefits our mind, body and improves our quality of life.



# Measuring & Monitoring Success

Brooklyn South Borough Field Support Center's Specific, Measurable, Achievable, Realistic, and Time-bound Goals for Evaluating Progress and Efficacy

The engine of improvement, growth, and renewal in a professional learning community is collective inquiry. People in such a community are relentless in questioning the status quo, seeking new methods, testing those methods. And then reflecting on the results.

- DuFour



In an effort to monitor and evaluate our success, each Brooklyn South Borough Field Support Center Division crafted a set of clear and measureable goals that align to respective Divisional priorities. A great deal of thought and intentionally has gone into the development of each goal to ensure they are (1) measureable and (2) rooted in outcomes for schools & schools communities. Our approach to the design of Divisional supports, the delivery of supports, and the process by which we collect both quantitative and qualitative data to gauge effectiveness has been very deliberate. We believe that our efforts to build the right systems and structures and engage in the right work will, in the end, allow us to produce the right outcomes.

The following is a brief summary of the metrics and corresponding data sources we will be drawing upon to measure and monitor our success over the course of this year.

### Timely Check-ins

- Quarterly DLT & BFSC Check-ins
- Monthly FSL / SSL meetings
- Monthly Superintendent / Director meetings
- Monthly Principal Advisory Meeting
- Monthly BFSC Staff Advisory Meetings
- Professional Cycles of Learning - School Site Activity Log

### Leading Indicators

- BK South District Specific Blueprint Plans
- Divisional Smart Goals
- Professional Learning Session Feedback Forms
- Professional Learning Registration and Attendance Metrics
- Weekly Tracker Trends

### Lagging Indicators

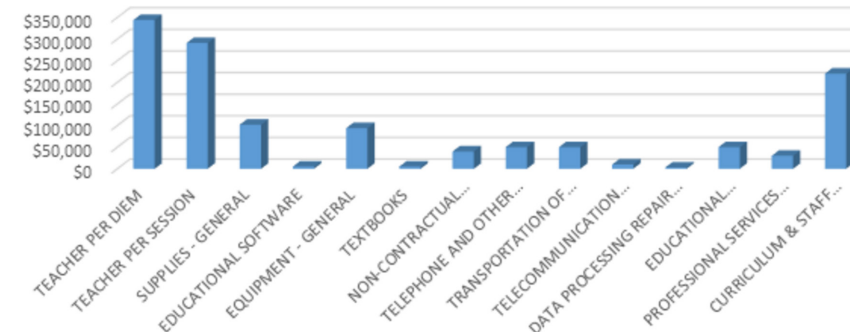
- Divisional Smart Goals
- School Specific Indicators
- Metrics Rooted in Divisional Smart Goals
- School Quality Snapshots
- Advance
- Principal Performance Review (select schools)
- Quality Review
- School Survey's



# The Alignment of Our Budget

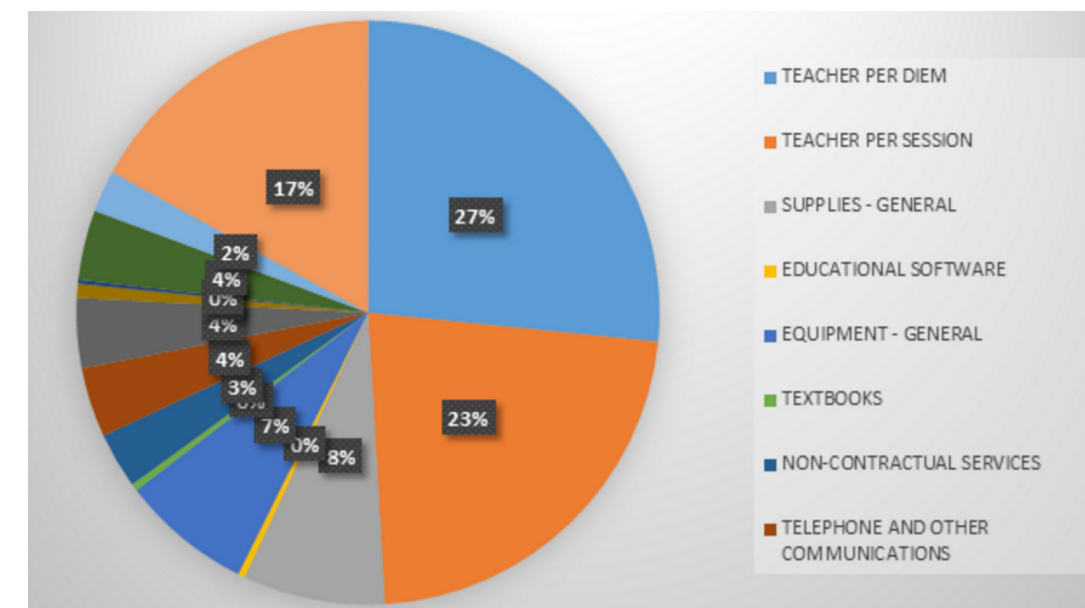
Aligning Our Budget to School Supports

Brooklyn South BFSC Discretionary Budget



Similar to a school's budget, the overwhelming majority of the BFSC's budget is dedicated to personnel services, or the direct staffing needs. In the case of Brooklyn South in particular, more than 87% of our overall budget is dedicated to our staffing needs; the remaining 13% is budgeted to support per session, per diem, and OTPS activities as indicated by the charts below. With this year being the first year that the BFSC became operational, a significant portion of our Other Than Personnel Expenses (OTPS) budget is being dedicated to purchasing goods and

materials in support of the new staff. Keeping in line with our BFSC and District priorities to build capacity, we've also committed a significant percentage of our budget in support of schools as demonstrated by the allocations for Educational Consultants, Professional Services, and Curriculum & Staff Development, in addition to the funds allocated to support schools with per diem and per session so their staff can attend our Professional Learning Series.



*“Onward  
and  
Upwards!”*

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- Brooklyn South Team



